Physical Education Curriculum Map

Vision Statement

The Physical Education department seeks to engage pupils in activities that develop health and fitness, as well as develop independence through problem-solving physical challenges, evaluating, modifying technique and consolidating skills through practice and repetition. Additionally, pupils are taught to be respectful to one another during lessons and maintain the Salesian values of friendship and peace.

At the Salesian College of St. John Bosco the Physical Education department aims to develop a love for sport and physical activity through our schools core values; Respect, Understanding, Affection and Humour (RUAH). Our inclusive curriculum seeks to engage students in activities that develop their health and fitness, as well as independence through problem-solving physical challenges, evaluating, modifying technique and consolidating skills through practice and repetition. As a department, we build on physical literacy, knowledge and overall understanding of why PE is important, to ensure pupils lead healthy active lives. Entering pupils into competition at local, county and (where appropriate) National level is a focus of the department, ensuring that students fully embrace these sporting opportunities and the many benefits that this brings.

Year 7 Curriculum INTENT

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, football, handball, netball, basketball, rugby, hockey, softball, rounders and cricket)
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances / aerobics using advanced techniques within a range of styles and forms
- take part in outdoor and adventurous activities (orienteering) which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones (technically and physiologically) and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

Year 7 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Football (boys 1) ***Fundamentals:*** Kicking the ball, controlling the ball, attack, defence ***Understand basic rules and how to apply them:*** Fouls, free kicks, throw ins, goal kicks	8	Pupils will have acquired and demonstrated an understanding of team sports in KS2 when they will have studied a range of activities that involve attack, defence and fundamental skills. Such skills can now	Outwitting opponents: Through developing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and

Understand advanced rules and how to apply them: Offside, direct / Indirect free kicks ***Basic Skills:*** Passing, control, dribbling, shooting, turning, tackling, heading, goalkeeping ***Advanced Skills:*** Long range passing / shooting (chip, drive), turning (Cruyff, Ronaldo etc.) Extra-Curricular Activity: Sefton Cup, Merseyside Cup, National Cup (where appropriate) Handball (boys 2) ***Fundamentals:*** Throwing, catching, dribbling, shooting, goalkeeping. ***Understand basic rules and how to apply them:*** 3 step rule, shooting areas (6-meter line), free throws, penalty throws ***Understand advanced rules and how to apply them:*** Goal throws, possession of the ball means that that team has to attack. ***Basic Skills:*** Passing, dribbling, shooting, blocking, stops, goalkeeping ***Advanced Skills:*** Jump shot Basketball (boys 3) ***Fundamentals:*** Throwing, catching, dribbling, and shooting. ***Understand basic rules and how to apply them:*** Travel, double dribble, contact. ***Understand advanced rules and how to apply them:*** Back court, 3 second rule. ***Basic Skills:***	6 6	be developed throughout each unit once baseline core assessment tasks have taken place. Football will be taught initially to develop the basic skills of attack and defence in invasion games. Handball will then be taught as the fundamentals of the sport are the same as football with the exception of hand – eye co-ordination being used rather than foot – eye co-ordination. Pupils will be grouped based on ability after initial assessments. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be taught first to develop technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow such as specific turns, range of passing etc. depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school against other schools in our Football teams. Pupils will have acquired and demonstrated an understanding football and handball during half term 1. They will now transfer their skills from those sports into this basketball unit of work. Gymnastics is the first aesthetic discipline that the boys will study at KS3. They will build upon core skills	playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills. Outwitting opponents: Basketball - Through developing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication:

Passing, dribbling, shooting, lay-ups, stops, pivoting. ***Advanced Skills:*** Cuts, blocks. Extra-Curricular Activity: Sefton League Fixtures. Gymnastics (boys 4) ***Fundamentals:*** Jump, turn, travel, balance (Inc. counter), flight. ***Understand basic sequencing / routines:*** Canon, unison, mirroring, symmetry ***Understand advanced sequencing / routines:*** Inversion, asymmetry ***Basic Skills:*** Sequence development, travel, rolls, balances, basic shapes, drops & twists ***Advanced Skills:*** Inversion, incorporating apparatus	6	that they will have learnt during KS1 and KS2. Pupils should have an understanding of core strength and muscular endurance from topics 1, 2 and 3 and should apply that knowledge into this gymnastics unit of work. This unit will focus on basic gymnastic skills. Only pupils showing advanced technique will perform advanced ones. Basketball: Basic skills will be taught first to develop technique and confidence before being developed through more competitive drills and game play. Basketball: Advanced skills will follow through game play depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school against other schools in our Basketball teams.	Basketball - of basic and advanced skills (when applicable). Gymnastics – of gymnastic movements during routines Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and routines. Performing at maximum levels: Basketball - During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Gymnastics – using dynamic actions during routines whilst maintaining control and fluency. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.
Netball (girls 1) ***Fundamentals:*** Throwing, catching, attack, defence, positions. ***Understand basic rules and how to apply them:*** Footwork, pivoting, offside, contact, 3 second rule ***Understand advanced rules and how to apply them:*** Over a third, simultaneous contact ***Basic Skills:***	8	Pupils will have acquired and demonstrated an understanding of team sports in KS2 when they will have studied a range of activities that involve attack, defence and fundamental skills. Such skills can now be developed throughout each unit once baseline core assessment tasks have taken place.	Outwitting opponents: Netball - Through developing a range of skills and tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication:

Passing, pivoting, shooting, dodging, footwork, marking ***Advanced Skills:*** Defensive pressure, cut and drive. Extra-Curricular Activity: Sefton League Fixtures and Tournaments. Dance (girls 2) ***Fundamentals ('dance styles'):*** Jump, turn, travel, gesture, stillness. ***Understand basic chorography sequencing / routines:*** Dynamics, expression. ***Understand advanced chorography sequencing / routines:*** Projection, musicality. ***Basic Skills:*** Jump, turn, travel, gesture, stillness, flow, shape. ***Advanced Skills:*** Individual motifs, use of key terminology during peer assessment tasks.	6	Netball will be taught initially to develop the basic skills of attack and defence in invasion games. The principles of footwork, co-ordination and balance can then be applied in dance. Pupils will be grouped based on ability after initial assessments. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. In Netball, basic skills will be taught first to develop technique and confidence before being developed through more competitive drills and game play. In dance, pupils can work in small groups initially to plan routines. Advanced skills will follow depending on the progress of the pupils. Independent learning can also be developed in Dance if the opportunity arises. Furthermore, those excelling in Netball will be offered the opportunity to represent the school against other schools in our Netball teams.	Netball - of basic and advanced skills (when applicable). Dance – of dance styles during routines Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and motifs. Performing at maximum levels: Netball - During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Dance – using dynamic actions during routines whilst maintaining control. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.
Gymnastics (girls 3) ***Fundamentals:*** Jump, turn, travel, balance (Inc. counter), flight. ***Understand basic sequencing / routines:*** Canon, unison, mirroring, symmetry ***Understand advanced sequencing / routines:*** Inversion, asymmetry ***Basic Skills:***	6	Gymnastics is the second aesthetic discipline that the girls will study at KS3. They will build upon core skills that they will have learnt during their dance unit and apply those skills / knowledge across into this topic. Pupils may show advanced technique from an early stage and prior experience and should therefore have their learning accelerated if that is the case.	Outwitting opponents: Football - Through developing a range of skills and tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication:

Sequence development, travel, rolls, balances, basic shapes, drops & twists ***Advanced Skills:*** Inversion, incorporating apparatus Football (girls 4) ***Fundamentals:*** Kicking the ball, controlling the ball, attack, defence ***Understand basic rules and how to apply them:*** Fouls, free kicks, throw ins, goal kicks ***Understand advanced rules and how to apply them:*** Offside, direct / Indirect free kicks ***Basic Skills:*** Passing, control, dribbling, shooting, turning, tackling, heading, goalkeeping ***Advanced Skills:*** Long range passing / shooting (chip, drive), turning (Cruyff, Ronaldo etc.) Extra-Curricular Activity: Sefton League Fixtures, Merseyside Cup Competitions (where applicable) Sefton Tournaments.	6	Pupils will have acquired and demonstrated an understanding Netball during half term 1. They will now transfer their knowledge of invasion games into this Football unit of work. Pupils will be grouped based on ability after initial assessments. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be taught first to develop technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow such as specific turns, range of passing etc. depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school against other schools in our Football teams.	Football - of basic and advanced skills (when applicable). Gymnastics – of gymnastic movements during routines Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and routines. Performing at maximum levels: Football - During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Gymnastics – using dynamic actions during routines whilst maintaining control and fluency. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Year 7 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Badminton (boys 5) ***Fundamentals:*** How to grip the racket	7	Pupils will have acquired and demonstrated an understanding of hand-eye co-ordination skills in the Autumn term when they will have studied a	Outwitting opponents: Through developing a range of shots and developing tactics. Through practices, and

How to set up the equipment on court Court markings / boundaries Singles / doubles ***Understand basic rules and how to apply them:*** Underarm serve 1 hit only Can't touch the net How to win a point How to score a game (up to 21) ***Understand advanced rules and how to apply them:*** Service box dimensions (singles / doubles) Serving sides (after winning a point) ***Basic Skills:*** Net lift / overhead clear (basic rallying) Service (short / low, high deep, backhand / flick) Drive ***Advanced Skills:*** Drop shots (net / overhead) Net kill / smash Game experience (1/2 court singles, doubles) Extra-Curricular Activity: KS3 South Sefton Badminton Tournament		range of activities such as basketball, handball and netball. Such skills can now be transferred into badminton. Racket size will be differentiated between short tennis, short and full size badminton rackets to ensure early success for the pupils whilst also extending those who demonstrate good technique early on. Basic skills will be taught first to develop rallying, confidence and co-operative gameplay. Advanced skills will follow such as drop shots to develop attacking play. Furthermore, those excelling in class will be offered the opportunity to represent the school against other South Sefton schools at tournaments.	playing half/full court competitive games/tournament. Accurate replication: Of shots and techniques such as overhead clear, net lift, serves, drop shots, drive, net kill / smash. Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: Playing rallies, and performing shots that move opponent to the back of the court. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.
Fitness (boys 6 and girls 5) ***Fundamentals:*** Methods and principles of training, components of health and fitness ***Understand basic fitness terminology:*** Warm up, cool down, heart rate, training zones	5	Pupils will have acquired and demonstrated an understanding of the components of health and fitness during the first half term of the year. They all should be able to warm up and cool down independently. This unit will now link the components that have been used in previous units	Outwitting opponents: Through developing an understanding of how the intensity of training can maximise individual performance and outperform others. Accurate replication: Of using equipment safely.

Understand advanced fitness terminology: Specificity, progression, overload, variance, hypertrophy ***Components of health and fitness:*** CV and muscular endurance, muscular strength, speed ***Methods of training:*** Continuous, circuit, weight, interval, cross ***Principles of training:*** Specificity, progression, understanding of overload, variance Basketball (girls 6) ***Fundamentals:*** Throwing, catching, dribbling, and shooting. ***Understand basic rules and how to apply them:*** Travel, double dribble, contact. ***Understand advanced rules and how to apply them:*** Back court, 3 second rule. ***Basic Skills:*** Passing, dribbling, shooting, lay-ups, stops, pivoting. ***Advanced Skills:*** Cuts, blocks.	7	and develop the pupil's knowledge and understanding of how they are used in each sport. Basic skills: Pupils will experience different methods of training. They will train independently at their own pace and develop a basic understanding of training zones. Advanced skills: Pupils will develop an understanding of the principles of training, how they can be used for sport and which methods of training are more applicable to different sports. Pupils will have acquired and demonstrated an understanding football and handball during half term 1&2. They will now transfer their skills from those sports into this basketball unit of work. Basic skills will be taught first to develop technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow through game play depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school.	Exploring and communicating concepts and ideas: Through peer assessment and group discussions of how each method of training can enhance sporting performance. Performing at maximum levels: Through training zones and methods of training. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills. Outwitting opponents: Through developing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and routines. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack.
Rugby (boys 7) ***Fundamentals:*** Handling the ball, travelling with the ball, tackling ***Understand basic rules and how to apply them:***	6	Pupils will have acquired and demonstrated an understanding of invasion games during the first three half terms. They will now transfer their skills from those sports into this rugby unit of work	Outwitting opponents: Through developing a range of passing techniques, agility and tackling whilst developing tactical awareness. Through practices, and playing small sided / full sided games.

Forward pass, knock on, release of the ball, line out, conversion, high tackle ***Understand advanced rules and how to apply them:*** Offside ***Basic Skills:*** Passing, tackling, kicking, presenting the ball, rucking ***Advanced Skills:*** Mauling Athletics (boys 8 – cont. into Summer 1) ***Fundamentals:*** Sprinting, endurance running, hurdling, jumping, throwing ***Understand basic rules and how to apply them:*** Event specific rules (e.g., false start) ***Understand advanced rules and how to apply them:*** Event specific rules (e.g., relay changeover dimensions) ***Basic Skills:*** Running, jumping, throwing, hurdling ***Advanced Skills:*** Event specific (e.g., approach in high jump, rotation in shot putt, effective pacing) Extra-Curricular Activity: Salesian, Sefton, Catholic & Bootle Athletics Championships Badminton (girls 7) ***Fundamentals:*** How to grip the racket How to set up the equipment on court Court markings / boundaries Singles / doubles	2 7	Some pupils may have experienced tag rugby during KS2 at primary school. For many pupils this may be their first experience of the sport. Pupils will learn how to perform basic skills such as handling the ball, moving with the ball and passing the ball before contact is introduced. This is to develop confidence before being developed through more competitive drills and game play. Advanced skills will follow through game play depending on the progress of the pupils. Pupils will build upon their knowledge and understanding that they acquired during the fitness unit. This unit will now link the components of health and fitness to each athletic discipline. Basic skills: sprint start, running form / posture, acceleration (whole body / limb), take off, flight, angle of approach / release), relay changeover Advanced skills: hurdling, fosbury flop, triple jump, shot putt / discus rotation. Pupils will have acquired and demonstrated an understanding of hand-eye co-ordination skills in the Autumn term when they will have studied a range of activities such as basketball, handball and	Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and routines. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Outwitting opponents: Through developing an understanding of how the intensity of training can maximise individual performance and outperform others. Accurate replication: Of using equipment safely. Exploring and communicating concepts and ideas: Through peer assessment and group discussions of how each method of training can enhance sporting performance. Performing at maximum levels: Through training zones and methods of training. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills. Outwitting opponents: Through developing a range of shots and developing tactics. Through practices, and playing half/full court competitive games/tournament. Accurate replication:

Understand basic rules and how to apply them: Underarm serve 1 hit only Can't touch the net How to win a point How to score a game (up to 21) ***Understand advanced rules and how to apply them:*** Service box dimensions (singles / doubles) Serving sides (after winning a point) ***Basic Skills:*** Net lift / overhead clear (basic rallying) Service (short / low, high deep, backhand / flick) Drive ***Advanced Skills:*** Drop shots (net / overhead) Net kill / smash Game experience (1/2 court singles, doubles) Extra-Curricular Activity: KS3 South Sefton Badminton Tournament		netball. Such skills can now be transferred into badminton. Racket size will be differentiated between short tennis, short and full size badminton rackets to ensure early success for the pupils whilst also extending those who demonstrate good technique early on. Basic skills will be taught first to develop rallying, confidence and co-operative gameplay. Advanced skills will follow such as drop shots to develop attacking play. Furthermore, those excelling in class will be offered the opportunity to represent the school against other South Sefton schools at tournaments.	Of shots and techniques such as overhead clear, net lift, serves, drop shots, drive, net kill / smash. Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: Playing rallies, and performing shots that move opponent to the back of the court. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.
Hockey (girls 8) ***Fundamentals:*** Dribbling, passing, blocking, attack, defence ***Understand basic rules and how to apply them:***	6	Pupils will have acquired and demonstrated an understanding of hand-eye co-ordination skills in previous units when they will have studied a range of activities such as basketball, handball,	Outwitting opponents: Through developing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication:

Fouls, stick height, free hits ***Understand advanced rules and how to apply them:*** Penalty corners ***Basic Skills:*** Passing, control, dribbling, shooting, turning, blocking, goalkeeping ***Advanced Skills:*** Indian dribble, reverse stick passing / shooting		badminton and netball. Such skills can now be transferred into hockey. The same invasion games principles of attack and defence can also be transferred. Pupils will be grouped based on ability after initial assessments. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be taught first to develop technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow such as the Indian dribble, reverse stick passing etc. depending on the progress of the pupils.	Of basic and advanced skills (when applicable). **Exploring and communicating concepts and ideas:** Through peer assessment during drills and gameplay. **Performing at maximum levels:** During drills and small sided games that manipulate the opposition to exploit opportunities to attack. **Exercising safely and effectively to improve health and wellbeing:** Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Year 7 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage

Athletics (girls 8, boys 8 – continued from Spring 2) ***Fundamentals:*** Sprinting, endurance running, hurdling, jumping, throwing ***Understand basic rules and how to apply them:*** Event specific rules (e.g. false start) ***Understand advanced rules and how to apply them:*** Event specific rules (e.g., relay changeover dimensions) ***Basic Skills:*** Running, jumping, throwing, hurdling ***Advanced Skills:*** Event specific (e.g., approach in high jump, rotation in shot putt, effective pacing) Extra-Curricular Activity: Salesian, Sefton, Catholic & Bootle Athletics Championships	7 (boys) 9 (girls)	Pupils will build upon their knowledge and understanding that they acquired during the fitness unit. This unit will now link the components of health and fitness to each athletic discipline. Basic skills: sprint start, running form / posture, acceleration (whole body / limb), take off, flight, angle of approach / release), relay changeover Advanced skills: hurdling, fosbury flop, triple jump, shot putt / discus rotation.	Outwitting opponents: Through developing an understanding of how the intensity of training can maximise individual performance and outperform others. Accurate replication: Of using equipment safely. Exploring and communicating concepts and ideas: Through peer assessment and group discussions of how each method of training can enhance sporting performance. Performing at maximum levels: Through training zones and methods of training. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.
Striking and Fielding 2 (boys 9, girls 9) ***Fundamentals:*** Throwing, catching, hitting, fielding	18	Pupils will have acquired and demonstrated an understanding of hand-eye co-ordination skills in activities from the previous 4 half terms. Such	Outwitting opponents:

Understand basic rules and how to apply them: Sport specific rules and positions (cricket, softball, rounders) ***Understand advanced rules and how to apply them:*** Sport specific rules and positions (cricket, softball, rounders) ***Basic Skills:*** Throwing (overarm, underarm), catching, hitting, bowling / pitching (underarm, overarm) fielding (short, long barrier) ***Advanced Skills:*** Sport specific (e.g., backhand strike in rounders, stealing in softball, reverse sweep in cricket) Orienteering (boys 10, girls 10) ***Fundamentals:*** Map reading, pacing, navigation, checkpoints ***Understand basic concepts and how to apply them:*** Map reading, environment / terrain, pacing ***Understand advanced concepts and how to apply them:*** Attack points, hand railing ***Basic Skills:*** Map reading, pacing, navigation ***Advanced Skills:*** Compass reading	5	skills can now be transferred into each striking and fielding unit. Bat, ball and pitch size can be differentiated between sports to ensure early success for the pupils whilst also extending those who demonstrate good technique early on. Basic skills will be taught first to develop confidence in each discipline. This could be accelerated quickly once the basic core skills of throwing, catching and hitting have been embedded. Advanced skills will follow such as more complex closed skills and tactical awareness during match play. Pupils will use their knowledge and understanding acquired during endurance events in athletics and combine that with map reading skills that will be established during this unit. Once the key concepts of navigation have been embedded, pupils will then demonstrate their understanding of key words that have been taught throughout the year when they locate each checkpoint and report back to the results base. Pupils will then be verbally assessed on their understanding of the key word that they have located as part of their end of year assessment before being assigned their next checkpoint.	Through developing a range of skills and developing tactics. Through practices, and playing small sided / full competitive games. Accurate replication: Of skills and techniques in each sporting discipline (overarm cricket bowling, pitching in softball, covering bases in rounders). Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: During isolated drills and applying skill acquisition into competitive situations. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills. Outwitting opponents: Through teamwork and pacing. Exploring and communicating concepts and ideas: Through identifying the best skill to locate checkpoints in the shortest period of time. Performing at maximum levels: When locating checkpoints through pacing and map reading. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Year 8 Curriculum INTENT

Pupils should refine, enhance and embed the physical development and skills learned in Year 7, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should further understand what makes a performance effective and how to apply these principles to their own and others' work. They should further develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should refine and enhance their ability to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, football, handball, netball, basketball, rugby, hockey, softball, rounders and cricket)
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances / aerobics using advanced techniques within a range of styles and forms
- take part in outdoor and adventurous activities (orienteering) which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones (technically and physiologically) and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

Year 8 Curriculum Map – Autumn

Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Football (boys 1) ***Fundamentals:*** Kicking the ball, controlling the ball, attack, defence ***Understand basic rules and how to apply them:*** Fouls, free kicks, throw ins, goal kicks ***Understand advanced rules and how to apply them:*** Offside, direct / Indirect free kicks ***Basic Skills:*** Passing, control, dribbling, shooting, turning, tackling, heading, goalkeeping ***Advanced Skills:*** Long range passing / shooting (chip, drive), turning (Cruyff, Ronaldo etc.) Extra-Curricular Activity: Sefton Cup, Merseyside Cup, National Cup (where appropriate) Handball (boys 2) ***Fundamentals:*** Throwing, catching, dribbling, shooting, goalkeeping. ***Understand basic rules and how to apply them:*** 3 step rule, shooting areas (6-meter line), free throws, penalty throws ***Understand advanced rules and how to apply them:*** Goal throws, possession of the ball means that that team has to attack. ***Basic Skills:*** Passing, dribbling, shooting, blocking, stops, goalkeeping ***Advanced Skills:*** Jump shot	8 6	Pupils will have acquired and demonstrated an understanding of team sports in Year 7 when they will have studied a range of activities that involve attack, defence and fundamental skills. Such skills can now be developed in Year 8 with further development of tactical awareness. Pupils will have learnt the fundamentals of attack and defence during invasion games in Year 7. Handball is taught after football as the majority of the skills involved are transferable across both sports with the exception of hand – eye co-ordination being used rather than foot – eye co-ordination. Pupils will be grouped based on ability following their assessments in the previous year. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be taught again with further refinement to develop technique and confidence alongside game development through more competitive drills and game play. Advanced skills will follow such as specific turns, range of passing etc. depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school against other schools in our Football teams.	Through developing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Basketball (boys 3) ***Fundamentals:*** Throwing, catching, dribbling, and shooting. ***Understand basic rules and how to apply them:*** Travel, double dribble, contact. ***Understand advanced rules and how to apply them:*** Back court, 3 second rule. ***Basic Skills:*** Passing, dribbling, shooting, lay-ups, stops, pivoting. ***Advanced Skills:*** Cuts, blocks. Extra-Curricular Activity: Sefton League Fixtures. Hockey (boys 4) ***Fundamentals:*** Dribbling, passing, blocking, attack, defence ***Understand basic rules and how to apply them:*** Fouls, stick height, free hits ***Understand advanced rules and how to apply them:*** Penalty corners ***Basic Skills:*** Passing, control, dribbling, shooting, turning, blocking, goalkeeping ***Advanced Skills:*** Indian dribble, reverse stick passing / shooting	6 6	Pupils will have acquired and demonstrated an understanding football, handball and basketball during Year 7. They will now refine their skills from those sports into this basketball unit of work and applying the same principles of attack and defence into hockey. Basketball: Basic skills will be revisited, refined and developed to enhance technique and confidence before being further developed through more competitive drills and game play. Basketball: Advanced skills will follow through game play depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school against other schools in our Basketball teams. Hockey: Pupils will be grouped based on ability after initial assessments. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be taught first to develop technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow such as the Indian dribble, reverse stick passing etc. depending on the progress of the pupils.	Outwitting opponents: Through developing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Netball (girls 1) ***Fundamentals:*** Throwing, catching, attack, defence, positions. ***Understand basic rules and how to apply them:*** Footwork, pivoting, offside, contact, 3 second rule ***Understand advanced rules and how to apply them:*** Over a third, simultaneous contact ***Basic Skills:*** Passing, pivoting, shooting, dodging, footwork, marking ***Advanced Skills:*** Defensive pressure, cut and drive. Extra-Curricular Activity: Sefton League Fixtures and Tournaments. Dance (girls 2) ***Fundamentals ('dance styles'):*** Jump, turn, travel, gesture, stillness. ***Understand basic chorography sequencing / routines:*** Dynamics, expression. ***Understand advanced chorography sequencing / routines:*** Projection, musicality. ***Basic Skills:*** Jump, turn, travel, gesture, stillness, flow, shape. ***Advanced Skills:*** Individual motifs, use of key terminology during peer assessment tasks.	8 6	Pupils will have acquired and demonstrated an understanding of team sports in Year 7 when they will have studied a range of activities that involve attack, defence and fundamental skills. Such skills can now be developed in Year 8 with further development of tactical awareness. Pupils will have learnt the fundamentals of attack and defence during invasion games in Year 7. The principles of footwork, co-ordination and balance can then be applied in dance with further refinement of more complex actions in Year 8. Pupils will be grouped based on ability following their assessments in the previous year. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be taught again with further refinement to develop technique and confidence alongside game development through more competitive drills and game play. In dance, pupils can work in small groups initially to plan routines. Advanced skills will follow depending on the progress of the pupils. Independent learning can also be developed in Dance if the opportunity arises. Furthermore, those excelling in Netball will be offered the opportunity to represent the school against other schools in our Netball teams.	Outwitting opponents: Netball - Through developing a range of skills and tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Netball - of basic and advanced skills (when applicable). Dance – of dance styles during routines Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and motifs. Performing at maximum levels: Netball - During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Dance – using dynamic actions during routines whilst maintaining control. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Gymnastics (girls 3) ***Fundamentals:*** Jump, turn, travel, balance (Inc. counter), flight. ***Understand basic sequencing / routines:*** Canon, unison, mirroring, symmetry ***Understand advanced sequencing / routines:*** Inversion, asymmetry ***Basic Skills:*** Sequence development, travel, rolls, balances, basic shapes, drops & twists ***Advanced Skills:*** Inversion, incorporating apparatus Football (girls 4) ***Fundamentals:*** Kicking the ball, controlling the ball, attack, defence ***Understand basic rules and how to apply them:*** Fouls, free kicks, throw ins, goal kicks ***Understand advanced rules and how to apply them:*** Offside, direct / Indirect free kicks ***Basic Skills:*** Passing, control, dribbling, shooting, turning, tackling, heading, goalkeeping ***Advanced Skills:*** Long range passing / shooting (chip, drive), turning (Cruyff, Ronaldo etc.) Extra-Curricular Activity: Sefton League Fixtures, Merseyside Cup Competitions (where applicable) Sefton Tournaments.	6 6	Pupils will build upon the core skills that they will have learnt during their gymnastics / dance units in Year 7 and apply those skills / knowledge across into this topic. Pupils may show advanced technique from prior experience and should therefore have their learning accelerated if that is the case. Pupils will have acquired and demonstrated an understanding of invasion games in Year 7 and during Netball in Year 8. They will now transfer their knowledge of invasion games into their second Football unit of work. Pupils will be grouped based on ability after initial assessments. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be revisited to develop, refine and enhance technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow such as specific turns, range of passing etc. depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school against other schools in our Football teams.	Outwitting opponents: Football - Through refining a range of skills and tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Football - of basic and advanced skills (when applicable). Gymnastics – of gymnastic movements during routines Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and routines. Performing at maximum levels: Football - During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Gymnastics – using dynamic actions during routines whilst maintaining control and fluency. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Year 8 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Badminton (boys 5) ***Fundamentals:*** How to grip the racket How to set up the equipment on court Court markings / boundaries Singles / doubles ***Understand basic rules and how to apply them:*** Underarm serve 1 hit only Can't touch the net How to win a point How to score a game (up to 21) ***Understand advanced rules and how to apply them:*** Service box dimensions (singles / doubles) Serving sides (after winning a point) ***Basic Skills:*** Net lift / overhead clear (basic rallying) Service (short / low, high deep, backhand / flick) Drive ***Advanced Skills:*** Drop shots (net / overhead) Net kill / smash Game experience (1/2 court singles, doubles) **Extra-Curricular Activity:** KS3 South Sefton Badminton Tournament	7	Pupils will have acquired and demonstrated an understanding of hand-eye co-ordination skills in the Year 7. Such skills can now be refined during this second unit of badminton. Racket size will be differentiated between short tennis, short and full size badminton rackets to ensure early success for the pupils whilst also extending those who demonstrate good technique early on. Basic skills will be taught first to develop rallying, confidence and co-operative gameplay. Advanced skills will follow such as drop shots to develop attacking play. Furthermore, those excelling in class will be offered the opportunity to represent the school against other South Sefton schools at tournaments.	**Outwitting opponents:** Through developing and refining a range of shots and developing tactics. Through practices, and playing half/full court competitive games/tournament. **Accurate replication:** Of shots and techniques such as overhead clear, net lift, serves, drop shots, drive, net kill / smash. **Exploring and communicating concepts and ideas:** Through peer assessment during drills and gameplay. **Performing at maximum levels:** Playing rallies, and performing shots that move opponent to the back of the court. **Exercising safely and effectively to improve health and wellbeing:** Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Fitness (boys 6 and girls 5) ***Fundamentals:*** Methods and principles of training, components of health and fitness ***Understand basic fitness terminology:*** Warm up, cool down, heart rate, training zones ***Understand advanced fitness terminology:*** Specificity, progression, overload, variance, hypertrophy ***Components of health and fitness:*** CV and muscular endurance, muscular strength, speed ***Methods of training:*** Continuous, circuit, weight, interval, cross ***Principles of training:*** Specificity, progression, understanding of overload, variance	5	Pupils will have acquired and demonstrated an understanding of the components of health and fitness during Year 7. They all should be able to warm up and cool down independently. This unit will now link the components that have been used in previous units and further develop the pupil's knowledge and understanding of how they are used in each sport. Basic skills: Pupils will experience different methods of training. They will train independently at their own pace and develop a basic understanding of training zones. Advanced skills: Pupils will develop an understanding of the principles of training, how they can be used for sport and which methods of training are more applicable to different sports.	Outwitting opponents: Through further developing an understanding of how the intensity of training can maximise individual performance and outperform others. Accurate replication: Of using equipment safely. Exploring and communicating concepts and ideas: Through peer assessment and group discussions of how each method of training can enhance sporting performance. Performing at maximum levels: Through training zones and methods of training. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.
Basketball (girls 6) ***Fundamentals:*** Throwing, catching, dribbling, and shooting. ***Understand basic rules and how to apply them:*** Travel, double dribble, contact. ***Understand advanced rules and how to apply them:*** Back court, 3 second rule. ***Basic Skills:*** Passing, dribbling, shooting, lay-ups, stops, pivoting. ***Advanced Skills:*** Cuts, blocks.	7	Pupils will have acquired and demonstrated an understanding invasion games and basketball in Year 7. They will now refine and enhance their skills from those sports into this basketball unit of work. Basic skills will be revisited to develop technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow through game play depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school.	Outwitting opponents: Through further developing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and routines. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack.

Rugby (boys 7) ***Fundamentals:*** Handling the ball, travelling with the ball, tackling ***Understand basic rules and how to apply them:*** Forward pass, knock on, release of the ball, line out, conversion, high tackle ***Understand advanced rules and how to apply them:*** Offside ***Basic Skills:*** Passing, tackling, kicking, presenting the ball, rucking ***Advanced Skills:*** Mauling	6	Pupils will have acquired and demonstrated an understanding of rugby in Year 7. They will further refine and develop those skills in this unit of work. Pupils will know how to perform basic skills such as handling the ball, moving with the ball, passing the ball and tackling. Each discipline will be revisited before more competitive drills and game play. Advanced skills will follow through game play depending on the progress of the pupils.	Outwitting opponents: Through further developing a range of passing techniques, agility and tackling whilst developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and routines. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack.
Athletics (boys 8 – cont. into Summer 1) ***Fundamentals:*** Sprinting, endurance running, hurdling, jumping, throwing ***Understand basic rules and how to apply them:*** Event specific rules (e.g., false start) ***Understand advanced rules and how to apply them:*** Event specific rules (e.g., relay changeover dimensions) ***Basic Skills:*** Running, jumping, throwing, hurdling ***Advanced Skills:*** Event specific (e.g., approach in high jump, rotation in shot putt, effective pacing) Extra-Curricular Activity: Salesian, Sefton, Catholic & Bootle Athletics Championships	2	Pupils will build upon their knowledge and understanding that they acquired of athletics during Year 7. Some pupils may have represented the school during competition. This unit will further develop each athletic discipline. Basic skills: sprint start, running form / posture, acceleration (whole body / limb), take off, flight, angle of approach / release), relay changeover Advanced skills: hurdling, fosbury flop, triple jump, shot putt / discus rotation.	Outwitting opponents: Through further developing an understanding of how the intensity of training can maximise individual performance and outperform others. Accurate replication: Of using equipment safely. Exploring and communicating concepts and ideas: Through peer assessment and group discussions of how each method of training can enhance sporting performance. Performing at maximum levels: Through training zones and methods of training. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Badminton (girls 7) ***Fundamentals:*** How to grip the racket How to set up the equipment on court Court markings / boundaries Singles / doubles ***Understand basic rules and how to apply them:*** Underarm serve 1 hit only Can't touch the net How to win a point How to score a game (up to 21) ***Understand advanced rules and how to apply them:*** Service box dimensions (singles / doubles) Serving sides (after winning a point) ***Basic Skills:*** Net lift / overhead clear (basic rallying) Service (short / low, high deep, backhand / flick) Drive ***Advanced Skills:*** Drop shots (net / overhead) Net kill / smash Game experience (1/2 court singles, doubles) Extra-Curricular Activity: KS3 South Sefton Badminton Tournament	7	Pupils will have acquired and demonstrated an understanding of hand-eye co-ordination skills in the Year 7. Such skills can now be refined during this second unit of badminton. Racket size will be differentiated between short tennis, short and full size badminton rackets to ensure early success for the pupils whilst also extending those who demonstrate good technique early on. Basic skills will be taught first to develop rallying, confidence and co-operative gameplay. Advanced skills will follow such as drop shots to develop attacking play. Furthermore, those excelling in class will be offered the opportunity to represent the school against other South Sefton schools at tournaments.	Outwitting opponents: Through further developing and refining a range of shots and developing tactics. Through practices, and playing half/full court competitive games/tournament. Accurate replication: Of shots and techniques such as overhead clear, net lift, serves, drop shots, drive, net kill / smash. Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: Playing rallies, and performing shots that move opponent to the back of the court. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Hockey (girls 8) ***Fundamentals:*** Dribbling, passing, blocking, attack, defence ***Understand basic rules and how to apply them:*** Fouls, stick height, free hits ***Understand advanced rules and how to apply them:*** Penalty corners ***Basic Skills:*** Passing, control, dribbling, shooting, turning, blocking, goalkeeping ***Advanced Skills:*** Indian dribble, reverse stick passing / shooting	6	Pupils will have acquired and demonstrated an understanding of hockey during Year 7. They will now refine and enhance their skills from those sports into this unit of work. Basic skills will be revisited to develop technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow through game play depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school.	Outwitting opponents: Through further developing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Year 8 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Athletics (girls 8, boys 8 – continued from Spring 2) ***Fundamentals:*** Sprinting, endurance running, hurdling, jumping, throwing ***Understand basic rules and how to apply them:*** Event specific rules (e.g.,, false start) ***Understand advanced rules and how to apply them:*** Event specific rules (e.g., relay changeover dimensions) ***Basic Skills:*** Running, jumping, throwing, hurdling ***Advanced Skills:*** Event specific (e.g., approach in high jump, rotation in shot putt, effective pacing) **Extra-Curricular Activity:** Salesian, Sefton, Catholic & Bootle Athletics Championships	Boys 7 Girls 9	Pupils will build upon their knowledge and understanding that they acquired of athletics during Year 7. Some pupils may have represented the school during competition. This unit will further develop each athletic discipline. Basic skills: sprint start, running form / posture, acceleration (whole body / limb), take off, flight, angle of approach / release), relay changeover Advanced skills: hurdling, fosbury flop, triple jump, shot putt / discus rotation.	**Outwitting opponents:** Through further developing an understanding of how the intensity of training can maximise individual performance and outperform others. **Accurate replication:** Of using equipment safely. **Exploring and communicating concepts and ideas:** Through peer assessment and group discussions of how each method of training can enhance sporting performance. **Performing at maximum levels:** Through training zones and methods of training. **Exercising safely and effectively to improve health and wellbeing:** Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Striking and Fielding 2 (boys 9, girls 9) ***Fundamentals:*** Throwing, catching, hitting, fielding ***Understand basic rules and how to apply them:*** Sport specific rules and positions (cricket, softball, rounders) ***Understand advanced rules and how to apply them:*** Sport specific rules and positions (cricket, softball, rounders) ***Basic Skills:*** Throwing (overarm, underarm), catching, hitting, bowling / pitching (underarm, overarm) fielding (short, long barrier) ***Advanced Skills:*** Sport specific (e.g., backhand strike in rounders, stealing in softball, reverse sweep in cricket)	18	Pupils will have acquired and demonstrated an understanding of striking and fielding sports in activities in Year 7. Such skills can now be further developed into each striking and fielding unit. Bat, ball and pitch size can be differentiated between sports to ensure early success for the pupils whilst also extending those who demonstrate good technique early on. Basic skills will be further developed and refined in each discipline. This could be accelerated quickly once the basic core skills of throwing, catching and hitting have been embedded. Advanced skills will follow such as more complex closed skills and tactical awareness during match play.	Outwitting opponents: Through further developing a range of skills and developing tactics. Through practices, and playing small sided / full competitive games. Accurate replication: Of skills and techniques in each sporting discipline (overarm cricket bowling, pitching in softball, covering bases in rounders). Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: During isolated drills and applying skill acquisition into competitive situations. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.
Orienteering (boys 10, girls 10) ***Fundamentals:*** Map reading, pacing, navigation, checkpoints ***Understand basic concepts and how to apply them:*** Map reading, environment / terrain, pacing ***Understand advanced concepts and how to apply them:*** Attack points, hand railing ***Basic Skills:*** Map reading, pacing, navigation ***Advanced Skills:*** Compass reading	5	Pupils will use their knowledge and understanding acquired during endurance events in Year 7 and combine that with map reading skills that will be further established during this unit. Once the key concepts of navigation have been revisited, pupils will then demonstrate their understanding of key words that have been taught throughout the year when they locate each checkpoint and report back to the results base. Pupils will then be verbally assessed on their understanding of the key word that they have located as part of their end of year assessment before being assigned their next checkpoint.	Outwitting opponents: Through teamwork and pacing. Exploring and communicating concepts and ideas: Through identifying the best skill to locate checkpoints in the shortest period of time. Performing at maximum levels: When locating checkpoints through pacing and map reading. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Year 9 Curriculum INTENT

Pupils should further refine, enhance and embed the physical development and skills learned in Years 7 & 8, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should further understand what makes a performance effective through development of tactical and strategical awareness and how to apply these principles to their own and others' work. They should further develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should further refine and enhance their ability to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, football, handball, netball, basketball, rugby, hockey, softball, rounders and cricket)
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances / aerobics using advanced techniques within a range of styles and forms
- take part in outdoor and adventurous activities (orienteering) which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones (technically and physiologically) and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

Year 9 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Football (boys 1) ***Fundamentals:*** Kicking the ball, controlling the ball, attack, defence ***Understand basic rules and how to apply them:*** Fouls, free kicks, throw ins, goal kicks ***Understand advanced rules and how to apply them:*** Offside, direct / Indirect free kicks ***Basic Skills:*** Passing, control, dribbling, shooting, turning, tackling, heading, goalkeeping ***Advanced Skills:*** Long range passing / shooting (chip, drive), turning (Cruyff, Ronaldo etc.) Extra-Curricular Activity: Sefton Cup, Merseyside Cup, National Cup (where appropriate) Handball (boys 2) ***Fundamentals:*** Throwing, catching, dribbling, shooting, goalkeeping. ***Understand basic rules and how to apply them:*** 3 step rule, shooting areas (6-meter line), free throws, penalty throws ***Understand advanced rules and how to apply them:*** Goal throws, possession of the ball means that that team has to attack. ***Basic Skills:*** Passing, dribbling, shooting, blocking, stops, goalkeeping ***Advanced Skills:*** Jump shot	8 6	Pupils will have acquired and demonstrated an understanding of team sports in Year 7 & 8 when they will have studied a range of activities that involve attack, defence and fundamental skills. Such skills can now be developed in Year 9 with further enhancement of tactical awareness. Pupils will have learnt the fundamentals of attack and defence during invasion games in Year 7 & 8. Handball is taught after football as the majority of the skills involved are transferable across both sports with the exception of hand – eye co-ordination being used rather than foot – eye co-ordination. Pupils will be grouped based on ability following their assessments in the previous year. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be taught again with further refinement to develop technique and confidence alongside game development through more competitive drills and game play. Advanced skills will follow such as specific turns, range of passing etc. depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school against other schools in our Football teams.	Outwitting opponents: Through enhancing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Basketball (boys 3) ***Fundamentals:*** Throwing, catching, dribbling, and shooting. ***Understand basic rules and how to apply them:*** Travel, double dribble, contact. ***Understand advanced rules and how to apply them:*** Back court, 3 second rule. ***Basic Skills:*** Passing, dribbling, shooting, lay-ups, stops, pivoting. ***Advanced Skills:*** Cuts, blocks. Extra-Curricular Activity: Sefton League Fixtures. Hockey (boys 4) ***Fundamentals:*** Dribbling, passing, blocking, attack, defence ***Understand basic rules and how to apply them:*** Fouls, stick height, free hits ***Understand advanced rules and how to apply them:*** Penalty corners ***Basic Skills:*** Passing, control, dribbling, shooting, turning, blocking, goalkeeping ***Advanced Skills:*** Indian dribble, reverse stick passing / shooting	6 6	Pupils will have acquired and demonstrated an understanding football, handball and basketball during Years 7 & 8. They will now refine their skills from those sports into this basketball unit of work and applying the same principles of attack and defence into hockey. Basketball: Basic skills will be revisited, refined and developed to enhance technique and confidence before being further developed through more competitive drills and game play. Basketball: Advanced skills will follow through game play depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school against other schools in our Basketball teams. Hockey: Pupils will be grouped based on ability after initial assessments. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be taught first to develop technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow such as the Indian dribble, reverse stick passing etc. depending on the progress of the pupils.	Outwitting opponents: Through enhancing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Netball (girls 1) ***Fundamentals:*** Throwing, catching, attack, defence, positions. ***Understand basic rules and how to apply them:*** Footwork, pivoting, offside, contact, 3 second rule ***Understand advanced rules and how to apply them:*** Over a third, simultaneous contact ***Basic Skills:*** Passing, pivoting, shooting, dodging, footwork, marking ***Advanced Skills:*** Defensive pressure, cut and drive. Extra-Curricular Activity: Sefton League Fixtures and Tournaments. Dance (girls 2) ***Fundamentals ('dance styles'):*** Jump, turn, travel, gesture, stillness. ***Understand basic chorography sequencing / routines:*** Dynamics, expression. ***Understand advanced chorography sequencing / routines:*** Projection, musicality. ***Basic Skills:*** Jump, turn, travel, gesture, stillness, flow, shape. ***Advanced Skills:*** Individual motifs, use of key terminology during peer assessment tasks.	8 6	Pupils will have acquired and demonstrated an understanding of team sports in Years 7 & 8 when they will have studied a range of activities that involve attack, defence and fundamental skills. Such skills can now be developed in Year 9 with further development of tactical awareness. Pupils will have learnt the fundamentals of attack and defence during invasion games in Years 7 & 8. The principles of footwork, co-ordination and balance can then be applied in dance with further refinement of more complex actions in Year 9. Pupils will be grouped based on ability following their assessments in the previous year. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be taught again with further refinement to develop technique and confidence alongside game development through more competitive drills and game play. In dance, pupils can work in small groups initially to plan routines. Advanced skills will follow depending on the progress of the pupils. Independent learning can also be developed in Dance if the opportunity arises. Furthermore, those excelling in Netball will be offered the opportunity to represent the school against other schools in our Netball teams.	Outwitting opponents: Netball - Through enhancing a range of skills and tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Netball - of basic and advanced skills (when applicable). Dance – of dance styles during routines Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and motifs. Performing at maximum levels: Netball - During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Dance – using dynamic actions during routines whilst maintaining control. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Gymnastics (girls 3) ***Fundamentals:*** Jump, turn, travel, balance (Inc. counter), flight. ***Understand basic sequencing / routines:*** Canon, unison, mirroring, symmetry ***Understand advanced sequencing / routines:*** Inversion, asymmetry ***Basic Skills:*** Sequence development, travel, rolls, balances, basic shapes, drops & twists ***Advanced Skills:*** Inversion, incorporating apparatus Football (girls 4) ***Fundamentals:*** Kicking the ball, controlling the ball, attack, defence ***Understand basic rules and how to apply them:*** Fouls, free kicks, throw ins, goal kicks ***Understand advanced rules and how to apply them:*** Offside, direct / Indirect free kicks ***Basic Skills:*** Passing, control, dribbling, shooting, turning, tackling, heading, goalkeeping ***Advanced Skills:*** Long range passing / shooting (chip, drive), turning (Cruyff, Ronaldo etc.) Extra-Curricular Activity: Sefton League Fixtures, Merseyside Cup Competitions (where applicable) Sefton Tournaments.	6 6	Pupils will build upon the core skills that they will have learnt during their gymnastics / dance units in Years 7 & 8 and apply those skills / knowledge across into this topic. Pupils may show advanced technique from prior experience and should therefore have their learning accelerated if that is the case. Pupils will have acquired and demonstrated an understanding of invasion games in Years 7 & 8 and during Netball in Year 8. They will now transfer their knowledge of invasion games into their second Football unit of work. Pupils will be grouped based on ability after initial assessments. This is to ensure that the learning of the more able pupils in this sport can be accelerated through the scheme of whilst less able pupils can continue to develop at their own pace. Basic skills will be revisited to develop, refine and enhance technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow such as specific turns, range of passing etc. depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school against other schools in our Football teams.	Outwitting opponents: Football - Through refining a range of skills and tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Football - of basic and advanced skills (when applicable). Gymnastics – of gymnastic movements during routines Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and routines. Performing at maximum levels: Football - During drills and small sided games that manipulate the opposition to exploit opportunities to attack. Gymnastics – using dynamic actions during routines whilst maintaining control and fluency. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Year 9 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Badminton (boys 5) ***Fundamentals:*** How to grip the racket How to set up the equipment on court Court markings / boundaries Singles / doubles ***Understand basic rules and how to apply them:*** Underarm serve 1 hit only Can't touch the net How to win a point How to score a game (up to 21) ***Understand advanced rules and how to apply them:*** Service box dimensions (singles / doubles) Serving sides (after winning a point) ***Basic Skills:*** Net lift / overhead clear (basic rallying) Service (short / low, high deep, backhand / flick) Drive ***Advanced Skills:*** Drop shots (net / overhead) Net kill / smash Game experience (1/2 court singles, doubles) Extra-Curricular Activity: KS3 South Sefton Badminton Tournament	7	Pupils will have acquired and demonstrated an understanding of hand-eye co-ordination skills in the Years 7 & 8. Such skills can now be refined during this third unit of badminton. Racket size will be differentiated between short tennis, short and full size badminton rackets to ensure early success for the pupils whilst also extending those who demonstrate good technique early on. Basic skills will be taught first to develop rallying, confidence and co-operative gameplay. Advanced skills will follow such as drop shots to develop attacking play. Furthermore, those excelling in class will be offered the opportunity to represent the school against other South Sefton schools at tournaments.	Outwitting opponents: Through developing and refining a range of shots and developing tactics. Through practices, and playing half/full court competitive games/tournament. Accurate replication: Of shots and techniques such as overhead clear, net lift, serves, drop shots, drive, net kill / smash. Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: Playing rallies, and performing shots that move opponent to the back of the court. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Fitness (boys 6 and girls 5) ***Fundamentals:*** Methods and principles of training, components of health and fitness ***Understand basic fitness terminology:*** Warm up, cool down, heart rate, training zones ***Understand advanced fitness terminology:*** Specificity, progression, overload, variance, hypertrophy ***Components of health and fitness:*** CV and muscular endurance, muscular strength, speed ***Methods of training:*** Continuous, circuit, weight, interval, cross ***Principles of training:*** Specificity, progression, understanding of overload, variance	5	Pupils will have acquired and demonstrated an understanding of the components of health and fitness during Years 7 & 8. They all should be able to warm up and cool down independently. This unit will now link the components that have been used in previous units and further develop the pupil's knowledge and understanding of how they are used in each sport. Basic skills: Pupils will experience different methods of training. They will train independently at their own pace and develop a basic understanding of training zones. Advanced skills: Pupils will develop an understanding of the principles of training, how they can be used for sport and which methods of training are more applicable to different sports.	Outwitting opponents: Through further developing an understanding of how the intensity of training can maximise individual performance and outperform others. Accurate replication: Of using equipment safely. Exploring and communicating concepts and ideas: Through peer assessment and group discussions of how each method of training can enhance sporting performance. Performing at maximum levels: Through training zones and methods of training. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.
Basketball (girls 6) ***Fundamentals:*** Throwing, catching, dribbling, and shooting. ***Understand basic rules and how to apply them:*** Travel, double dribble, contact. ***Understand advanced rules and how to apply them:*** Back court, 3 second rule. ***Basic Skills:*** Passing, dribbling, shooting, lay-ups, stops, pivoting. ***Advanced Skills:*** Cuts, blocks.	7	Pupils will have acquired and demonstrated an understanding invasion games and basketball in Years 7 & 8. They will now refine and enhance their skills from those sports into this basketball unit of work. Basic skills will be revisited to develop technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow through game play depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school.	Outwitting opponents: Through further developing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and routines. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack.

Rugby (boys 7) ***Fundamentals:*** Handling the ball, travelling with the ball, tackling ***Understand basic rules and how to apply them:*** Forward pass, knock on, release of the ball, line out, conversion, high tackle ***Understand advanced rules and how to apply them:*** Offside ***Basic Skills:*** Passing, tackling, kicking, presenting the ball, rucking ***Advanced Skills:*** Mauling	6	Pupils will have acquired and demonstrated an understanding of rugby in Years 7 & 8. They will further refine and develop those skills in this unit of work. Pupils will know how to perform basic skills such as handling the ball, moving with the ball, passing the ball and tackling. Each discipline will be revisited before more competitive drills and game play. Advanced skills will follow through game play depending on the progress of the pupils.	Outwitting opponents: Through further developing a range of passing techniques, agility and tackling whilst developing tactical awareness. Through practices, and playing small sided / full sided games. Accurate replication: Of basic and advanced skills (when applicable). Exploring and communicating concepts and ideas: Through peer assessment during drills, gameplay and routines. Performing at maximum levels: During drills and small sided games that manipulate the opposition to exploit opportunities to attack.
Athletics (boys 8 – cont. into Summer 1) ***Fundamentals:*** Sprinting, endurance running, hurdling, jumping, throwing ***Understand basic rules and how to apply them:*** Event specific rules (e.g., false start) ***Understand advanced rules and how to apply them:*** Event specific rules (e.g., relay changeover dimensions) ***Basic Skills:*** Running, jumping, throwing, hurdling ***Advanced Skills:*** Event specific (e.g., approach in high jump, rotation in shot putt, effective pacing) Extra-Curricular Activity: Salesian, Sefton, Catholic & Bootle Athletics Championships	2	Pupils will build upon their knowledge and understanding that they acquired of athletics during Years 7 & 8. Some pupils may have represented the school during competition. This unit will further develop each athletic discipline. Basic skills: sprint start, running form / posture, acceleration (whole body / limb), take off, flight, angle of approach / release), relay changeover Advanced skills: hurdling, fosbury flop, triple jump, shot putt / discus rotation.	Outwitting opponents: Through further developing an understanding of how the intensity of training can maximise individual performance and outperform others. Accurate replication: Of using equipment safely. Exploring and communicating concepts and ideas: Through peer assessment and group discussions of how each method of training can enhance sporting performance. Performing at maximum levels: Through training zones and methods of training. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Badminton (girls 7) ***Fundamentals:*** How to grip the racket How to set up the equipment on court Court markings / boundaries Singles / doubles ***Understand basic rules and how to apply them:*** Underarm serve 1 hit only Can't touch the net How to win a point How to score a game (up to 21) ***Understand advanced rules and how to apply them:*** Service box dimensions (singles / doubles) Serving sides (after winning a point) ***Basic Skills:*** Net lift / overhead clear (basic rallying) Service (short / low, high deep, backhand / flick) Drive ***Advanced Skills:*** Drop shots (net / overhead) Net kill / smash Game experience (1/2 court singles, doubles) Extra-Curricular Activity: KS3 South Sefton Badminton Tournament	7	Pupils will have acquired and demonstrated an understanding of hand-eye co-ordination skills in the Years 7 & 8. Such skills can now be refined during this second unit of badminton. Racket size will be differentiated between short tennis, short and full size badminton rackets to ensure early success for the pupils whilst also extending those who demonstrate good technique early on. Basic skills will be taught first to develop rallying, confidence and co-operative gameplay. Advanced skills will follow such as drop shots to develop attacking play. Furthermore, those excelling in class will be offered the opportunity to represent the school against other South Sefton schools at tournaments.	Outwitting opponents: Through further developing and refining a range of shots and developing tactics. Through practices, and playing half/full court competitive games/tournament. Accurate replication: Of shots and techniques such as overhead clear, net lift, serves, drop shots, drive, net kill / smash. Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: Playing rallies, and performing shots that move opponent to the back of the court. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Hockey (girls 8) ***Fundamentals:*** Dribbling, passing, blocking, attack, defence ***Understand basic rules and how to apply them:*** Fouls, stick height, free hits ***Understand advanced rules and how to apply them:*** Penalty corners ***Basic Skills:*** Passing, control, dribbling, shooting, turning, blocking, goalkeeping ***Advanced Skills:*** Indian dribble, reverse stick passing / shooting	6	Pupils will have acquired and demonstrated an understanding of hockey during Years 7 & 8. They will now refine and enhance their skills from those sports into this unit of work. Basic skills will be revisited to develop technique and confidence before being developed through more competitive drills and game play. Advanced skills will follow through game play depending on the progress of the pupils. Furthermore, those excelling in class will be offered the opportunity to represent the school.	**Outwitting opponents:** Through further developing a range of passing, dribbling and turning techniques and developing tactical awareness. Through practices, and playing small sided / full sided games. **Accurate replication:** Of basic and advanced skills (when applicable). **Exploring and communicating concepts and ideas:** Through peer assessment during drills and gameplay. **Performing at maximum levels:** During drills and small sided games that manipulate the opposition to exploit opportunities to attack. **Exercising safely and effectively to improve health and wellbeing:** Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Year 9 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
Athletics (girls 8, boys 8 – continued from Spring 2) ***Fundamentals:*** Sprinting, endurance running, hurdling, jumping, throwing ***Understand basic rules and how to apply them:*** Event specific rules (e.g.,, false start) ***Understand advanced rules and how to apply them:*** Event specific rules (e.g., relay changeover dimensions) ***Basic Skills:*** Running, jumping, throwing, hurdling ***Advanced Skills:*** Event specific (e.g., approach in high jump, rotation in shot putt, effective pacing) **Extra-Curricular Activity:** Salesian, Sefton, Catholic & Bootle Athletics Championships	Boys 7 Girls 9	Pupils will build upon their knowledge and understanding that they acquired of athletics during Years 7 & 8. Some pupils may have represented the school during competition. This unit will further develop each athletic discipline. Basic skills: sprint start, running form / posture, acceleration (whole body / limb), take off, flight, angle of approach / release), relay changeover Advanced skills: hurdling, fosbury flop, triple jump, shot putt / discus rotation.	**Outwitting opponents:** Through further developing an understanding of how the intensity of training can maximise individual performance and outperform others. **Accurate replication:** Of using equipment safely. **Exploring and communicating concepts and ideas:** Through peer assessment and group discussions of how each method of training can enhance sporting performance. **Performing at maximum levels:** Through training zones and methods of training. **Exercising safely and effectively to improve health and wellbeing:** Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Striking and Fielding 2 (boys 9, girls 9) ***Fundamentals:*** Throwing, catching, hitting, fielding ***Understand basic rules and how to apply them:*** Sport specific rules and positions (cricket, softball, rounders) ***Understand advanced rules and how to apply them:*** Sport specific rules and positions (cricket, softball, rounders) ***Basic Skills:*** Throwing (overarm, underarm), catching, hitting, bowling / pitching (underarm, overarm) fielding (short, long barrier) ***Advanced Skills:*** Sport specific (e.g., backhand strike in rounders, stealing in softball, reverse sweep in cricket)	18	Pupils will have acquired and demonstrated an understanding of striking and fielding sports in activities in Years 7 & 8. Such skills can now be further developed into each striking and fielding unit. Bat, ball and pitch size can be differentiated between sports to ensure early success for the pupils whilst also extending those who demonstrate good technique early on. Basic skills will be further developed and refined in each discipline. This could be accelerated quickly once the basic core skills of throwing, catching and hitting have been embedded. Advanced skills will follow such as more complex closed skills and tactical awareness during match play.	Outwitting opponents: Through further developing a range of skills and developing tactics. Through practices, and playing small sided / full competitive games. Accurate replication: Of skills and techniques in each sporting discipline (overarm cricket bowling, pitching in softball, covering bases in rounders). Exploring and communicating concepts and ideas: Through peer assessment during drills and gameplay. Performing at maximum levels: During isolated drills and applying skill acquisition into competitive situations. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.
Orienteering (boys 10, girls 10) ***Fundamentals:*** Map reading, pacing, navigation, checkpoints ***Understand basic concepts and how to apply them:*** Map reading, environment / terrain, pacing ***Understand advanced concepts and how to apply them:*** Attack points, hand railing ***Basic Skills:*** Map reading, pacing, navigation ***Advanced Skills:*** Compass reading	5	Pupils will use their knowledge and understanding acquired during endurance events in Years 7 & 8 and combine that with map reading skills that will be further established during this unit. Once the key concepts of navigation have been revisited, pupils will then demonstrate their understanding of key words that have been taught throughout the year when they locate each checkpoint and report back to the results base. Pupils will then be verbally assessed on their understanding of the key word that they have located as part of their end of year assessment before being assigned their next checkpoint.	Outwitting opponents: Through teamwork and pacing. Exploring and communicating concepts and ideas: Through identifying the best skill to locate checkpoints in the shortest period of time. Performing at maximum levels: When locating checkpoints through pacing and map reading. Exercising safely and effectively to improve health and wellbeing: Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

Year 10 Curriculum INTENT

The Level 1 / 2 Vocational Award in Sport and Coaching Principles is a qualification at GCSE level that allows our pupils to build upon their practical, officiating and leadership skills gained in KS3 Physical Education. There are 3 units that must be covered over the two-year KS4 cycle. Unit 2 is taught to completion in Year 10 with Unit 3 partially taught and then completed in Year 11. The rationale behind teaching the units in that order is two-fold: the awarding body set the assignments for each unit at the onset of each year and large parts of the specification of each unit are also covered in Unit 1 which is the external assessment at the end of Year 11. Pupils will complete each controlled assessment at key milestones throughout the year whist also being targeted with revision sessions at the relevant points in the specification in preparation for the end examination. This is predominantly done through recall questions such as Blooket.

Unit overviews for Year 10:

Unit 2 introduces pupils to how different areas of sporting performance can be improved. The aim of this unit is to provide pupils with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.

Unit 3 introduces pupils to the principles involved in sports coaching. The aim of this unit is to provide pupils with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.

Year 10 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
2.1.1 Physiological factors affecting performance in sport Data collection (fitness testing)	30	Pupils should know and understand the following physiological factors and how they impact on performance: components of health and fitness – cardio-vascular endurance, muscular endurance, flexibility, muscular strength and agility, balance, co-ordination, reaction time, power and speed body composition - body types, body weight, body fat and muscle lifestyle – diet and nutrition, hydration, preparation and recovery, sleep patterns, alcohol, smoking, illegal drug taking, age, health and fitness	Unit 2 introduces learners to how different areas of sporting performance can be improved. The aim of this unit is to provide pupils with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.
2.1.2 Psychological factors affecting performance in sport Data collection (SCAT questionnaire) 2.1.3 Technical factors affecting performance in sport		Pupils should know and understand the following psychological factors and how they impact on performance: motivation – definition and types (intrinsic and extrinsic) anxiety – the causes and symptoms of: somatic anxiety (physical effects) – e.g. increased heart rate, increased breathing rate, sweating, nausea and butterflies in the stomach cognitive anxiety (mental effects) – e.g. difficulty concentrating, increased number of negative thoughts and increased feelings of worry Pupils should know and understand the following technical factors and how they impact on performance: technique – including definition and benefits of improving technique for sports performers (improved outcomes, more consistent, efficient and effective actions, more options available during performance and a reduced risk of injury)	

Data collection (technical analysis feedback sheet)		strategies/game plans – including definition and factors that affect decisions regarding strategies/game plans (strengths and weaknesses of sports performer or team and opponents, player selection, external factors such as the weather or condition/type of playing surface, importance of result) tactics – individual and team - including definition, examples of tactics that can be used to facilitate a strategy/game plan in team or individual sports (examples of how tactics can be changed during a sporting performance in response to the changing game or race situation, player injury or changes in external factors such as the weather or the playing conditions)	

Year 10 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
2.2.1 Measuring the physiological factors affecting sporting performance		Pupils should be able to identify the appropriate test to measure the components of physiological factors. Physiological: fitness tests to measure agility, balance, reaction time, coordination, power, speed, strength, flexibility and endurance Health tests/screening to measure body composition, blood pressure and heart rate, lifestyle questionnaire, calories energy balance, nutrition and hydration.	Unit 2 introduces pupils to how different areas of sporting performance can be improved. The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.
2.2.1 Measuring the psychological factors affecting sporting performance 2.2.1 Measuring the technical factors affecting sporting performance		Pupils should be able to identify the appropriate test to measure the components of psychological and technical factors. Psychological: visual or video observations to assess levels of motivation before and during sporting performance interviews with performers to assess levels of motivation and anxiety before and during sporting performances diary completed by performer before and after sporting performances regarding levels of anxiety and motivation Questionnaires to measure anxiety, for example the Sports Competition Anxiety Test (SCAT) or the Illinois Competition Test that makes use of the Competitive State Anxiety Inventory (csai-2). Technical: visual or video observations to assess level of techniques of sports performance interviews with performers prior to sporting performance to assess knowledge and understanding of strategies/game plans in place and tactics that will be used to facilitate strategy/game plans visual or video observations to identify and assess tactics used during sports performance interviews with performers after sporting performance to assess level of success of strategy/game plan and tactics employed during performance	

Year 10 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
2.2.2 Analysis of performance data for improvement 2.2.3 Strategies for improvement of sporting performance		Pupils should know and understand how to **analyse the areas for improvement** in physiological, psychological and technical performance with the use of: **qualitative and quantitative data, subjectivity and objectivity (strengths and weaknesses), normative range tables, reliability and validity, video analysis, notational analysis** Pupils should know and understand the following **strategies**: **training programme** – selection of appropriate training methods (interval and continuous) and use of training zones (aerobic and anaerobic) **nutrition plan** – including specific or special diets (carbohydrate loading or high protein) recovery methods – cool down, ice baths, massage **Imagery/mental rehearsal** **self-talk** **goal setting** – SMART short-term targets and long-term goals feedback – intrinsic and extrinsic, knowledge of performance (KP) and knowledge of results (KR) **coaching** – types of guidance (visual, verbal, mechanical and manual), types of practice (whole, part, fixed and variable).	Unit 2 introduces pupils to how different areas of sporting performance can be improved. The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.
3.1.1 Coaching skills	42	Pupils should know and understand the following **skills** required to be an effective coach: **adaptability** **observational skills** – what is working well, who is being successful, what needs to change **feedback** **effective communication** – verbal and non-verbal **empowerment** – self-confidence, motivation, values, diversity, **enjoyment and achievement**	Unit 3 introduces pupils to the principles involved in sports coaching. The aim of this unit is to provide pupils with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity. This unit is synoptic and draws upon the knowledge gained in Unit 2. Pupils need to

		knowledge of sporting activity Organisation – resources, participants, facilities, timing and planning.	apply the following knowledge and understanding gained in Unit 2 (the components of health and fitness, factors that need to be considered before training, the principles of training, training methods, target setting, physiological, psychological and technical factors affecting performance in sport, strategies for improvement of sporting performance, analysis of performance data) in order to develop and implement a training programme in Unit 3.
3.1.2 The responsibilities of a coach		Pupils should know and understand the following responsibilities required to be an effective coach: health and safety professional conduct risk assessment – facilities, equipment, participants, rules/laws Safeguarding.	
3.2.1 Meeting the needs of the participants in coaching sessions		Pupils should be able to recognise the needs of the participants when planning and carrying out a coaching session and should consider the following: ability, age, gender review of competitive performances, intrinsic and extrinsic, knowledge of performance (KP) and knowledge of results (KR)and previous sessions consideration of appropriate activities, focusing on types of guidance, types of practice and the relevant stages of learning.	

Year 11 Curriculum INTENT

Pupils will plan, deliver and evaluate their coaching session in a sport of their choice. This is a culmination of 4 years' preparation through leadership activities (such as leading warm ups and drills) in KS3 and KS4 PE as well as apply the knowledge and understanding of the skills that they have acquired in sport. Furthermore, pupils will also annotate, edit and evaluate the video footage of their session using Moviemaker to enhance their ICT skills in preparation for the workplace. Once unit 3 has been completed, pupils will complete their preparation for the examination in unit 1. A large proportion of this unit will already have been taught in units 2 and 3 so the remaining focus of revision centres around sharpening up those topics and enhancing their knowledge and understanding of anatomy and physiology.

Unit overviews for Year 11:

Unit 3 introduces pupils to the principles involved in sports coaching. The aim of this unit is to provide pupils with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.

Unit 1 introduces pupils to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.

Year 11 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
3.2.2 The components of a coaching session 3.2.3 Planning a coaching session 3.3 Demonstrate coaching skills and responsibilities		Pupils should know and understand the following components of a coaching session: warm-up that should include pulse raising activities and stretching and may also include skill development drills related to aims and objectives skills and drills transitions and progression conditioned/small sided/competitive elements and practice cool down that should include pulse lowering activities and stretching Pupils should be able to plan a coaching session which includes: the aims and objectives of the session the health and safety requirements of the session to include a risk assessment the identification of the needs of the group including technical information and coaching points selection of appropriate activities, focusing on types of guidance, types of practice and the relevant stages of learning the resources needed Pupils should be able to demonstrate coaching skills and responsibilities including: health and safety including facilities, equipment, numbers of participants and space meeting the aims and objectives of the session plan meeting the needs of the participants during the session including adaptability, providing technical information and coaching points, and giving feedback.	Unit 3 introduces pupils to the principles involved in sports coaching. The aim of this unit is to provide pupils with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity. This unit is synoptic and draws upon the knowledge gained in Unit 2. Pupils need to apply the following knowledge and understanding gained in Unit 2 (the components of health and fitness, factors that need to be considered before training, the principles of training, training methods, target setting, physiological, psychological and technical factors affecting performance in sport, strategies for improvement of sporting performance, analysis of performance data) in order to develop and implement a training programme in Unit 3.

3.4.1 Review coaching session 3.4.2 Development planning		Pupils should know and understand how to review a coaching session to include: SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis the use of qualitative and quantitative data to inform the review the degree to which the aims and objectives of the session were achieved. The use of different sources of feedback to inform the review (Assessor feedback, participant feedback, personal reflection, video footage) Pupils should know and understand how to improve coaching performance using the following: a development plan to focus on identified areas for improvement methods of improvement which may include – gaining more experience, completion of accredited courses, observation of good practice and increasing subject knowledge.	Unit 3 introduces pupils to the principles involved in sports coaching. The aim of this unit is to provide pupils with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity. This unit is synoptic and draws upon the knowledge gained in Unit 2. Pupils need to apply the following knowledge and understanding gained in Unit 2 (the components of health and fitness, factors that need to be considered before training, the principles of training, training methods, target setting, physiological, psychological and technical factors affecting performance in sport, strategies for improvement of sporting performance, analysis of performance data) in order to develop and implement a training programme in Unit 3.
1.1.1 The structure of body systems	48	Pupils should know the structure of the following body systems: cardio-vascular system – location of atria, ventricles, vena cava, aorta, pulmonary artery, pulmonary vein cardio-respiratory system – location of larynx, trachea, bronchus, bronchioles, alveoli, lungs, diaphragm, intercostal muscles synovial joints to include ball and socket, hinge and pivot joints muscular-skeletal system – location of major muscle groups (biceps, triceps, deltoids, pectoralis major, quadriceps, hamstrings, gastrocnemius, trapezius, latissimus dorsi, abdominals, gluteus maximus) and main bones (cranium, ribs, scapula, humerus, radius, ulna, pelvis, femur, patella, tibia, fibula, vertebral column) muscle fibre types: slow/fast type I, type II	Unit 1 introduces pupils to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.

Year 11 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
1.1.2 The functions of body systems 1.1.3 The short-term effects of exercise on body systems 1.1.4 The long-term adaptations from exercise on the body systems		Pupils should know and understand the functions of the following body systems: cardio-vascular system (systemic circulatory system) – transport of nutrients and oxygen, removal of waste products, regulation of body temperature (vasodilation and vasoconstriction) and blood pressure cardio-respiratory system (pulmonary circulatory system) – inspiration of oxygen and expiration of carbon dioxide and water through breathing, gaseous exchange, diffusion muscular-skeletal system – types of movement (flexion, extension, adduction, abduction, rotation, circumduction), antagonistic action at the knee and elbow (synergist, fixator, prime mover/agonist, antagonist), muscle attachment, protection and structure and shape of the body characteristics of the muscle fibre types - slow/fast type I, type II, linked to aerobic and anaerobic sports and activities characteristics of energy systems - ATP-PC, anaerobic and aerobic in relation to the nutrients used and waste products produced at different intensities and duration. Pupils should know and understand the following short-term effects of exercise on body systems resulting from different intensities of exercise: cardio-vascular system – including changes in cardiac output, heart rate, stroke volumes and temperature energy systems, production of waste products muscular-skeletal system changes to elasticity of muscles and transport of nutrients to the working muscles cardio-respiratory system including changes in breathing frequency/rate, tidal volume and minute ventilation Pupils should know and understand the long-term adaptations on the body systems resulting from different intensity, duration and method of training: cardio-vascular system changes to cardiac values, capillarisation,	Unit 1 introduces pupils to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.

		blood pressure, cardiac hypertrophy energy systems; energy system thresholds and training zones muscular skeletal system to include increases in bone density, hypertrophy, elasticity of muscles cardio-respiratory system changes to respiratory values and capillarisation, hypertrophy of muscles	
1.2.1 The components of health and fitness required for different physical activities 1.2.2 Measuring health and fitness 1.2.3 Why fitness testing is important		Pupils should know and understand the components of health and fitness, their definitions and examples of related sporting activities. Components of health and fitness: agility, balance, cardiovascular endurance, co-ordination, flexibility, muscular endurance, muscular strength, power, speed, reaction time Learners should know a fitness test related to each component of health and fitness: agility – Illinois agility, balance – stork stand, CV endurance – multistage fitness test/cooper 12- minute run, co-ordination – alternate hand throw, flexibility – sit and reach, muscular endurance – sit up/press up, muscular strength – hand grip/rep max, power – vertical jump test, standing broad jump, reaction time – ruler drop, speed – 30m/50m/ sprint Pupils should know and understand the importance of the validity and reliability of testing and the impact this has on being able to make comparisons with previous test results or normative data Pupils should know and understand why fitness testing is important and the role fitness testing plays in improvement of performance. The reasons for testing are to carry out comparisons against normative data, identify a performer's strengths and weaknesses, provide a baseline for future comparisons, provide important information for the coach, and provide information that assists in team selection, set goals or targets.	Unit 1 introduces pupils to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.

Year 11 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	N.C. coverage
1.3.1 Factors that need to be considered before training		Pupils should know and understand the following factors that must be considered before starting any training: personal factors – health, fitness, age, gender, lifestyle, time available for training and cost of training environmental factors – facilities and equipment available and required for training Structure and function of warm-up and cool down.	Unit 1 introduces pupils to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.
1.3.2 The principles of training		Pupils should know and understand the following principles of training and how they should be applied to different training programmes: specificity overload (intensity, frequency, duration) progression variance (to stop plateauing and tedium)	
1.3.3 Training methods		Pupils should know the following methods of training and understand the relationship between the method of training and the components of health and fitness: continuous training interval training – weight training, circuit training, plyometric training, flexibility training and fartlek training	
1.3.4 Target setting		Pupils should know and understand the reasons why setting short term targets and long-term goals is of benefit to a performer before they start any training programme. To include: benefits of setting goals on health, wellbeing and performance exercise adherence greater concentration on training by the performer greater effort made by the performer during training improved focus for the performer improved motivation for the performer target setting objectives: specific, measurable, agreed/achievable, realistic and time phased (SMART)	

MEDIUM TERM CURRICULUM THINKING AND PLANNING

DEPARTMENT	Physical Education
YEAR GROUP	7
TITLE OF UNIT – COMPOSITE KNOWLEDGE	Badminton
TIMESCALE MTP TO BE DELIVERED IN	9 Lessons
DATE MTP PRODUCED	December 2022
DATE MTP TO BE REVIEWED	December 2023

The National Curriculum or KS4 Specification reference – *Mapping out compliance and demonstrating going beyond*

(This page is optional)

Year 7 Badminton:

Outwitting opponents:

Through developing a range of shots and developing tactics. Through practices, and playing half/full court competitive games/tournament.

Accurate replication:

Of shots and techniques such as overhead clear, net lift, serves, drop shots, drive, net kill / smash.

Exploring and communicating concepts and ideas:

Through peer assessment during drills and gameplay.

Performing at maximum levels:

Playing rallies, and performing shots that move opponent to the back of the court.

Exercising safely and effectively to improve health and wellbeing:

Through preparing for exercise and leading fellow pupils in this process. How exercise and sports contribute to mental wellbeing and develop social skills.

←← Flash Back – Link to Prior Learning

- During the autumn term, pupils studied invasion games and gymnastic / aerobic activities that require elements of co-ordination as well components of health / fitness such as muscular endurance, flexibility and balance. Each aspect can be applied both practically and theoretically to badminton as well as the concept of defence / attack which forms the underlying requirement of the sport. This unit will develop pupil's hand-eye co-ordination, develop tactical awareness and further enhance their knowledge of the physiological demands of the sport.

- As this is the first experience of badminton at The Salesian College of St John Bosco, baseline assessments will take place in lesson 1 to individualise teaching to pupil's ability and experience. This will enable a judgement to be made regarding what size racket each pupil will use in subsequent lessons to promote success and co-ordination skills.

→→ Flash Forward - Link to Future Learning

- Co-ordination is an essential part of sporting performance and forms the basis of success in many disciplines. This unit of badminton will help pupils' fluency and aesthetic appreciation of sporting movements that will enhance their future learning in activities such as rounders, cricket and softball during the summer term. Additionally, theoretical terminology of muscle groups used in badminton, particularly the upper body will develop their understanding of the movements required to be successful.

- This first experience of badminton will be further built on when the sport is studied again in Year 8. Pupils who excel during this unit will also be offered the opportunity to represent the school at the South Sefton Badminton Tournament for KS3 pupils.

PROGRESSION OF KNOWLEDGE DIAGRAM 01

Curriculum thinking - How does the component knowledge build to the composite Knowledge? (Pupils' knowing and remembering more)

Badminton

Ability to select the correct shot in a game situation

Expected flight / looping trajectory of the shuttle cock to baseline target	**Backhand flick serve (either target area)**	**Expected flight / flat trajectory of the shuttle cock to baseline / side-line target**	**Expected flight / downward trajectory of the shuttle cock to clear the net cord target**	**Expected flight / fast downward trajectory of the shuttle cock to baseline target**
Angle of contact (racket 45 degrees)	**Short / low serve (opposite of high, deep service)**	**Angle of contact (racket 90 degrees)**	**Angle of contact (racket 110 degrees overhead drop, 80-90 degrees net drop)**	**Angle of contact (racket 110 degrees)**
Shuttle contact height (above shoulder – overhead clear, below shoulder, lift)	**High / deep serve (same principle / target area as underarm lift)**	**Shuttle contact height (above shoulder or shoulder level)**	**Shuttle contact height (above shoulder – overhead drop, below shoulder, net drop)**	**Shuttle contact height (above shoulder)**
Underarm lift / overhead clear (front court / back court)	**Service selection**	**Drive (shot building shot played from mid to back court)**	**Net / overhead drop shot (front court / back court)**	**Net kill / smash**

PROGRESSION OF KNOWLEDGE DIAGRAM 02

Curriculum thinking - How does the component knowledge build to the composite Knowledge? (Pupils' knowing and remembering more)

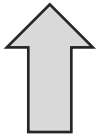
Badminton

The ability to apply the basic rules, scoring & tactics to a game situation

Manipulation of opponent's position	**Scoring**	**Disguise**
Singles / doubles tactics	**Service rules**	**Stance (during shot selection)**
Service areas (long thin, singles, short wide doubles)		**Stance (ready position during service)**
Court markings		**Grip**

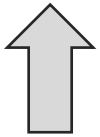
PROGRESSION OF KNOWLEDGE DIAGRAM 03 - DELETE IF NOT NEEDED

Curriculum thinking - How does the component knowledge build to the composite Knowledge? (Pupils' knowing and remembering more)



Unit Title

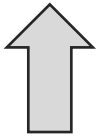
Composite knowledge



Building Block Component knowledge	**Building Block** Component knowledge	**Building Block** Component knowledge	**Building Block** Component knowledge	**Building Block** Component knowledge
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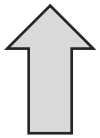
PROGRESSION OF KNOWLEDGE DIAGRAM 04 - DELETE IF NOT NEEDED

Curriculum thinking - How does the component knowledge build to the composite Knowledge? (Pupils' knowing and remembering more)



Unit Title

Composite knowledge



Building Block Component knowledge	**Building Block** Component knowledge	**Building Block** Component knowledge	**Building Block** Component knowledge	**Building Block** Component knowledge
Building Block Component knowledge	**Building Block** Component knowledge	**Building Block** Component knowledge	**Building Block** Component knowledge	**Building Block** Component knowledge
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Adaptive Teaching Strategies – Used to support SEND pupils to reach same ambitious end points in the curriculum

(This page is optional)

***** SEND children - You must read pupils IEPs and EHCP section F and build the strategies into your planning and pedagogy *****

Cognition and Learning

- Instructions chunked, pupils repeat and reminders given.
- Model and coach language.
- Use structure, routines and consistency at beginning of lesson
- Repetition and reinforcement of skills and techniques
- Present new information in small chunks
- Allow for frequent practice using isolated and conditioned games.
- Use simple, short instructions that are repeated.
- Allow extra time to answer questions and for processing information. Teach game in steps and use repetition and questioning for understanding.
- Use of collaborative working opportunities – ensuring pupils are playing a position they know and understand

Communication and Interaction

- Use of non-verbal cues
- Use feedback to encourage pupils e.g. 'good effort'
- Embed social coaching – If you are not sure, put your hand up.
- Reward appropriate behaviour by describing it and rewarding it.
- Use a hierarchy of questions to encourage talk – start with open questions
- Ensure the demands of the task are clearly understood.
- Create a predictable and consistent environment – changing rooms, warm ups, demonstrations
- Communicate social routines e.g., organising equipment.
- Use a hierarchy of questions to encourage talk – start with open questions

Social and Emotional

- Consider groupings and seating plans (boy girl generally works best)
- Provide positive teacher recognition
- Link teaching into career aspirations to give a sense of purpose.
- Allow for cool down breaks in the classroom if necessary
- Include a variety of learning activities
- **Warm/Strict** - Use of calm and firm approach establishing boundaries especially when working in large groups

Physical and Sensory (VI)

- Bright coloured equipment
- Give clear instructions when organising activities to ensure nothing is misinterpreted
- Allow pupil to see your face
- Ensure pupil is positioned close to board/demo/teacher for instruction
- Ensure pupils are positioned appropriately in relation to glare from sun.
- Arrange pupils to act as buddies
- Use pupils name and position to the front of group during instruction and demo.

WEEK 1 – Badminton – Baseline Assessment			
Learning intentions and sequence for the week	**Lesson 1 – Introduction to Badminton and baseline assessment** **Lesson 2 -Underarm lift / overhead clear** **Lesson 3 – Service (short, low / high deep)**		
Knowledge – Component knowledge pupils will learn		**Classroom Reading**	**Pedagogy – How will you deliver the curriculum**
Pupils will know and remember how to set up / take down the badminton equipment, how to grip a racket, what the basic rules / court boundaries are and how to rally. **Setting up the equipment:** net, posts and where they need to be positioned on court. **Grip:** 'V shape', shaking hands with the racket. **Basic rules**: serve underarm, 1 shot (don't hit the shuttle cock twice during the same point), don't touch the net with the racket / body or put the racket / arm over the net. **Basic court boundaries**: due to the small size of our courts, ½ court singles boundaries are simply the mid court line, baseline and outer side-lines to start off with. The shuttle must land inside or on the line to score. **Baseline assessment**: All pupils (unless they have specified previous experience) will start off with a short tennis racket to and rally with their partner. This may be a continuous rally to begin with so that it can be established if the pupil can be quickly moved up to a short or (in some cases) a full sized badminton racket. It is important for all pupils to have initial success, hence the larger short tennis racket to develop confidence and hand-eye co-ordination. Once this has been established, the teacher can then group the pupils according to their ability by court.		**Disciplinary reading** **Badminton task cards (displayed on the whiteboard)** **Court boundary cards (with key areas labelled)** **Basic rules**	**Effective Pedagogy** As this is the first lesson of the unit and the first experience of badminton for many pupils, the teaching approach will be generally '***command'*** style. This is to ensure that the pupils learn how to manage the equipment successfully and gain understanding of the fundamentals of the sport. The ***personalised learning and thinking skills*** that the pupils should experience in this lesson from the teaching style stated above are highlighted below in ***blue***: **Independent enquirers**: improving performance by comparing against the perfect model/pupil demonstrations, Q&A sessions, learning through practice situations. **Creative thinkers**: by creating fun/skill specific warm ups or skill practices, plan and change tactics, evaluate their successes and identify strengths and weaknesses. **Reflective learners**: through self and peer evaluation (baseline assessment), evaluating their successes and identify strengths and weaknesses and set targets for improvement. **Team workers**: by working co-operatively in partner / small group situations, by being able to plan and organise warm-ups / practices, discussing and reaching a common goal/setting targets. **Self-managers**: through setting up / taking down equipment, organising warm-ups, officiating practices / games fairly, through managing tasks such as peer assessment and feedback independently. **Effective participators**: through all pupils taking an active part in the lesson and making a positive contribution; through pupils having positive experiences that allow them to succeed. **Standards and Expectations in class outlined by Curriculum Leader:** Full PE kit, respect to others, management of equipment, health and safety on court.

Removal of the equipment: nets folded, posts away, racket stored back in the bags. **By the end of this lesson pupils should be able to set up / take down equipment, grip the racket, know basic rules / court boundaries and rally.**	**Vocabulary to be taught first** Net Post Racket Shuttle cock Court Service line Baseline Side line Grip Forehand Backhand Rally Etiquette	**COMMON MISCONCEPTIONS – To be shared with pupils before teaching** **Important: Misconceptions MUST be shared with class and addressed before teaching.** Bat = racket Pitch = court Incorrect grip Shuttle cock is out if it hits the line (incorrect)

Personal Development Links: Careers, SMSC + British Values, RSE, Enrichment, Numeracy	Homework	Formative Assessment – Retrieval/Recall questions
Careers: Sports coach, badminton coach, badminton umpire, personal trainer, journalist **SMSC and British Values**: ***Social***: learning to rally with others, taking turns, being responsible for a warm-up, practice or mini game, mixes with a wider range of pupils, social interaction skills in partner and group work, learning to share advice and feedback. ***Moral***: being honest, admitting when you are wrong, appreciation of different pupil's strengths and weaknesses, listening to others, showing respect. ***Spiritual***: Pupils see how the qualities that make a good sportsman can be transferred into being a good person. ***Citizenship***: sportsmanship, winning and losing with good grace, shaking hands, listening to advice, helping/supporting others, understanding other pupils' difficulties. ***British values***: fair play, sportsmanship, etiquette **RSHE**: Pupils will learn how to manage their feelings appropriately (frustration, anger, nervousness, determination, competiveness) and have an appreciation for other people's strengths and weaknesses (empathy). Pupils will be encouraged to work co-operatively with their peers at all times and understand the importance of teamwork.	Research what type of shot the overhead clear and lift are in preparation for lesson 2.	**Teacher:** Observations of pupil's ability during the baseline assessment. Pupils to be grouped accordingly after the lesson with the appropriate racket size. **Retrieval / recall questions:** Where to the posts get positioned on court? What do you hit a shuttle cock with? What is the area that we play badminton on called? How do you hold a racket? What are the lines on the court called? What is it called when you hit the shuttle cock continuous back to your opponent? How many times can you hit the shuttle cock on your own side of the court? When is the shuttle cock out? Can you touch the net? What is badminton etiquette?

Pupils will be encouraged to take risks in their learning to increase the challenges that they will face. Pupils will take responsibility for their own games to allow them to make decisions such as managing rules, scoring, organising rotations so they can deal with issues with un co-operative behaviour, dishonesty, deviance, pupils non making a positive or equal contribution and develop leadership skills. **<u>Opportunities to promote the Catholic Ethos:</u>** Respecting peers ability, all sharing the same goals.		

WEEK 2 – INSERT TITLE HERE			
Learning intentions and sequence for the week	**Lesson 2 -** **Lesson 3 -** **Lesson 4 -** **Lesson 5 -**		
Knowledge – Component knowledge pupils will learn		**Classroom Reading**	**Pedagogy – How will you deliver the curriculum**
Pupils will know and remember that… ▪ **Example** – Here you would identify and pinpoint the actual knowledge pupils will learn and remember. Be explicit, what do you want them to know, remember and do after this week.		**Disciplinary reading** **Example** – What will the teacher be reading out loud to the class and what will pupils be reading this week. There is a requirement to create opportunities for pupils to read out loud in lessons. Remember reciprocal reading strategies you have acquired through our CPD. **This must be planned into the MTP.**	**Effective Pedagogy** ▪ **Example –** Here you will outline the pedagogical approaches you would expect to be used to deliver the planned curriculum and knowledge pupils are intended to learn. **Standards and Expectations in books outlined by Curriculum Leader:** ▪ **Example –** Here the Curriculum Leader would outline what should be seen in books linked to this part of the curriculum sequence.
		Vocabulary to be taught first	**COMMON MISCONCEPTIONS –** To be shared will pupils before teaching

	Add the key words here. These must be taught at the start of the lesson through the 'Do It Now' slide. Do not assume pupils know these words.	**Important: Misconceptions <u>MUST</u> be shared with class and addressed before teaching.** ▪ Examples to be added here in red

Personal Development Links: Careers, SMSC + British Values, RSE, Enrichment, Numeracy	Homework	Formative Assessment – Retrieval/Recall questions
You will need to link your curriculum *(where appropriate)* to the guidance below. (Where appropriate, link and explicitly teach pupils values of **Love**, **Inspiration**, **Empowerment** and **Joy** when they link to your curriculum content) **N.B - Delete guidance after you have done** **Careers** - https://cutt.ly/VV2DDiV **SMSC and British Values** - https://cutt.ly/zV2D4Ce **RSHE** - https://cutt.ly/2V2FluR **Opportunities to promote the Catholic Ethos**		**Info** - CL to outline assessments here for the week. Remember should test **component knowledge** first *(the building blocks)* to ensure pupils are secure. The move onto more complex composite knowledge.

WEEK 3 – INSERT TITLE HERE			
Learning intentions and sequence for the week	**Lesson 1 -** **Lesson 2 -** **Lesson 3 -** **Lesson 4 -** **Lesson 5 -**		
Knowledge – Component knowledge pupils will learn		**Classroom Reading**	**Pedagogy – How will you deliver the curriculum**
Pupils will know and remember that… ▪ **Example** – Here you would identify and pinpoint the actual knowledge pupils will learn and remember. Be explicit, what do you want them to know, remember and do after this week.		**Disciplinary reading** **Example** – What will the teacher be reading out loud to the class and what will pupils be reading this week. There is a requirement to create opportunities for pupils to read out loud in lessons. Remember reciprocal reading strategies you have acquired through our CPD. **This must be planned into the MTP.**	**Effective Pedagogy** ▪ **Example –** Here you will outline the pedagogical approaches you would expect to be used to deliver the planned curriculum and knowledge pupils are intended to learn. **Standards and Expectations in books outlined by Curriculum Leader:** ▪ **Example –** Here the Curriculum Leader would outline what should be seen in books linked to this part of the curriculum sequence.

	Vocabulary to be taught first	COMMON MISCONCEPTIONS – To be shared will pupils before teaching
	Add the key words here. These must be taught at the start of the lesson through the 'Do It Now' slide. Do not assume pupils know these words.	**Important: Misconceptions MUST be shared with class and addressed before teaching.** ▪ Examples to be added here in red

Personal Development Links: Careers, SMSC + British Values, RSE, Enrichment, Numeracy	Homework	Formative Assessment – Retrieval/Recall questions
You will need to link your curriculum *(where appropriate)* to the guidance below. (Where appropriate, link and explicitly teach pupils values of **Love**, **Inspiration**, **Empowerment** and **Joy** when they link to your curriculum content) **N.B - Delete guidance after you have done** **Careers** - https://cutt.ly/VV2DDiV **SMSC and British Values** - https://cutt.ly/zV2D4Ce **RSHE** - https://cutt.ly/2V2FluR **Opportunities to promote the Catholic Ethos**		**Info** - CL to outline assessments here for the week. Remember should test **component knowledge** first *(the building blocks)* to ensure pupils are secure. The move onto more complex composite knowledge.

WEEK 4 – INSERT TITLE HERE			
Learning intentions and sequence for the week	**Lesson 1 -** **Lesson 2 -** **Lesson 3 -** **Lesson 4 -** **Lesson 5 -**		
Knowledge – Component knowledge pupils will learn		**Classroom Reading**	**Pedagogy – How will you deliver the curriculum**
Pupils will know and remember that… ▪ **Example** – Here you would identify and pinpoint the actual knowledge pupils will learn and remember. Be explicit, what do you want them to know, remember and do after this week.		**Disciplinary reading** **Example** – What will the teacher be reading out loud to the class and what will pupils be reading this week. There is a requirement to create opportunities for pupils to read out loud in lessons. Remember reciprocal reading strategies you have acquired through our CPD. **This must be planned into the MTP.**	**Effective Pedagogy** ▪ **Example –** Here you will outline the pedagogical approaches you would expect to be used to deliver the planned curriculum and knowledge pupils are intended to learn. **Standards and Expectations in books outlined by Curriculum Leader:** ▪ **Example –** Here the Curriculum Leader would outline what should be seen in books linked to this part of the curriculum sequence.

	Vocabulary to be taught first	COMMON MISCONCEPTIONS – To be shared will pupils before teaching
	Add the key words here. These must be taught at the start of the lesson through the 'Do It Now' slide. Do not assume pupils know these words.	**Important: Misconceptions MUST be shared with class and addressed before teaching.** ▪ Examples to be added here in red

Personal Development Links: Careers, SMSC + British Values, RSE, Enrichment, Numeracy	Homework	Formative Assessment – Retrieval/Recall questions
You will need to link your curriculum *(where appropriate)* to the guidance below. (Where appropriate, link and explicitly teach pupils values of **Love**, **Inspiration**, **Empowerment** and **Joy** when they link to your curriculum content) **N.B - Delete guidance after you have done** **Careers** - https://cutt.ly/VV2DDiV **SMSC and British Values** - https://cutt.ly/zV2D4Ce **RSHE** - https://cutt.ly/2V2FluR **Opportunities to promote the Catholic Ethos**		**Info** - CL to outline assessments here for the week. Remember should test **component knowledge** first *(the building blocks)* to ensure pupils are secure. The move onto more complex composite knowledge.

WEEK 5 – INSERT TITLE HERE			
Learning intentions and sequence for the week	**Lesson 1 -** **Lesson 2 -** **Lesson 3 -** **Lesson 4 -** **Lesson 5 -**		
Knowledge – Component knowledge pupils will learn		**Classroom Reading**	**Pedagogy – How will you deliver the curriculum**
Pupils will know and remember that… ▪ **Example** – Here you would identify and pinpoint the actual knowledge pupils will learn and remember. Be explicit, what do you want them to know, remember and do after this week.		**Disciplinary reading** **Example** – What will the teacher be reading out loud to the class and what will pupils be reading this week. There is a requirement to create opportunities for pupils to read out loud in lessons. Remember reciprocal reading strategies you have acquired through our CPD. **This must be planned into the MTP.**	**Effective Pedagogy** ▪ **Example –** Here you will outline the pedagogical approaches you would expect to be used to deliver the planned curriculum and knowledge pupils are intended to learn. **Standards and Expectations in books outlined by Curriculum Leader:** ▪ **Example –** Here the Curriculum Leader would outline what should be seen in books linked to this part of the curriculum sequence.

	Vocabulary to be taught first	COMMON MISCONCEPTIONS – To be shared will pupils before teaching
	Add the key words here. These must be taught at the start of the lesson through the 'Do It Now' slide. Do not assume pupils know these words.	**Important: Misconceptions MUST be shared with class and addressed before teaching.** ▪ Examples to be added here in red

Personal Development Links: Careers, SMSC + British Values, RSE, Enrichment, Numeracy	Homework	Formative Assessment – Retrieval/Recall questions
You will need to link your curriculum *(where appropriate)* to the guidance below. (Where appropriate, link and explicitly teach pupils values of **Love**, **Inspiration**, **Empowerment** and **Joy** when they link to your curriculum content) **N.B - Delete guidance after you have done** **Careers** - https://cutt.ly/VV2DDiV **SMSC and British Values** - https://cutt.ly/zV2D4Ce **RSHE** - https://cutt.ly/2V2FluR **Opportunities to promote the Catholic Ethos**		**Info** - CL to outline assessments here for the week. Remember should test **component knowledge** first *(the building blocks)* to ensure pupils are secure. The move onto more complex composite knowledge.

WEEK 6 – INSERT TITLE HERE			
Learning intentions and sequence for the week	**Lesson 1 -** **Lesson 2 -** **Lesson 3 -** **Lesson 4 -** **Lesson 5 -**		
Knowledge – Component knowledge pupils will learn		**Classroom Reading**	**Pedagogy – How will you deliver the curriculum**
Pupils will know and remember that… ▪ **Example** – Here you would identify and pinpoint the actual knowledge pupils will learn and remember. Be explicit, what do you want them to know, remember and do after this week.		**Disciplinary reading** **Example** – What will the teacher be reading out loud to the class and what will pupils be reading this week. There is a requirement to create opportunities for pupils to read out loud in lessons. Remember reciprocal reading strategies you have acquired through our CPD. **This must be planned into the MTP.**	**Effective Pedagogy** ▪ **Example –** Here you will outline the pedagogical approaches you would expect to be used to deliver the planned curriculum and knowledge pupils are intended to learn. **Standards and Expectations in books outlined by Curriculum Leader:** ▪ **Example –** Here the Curriculum Leader would outline what should be seen in books linked to this part of the curriculum sequence.

	Vocabulary to be taught first	COMMON MISCONCEPTIONS – To be shared will pupils before teaching
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Personal Development Links: Careers, SMSC + British Values, RSE, Enrichment, Numeracy	Homework	Formative Assessment – Retrieval/Recall questions
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WEEK 7 – INSERT TITLE HERE	
Learning intentions and sequence for the week	**Lesson 1 -** **Lesson 2 -** **Lesson 3 -** **Lesson 4 -** **Lesson 5 -**

Knowledge – Component knowledge pupils will learn	Classroom Reading	Pedagogy – How will you deliver the curriculum
Pupils will know and remember that… ▪ **Example** – Here you would identify and pinpoint the actual knowledge pupils will learn and remember. Be explicit, what do you want them to know, remember and do after this week.	**Disciplinary reading** **Example** – What will the teacher be reading out loud to the class and what will pupils be reading this week. There is a requirement to create opportunities for pupils to read out loud in lessons. Remember reciprocal reading strategies you have acquired through our CPD. **This must be planned into the MTP.**	**Effective Pedagogy** ▪ **Example –** Here you will outline the pedagogical approaches you would expect to be used to deliver the planned curriculum and knowledge pupils are intended to learn. **Standards and Expectations in books outlined by Curriculum Leader:** ▪ **Example –** Here the Curriculum Leader would outline what should be seen in books linked to this part of the curriculum sequence.

	Vocabulary to be taught first	COMMON MISCONCEPTIONS – To be shared will pupils before teaching
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Personal Development Links: Careers, SMSC + British Values, RSE, Enrichment, Numeracy	Homework	Formative Assessment – Retrieval/Recall questions
You will need to link your curriculum *(where appropriate)* to the guidance below. (Where appropriate, link and explicitly teach pupils values of **Love**, **Inspiration**, **Empowerment** and **Joy** when they link to your curriculum content) **N.B - Delete guidance after you have done** **Careers** - https://cutt.ly/VV2DDiV **SMSC and British Values** - https://cutt.ly/zV2D4Ce **RSHE** - https://cutt.ly/2V2FluR **Opportunities to promote the Catholic Ethos**		**Info** - CL to outline assessments here for the week. Remember should test **component knowledge** first *(the building blocks)* to ensure pupils are secure. The move onto more complex composite knowledge.

WEEK 8 – INSERT TITLE HERE			
Learning intentions and sequence for the week	**Lesson 1 -** **Lesson 2 -** **Lesson 3 -** **Lesson 4 -** **Lesson 5 -**		
Knowledge – Component knowledge pupils will learn		**Classroom Reading**	**Pedagogy – How will you deliver the curriculum**
Pupils will know and remember that… ▪ **Example** – Here you would identify and pinpoint the actual knowledge pupils will learn and remember. Be explicit, what do you want them to know, remember and do after this week.		**Disciplinary reading** **Example** – What will the teacher be reading out loud to the class and what will pupils be reading this week. There is a requirement to create opportunities for pupils to read out loud in lessons. Remember reciprocal reading strategies you have acquired through our CPD. **This must be planned into the MTP.**	**Effective Pedagogy** ▪ **Example –** Here you will outline the pedagogical approaches you would expect to be used to deliver the planned curriculum and knowledge pupils are intended to learn. **Standards and Expectations in books outlined by Curriculum Leader:** ▪ **Example –** Here the Curriculum Leader would outline what should be seen in books linked to this part of the curriculum sequence.

	Vocabulary to be taught first	COMMON MISCONCEPTIONS – To be shared will pupils before teaching
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Personal Development Links: Careers, SMSC + British Values, RSE, Enrichment, Numeracy	Homework	Formative Assessment – Retrieval/Recall questions
You will need to link your curriculum *(where appropriate)* to the guidance below. (Where appropriate, link and explicitly teach pupils values of **Love**, **Inspiration**, **Empowerment** and **Joy** when they link to your curriculum content) **N.B - Delete guidance after you have done** **Careers** - https://cutt.ly/VV2DDiV **SMSC and British Values** - https://cutt.ly/zV2D4Ce **RSHE** - https://cutt.ly/2V2FluR **Opportunities to promote the Catholic Ethos**		**Info** - CL to outline assessments here for the week. Remember should test **component knowledge** first *(the building blocks)* to ensure pupils are secure. The move onto more complex composite knowledge.

Summative Assessment (Assessing the component and composite knowledge)	Link to KPIs / AOs
Must assess component and composite knowledge **(the combination of component knowledge together)**	AO1, AO2 & AO3

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What do we mean by……

Term	Our definition	An example
Curriculum vision	The overall aim for the delivery of the curriculum which clear outlines the purpose of the subject and how the subject will help each child to flourish	"….A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them…..
Intent	The specific curriculum content a child will study in a year group/key stage	Students will learn about the political situation in 1066 in England, the legacy of Edward and book of legislate …
Curriculum Map	The sequence (order) for the delivery of the content of a particular subject to enable a pupil to know and remember more. In PFCMAT this will include a rationale for include and position in the sequence and the link with the National Curriculum/Specification	Children will learn about the background to 1066 in order to understand the power of the nobility in England, they will need to understand this to develop a full appreciation of Harold Godwinson's claim …
Topic	A particular aspect of knowledge within a subject	1066 and The Battle of Hastings
Knowledge	This includes facts, information and skills to enable pupils to know and remember more	Battle of Stanford Bridge and its significance in relation to Battle of Hastings
Medium Term Plan (MTP)	The overview of learning for a particular topic containing a clear outline of the essential components to understand the composite knowledge which will enable pupil to know and remember more	Composite: Why was William the Conqueror victorious Component: Nature of equipment in battle : Nature of tactics : Fatigue in Harold's army

Composite knowledge	The key element of knowledge that make up a topic	Why did the Battle of Hastings happen? Why was Williams victorious?
Components	The individual aspects of knowledge that must be understood if a pupil is to have full understanding of the composite requited and will therefore know and remember more In essence the building blocks of the composite knowledge	Saxon The differences between Saxons and Normans Norman Monarchy The concept of monarchy and royal succession Cavalry
Vocabulary	The key words vocabulary that will pupils will need to understand in order to know and remember more	Heir Witan
Pedagogy	The method of delivery of the knowledge	The methods chosen by the teacher
Common misconceptions	The identification of mistakes that pupils often make in their understanding of the topic. Directly addressing this will enable all pupils to know and remember more	The battle was won simply because Harold was shot in the eye by an arrow
Flash Back/retrieval	Linking current learning with previous learning	
Flash Forward	Connecting current learning with future learning	The way in which William established a new form of government in England
Pupils	Children in Key Stages 3 and 4	
Students	Young people in Key stage 5	
Learning Intention	What pupils should know, understand and be able to do by the end of the lesson	To explain a variety of different reasons why William I was victorious at the Battle of Hastings
Adaptive Teaching	Teachers adapt their teaching to make possible for all children to achieve and access the same activities and end points	Use of pupil groupings Hierarchy of questions with extra time to answer

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National Curriculum Compliance Check

SUBJECT:

Key Stage	National Curriculum Requirement	Where is this covered in our curriculum
3		

4		