

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	12 Weeks
<b>Module</b>	Sports Leadership

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

**Year 8 Progression:**

Building on knowledge gained in year 7 & 8 and applying this through leadership and officiating in different sports including: rugby, football, netball and Hockey.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**Core Tasks will be used in assessments:**

- Ability to lead warm up**
- Application of rules when officiating**
- Correct use of whistle and hand signals**
- Voice projection**
- Leading a small group drill**

Also, throughout the phases students are constantly asked how to:  
 Evaluate performances;  
 Analyse strengths and weaknesses;  
 Continuing development of rules knowledge and sport specific knowledge

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

All groups will perform in: leading a warm up or small drill and officiating a games with the help of peers or staff. Staff will also use core tasks in their assessment of students work.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The students should understand and be able to officiate small-sided games and simplified versions of competitive team games. They should also be capable of making decisions and using key terminology and hand signals when officiating games.

**Spelling-Punctuation-Grammar  
 How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

**Link forward: where next for the learning?**

The students should have a developing knowledge and understanding of the game. This knowledge will allow them to become more independent and better equipped to lead their themselves and others in Key Stage 4.

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	6 Weeks
<b>Module</b>	Football

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

To be able perform the basic Football skills of Passing, Receiving, Dribbling, Shooting, and Tackling, and to incorporate these into small sided games. To be able to understand and know how to perform these and where these skills are used on a Football pitch. We also want them to understand the simple laws used in the game of Football and the different lines and areas on a pitch. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. I also want them to start performing the skills in small sided games and to understand and know the principles of the game such as looking up, communication and using space

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Core Tasks will be used in assessments  
On attack / Wide Attack  
They are able to perform the basic Football skills of Passing, Receiving Control, Dribbling, Shooting, and Tackling, incorporating these skills into small games ( 5 a – side ). They also understand and know how to perform the skills and where these are used in Football along with the essential principles of the game such as looking up, communication and using space.  
Positional play and attacking and defensive phases of play are also developed. They have developed their knowledge and understanding of the simple laws used in Football and the different lines and areas on a pitch.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment  
Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers.  
Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

Core Task- Assessment  
All groups will perform in: Practices small sided or conditioned games demonstrating all of the skills/ techniques explored and a giving the sense of a 'Their best performance- 100% effort'.  
Staff will also use core tasks in their assessment of students work.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils should have a good knowledge and understanding of the game. They should have performed, and are able to perform the basic football skills in Key Stage 2. They should also be capable of sending, receiving and travelling with a ball in these competitive games. They can work safely alone, in pairs or groups, or as a team where they are able to perform simple judgments about their own and others performances, using this to improve the accuracy, quality and variety of their performance.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

**Link forward: where next for the learning?**

They are able to perform the basic Football skills of Passing, Receiving, Dribbling, Shooting, and Tackling, incorporating these skills into small games ( 5 a – side ). They also understand and know how to perform the skills and where these are used in Football along with the essential principles of the game such as looking up, communication and using space. They have developed their knowledge and understanding of the simple laws used in Football and the different lines and areas on a pitch. They also clearly understand why they warm up, stretch and cool down when performing.

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	6 Weeks
<b>Module</b>	Trampolining

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Prior knowledge of shapes and skill sin gymnastics from year 8 to be built upon and applied on the trampoline.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

Know and be able to perform basic shapes including tuck, straddle, pike, seat drop, swivel hips, front drop and back drop and be able to put these together to create a 10 bounce routine.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Core Tasks will be used in assessments: Students focus on acquiring and replicating the basic shapes and skills in trampolining including:: tuck, straddle, pike, seat drop, swivel hips, front drop and back drop and be able to put these together to create a 10 bounce routine. The students will also have a chance to extend their skills to more complex skills such as somersaults.

**Link forward: where next for the learning?**

Basic skills and knowledge learnt and a chance for pupils to experience and aesthetics sport that they may chose as an option to continue building on these skill in key stage 4 options.

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual, group or peer reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

All students will perform in:  
 Health and safety around trampolining including equipment, rules, spotting and warm ups.  
 Pupils will be assessed by peers and teachers on their ability to accurately replicate shapes and skills on the trampoline using a tracking grid and teaching cards.

Students will record PE assessment objective descriptors in their planners

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	6 Weeks
<b>Module</b>	Fitness

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The students should understand and be able to say names of muscles and bones as well as describe fitness tests and create a circuit. If the pupil chooses GCSE PE they will revisit this information in their course.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

**Year 8 Progression:**

Building on knowledge gained in year 7 & 8 and applying this through practical application in three areas of fitness including muscular and skeletal system, fitness testing and circuit training.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**Core Tasks will be used in assessments:**

- Ability to lead warm up
- Correct use of fitness suite equipment
- Setting up and completing fitness test
- Understanding components of fitness
- Creating and completing circuits

Also, throughout the phases students are constantly asked how to:

- Warm up and cool down
- The difference between sets and repetitions?
- Names of muscles and bones
- What are the components of fitness?
- What types of training are there?
- What are the short term and long term effects?

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the fitness worksheets. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

All groups will perform in: leading a warm up  
Pupils will be required to complete fitness testing sheets, circuit training questions and verbal contributions about the body systems.

Students will record PE assessment objective descriptors in their planners

**Spelling-Punctuation-Grammar  
How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.  
Pupils are expected to speak in Standard English and full sentences during class discussions.

**Link forward: where next for the learning?**

The students should have a developing knowledge and understanding of fitness. This knowledge will allow them to become more independent and better equipped to lead themselves and others in Key Stage 4 options and inform their choices after school.

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 Weeks
<b>Module</b>	Cricket

## Summative Assessment Core Task- Assessment

All groups will perform in: Practices small sided or conditioned games and full games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance 100% effort'. Staff will also use core tasks in their assessment of students work.

### Skills and concepts to be developed and assessed (linking to identified AOs)

To be able perform the more developed Cricketing skills of :

Catching, Throwing, Batting, and Bowling to incorporate these into small sided Games and full games.

They should also be able to understand and know how to perform these skills and where these are used on a Cricket field.

We also want them to understand and know the simple laws used in the game of Cricket and be able to lead and umpire small games. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

The students should also develop their knowledge of why they warm up and cool down when performing and the muscles used.

### Factual knowledge to be taught and assessed (including subject specific vocabulary).

AO1f AO3f

Core Tasks will be used in assessments

Long and Thin / On Target

They are able to perform the basic Cricketing skills of catching, Throwing, Batting (defensive and drives), and Bowling (inswing, outswing and overarm bowl), incorporating these into small sided games and full games.

Wicket keeping is also a focus for positional play. They also understand and know how to perform these skills and where they are used on a Cricket field. Students will know and recall all the fielding positions and know there role.

### Formative Assessment/key piece of work prior to end of unit:

Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing.

Peers will offer Kind, Specific and Helpful comments upon which others can build.

### Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Pupils should have a good knowledge and understanding of the game. They should have performed, and are able to perform the basic Cricket skills in year 8. They should also be capable of striking, catching, sending, and travelling with a ball in competitive games. They can work safely alone, in pairs, or as a team where they are able to perform simple judgments about their own and others performances, using this to improve the accuracy, quality and variety of their performance.

### Spelling-Punctuation-Grammar How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

### Link forward: where next for the learning?

They are able to perform the basic Cricketing skills of Catching, Throwing, Batting, (defensive and drives ), and Bowling, incorporating these into small sided and full games. They also understand and know how to perform these skills and where they are used on a Cricket field. They have developed their understanding and knowledge of the simple laws used in the game of Cricket and are able to umpire small sided games themselves.

<b>Subject</b>	Boys PE
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 Weeks
<b>Module</b>	Athletics

**Skills and concepts to be developed and assessed (linking to identified AOs)**

To understand that different events demand a variety of styles and techniques. Students should be able to describe and perform the elements of an effective running style based on the event. This should be demonstrated in performances over short sprint distances and middle to long distance track events.

A sprint start should be used by all students to begin short sprint races and they should be able to justify in simple mechanical terms the benefit the crouch position has.

Students will gain experience at all jumping events, aiming for height and distance and should be able to understand and demonstrate correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each event.

Students should also be able to perform all throwing events including shot put, javelin and discuss using a variety of different techniques from simple pushing and slinging technique, to run ups and spins.

Throughout the phases students are constantly asked evaluate performances; analyse strengths and weaknesses;

Students should understand the need for strict safety precautions and procedures that are used by the teacher during each of the lessons.

Students should also understand the importance of preparing for and recovering from exercise safely and effectively and to know the principles

**Factual knowledge to be taught and assessed (including subject specific vocabulary).  
AO1g AO2b AO3g**

Core Tasks will be used in assessments  
Developing Athletes Students will gain experience in all track and will be able to demonstrate throws and jumps technically- field event areas correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment Formative assessment will be on going and continually given in lessons via individual or group reviewing. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment Core Task- Assessment**

All groups will perform in: different disciplines including jumps, throws and running, demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance 100% effort'. Staff will also use core tasks in their assessment of students work. Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils will build upon the basic skills and techniques learnt in year 8 and continue to improve upon these. Safety and key techniques will also be revisited.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Link forward: where next for the learning?**

The pupils will further extend their knowledge of tactics and techniques for different throws, runs and jumps according to the distance, time and effort levels involved.



<b>Subject</b>	Boys PE
<b>Term</b>	Option
<b>Duration (approx.)</b>	12 Weeks
<b>Module</b>	Badminton

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment Formative assessment will be on going and continually given in lessons via individual or group reviewing. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment Core Task- Assessment**

All groups will perform in singles and doubles games as well as isolated skills. Demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance 100% effort'. Staff will also use core tasks in their assessment of students work. Students will record PE assessment objective descriptors in their planners

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Link forward: where next for the learning?**

The pupils will further extend their knowledge of tactics and techniques for different throws, runs and jumps according to the distance, time and effort levels involved.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

To be able perform basic skills including: Serving (short and long), overhead high clear, back hand and smash.  
 Basic understanding of the rules of doubles and singles including court dimensions and serving boxes used.  
 Be able to use serves and strokes to outwit opponents and move an opponent around the court.  
 Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

Core Tasks will be used in assessments  
 Students will be taught the different types of serve and basic strokes including overhead high clear, backhand and smash. Students will be taught the difference in court dimensions for singles and doubles games.  
 Students will be assessed on their knowledge and use of rules and strokes in order to outwit an opponent.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment

**Skills and concepts to be developed and assessed (linking to identified AOs)**

To understand how to move an opponent around the court in order to outwit them by using different strokes and tactics from rules.  
 Be able to describe and perform the elements of an effective serve, overhead high clear, backhand and smash.  
 Be able to show the ability to rally.  
 This should be demonstrated in performances in game situations.

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	12 Weeks
<b>Module</b>	Sports Leadership

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

**Year 8 Progression:**

Building on knowledge gained in year 7 & 8 and applying this through leadership and officiating in different sports including: rugby, football, netball and Hockey.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**Core Tasks will be used in assessments:**

- Ability to lead warm up**
- Application of rules when officiating**
- Correct use of whistle and hand signals**
- Voice projection**
- Leading a small group drill**

Also, throughout the phases students are constantly asked how to:  
 Evaluate performances;  
 Analyse strengths and weaknesses;  
 Continuing development of rules knowledge and sport specific knowledge

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

All groups will perform in: leading a warm up or small drill and officiating a games with the help of peers or staff. Staff will also use core tasks in their assessment of students work. Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The students should understand and be able to officiate small-sided games and simplified versions of competitive team games. They should also be capable of making decisions and using key terminology and hand signals when officiating games.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

**Link forward: where next for the learning?**

The students should have a developing knowledge and understanding of the game. This knowledge will allow them to become more independent and better equipped to lead their themselves and others in Key Stage 4.



<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	6 Weeks
<b>Module</b>	Football

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

To be able perform the basic Football skills of Passing, Receiving, Dribbling, Shooting, and Tackling, and to incorporate these into small sided games. To be able to understand and know how to perform these and where these skills are used on a Football pitch. We also want them to understand the simple laws used in the game of Football and the different lines and areas on a pitch. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. I also want them to start performing the skills in small sided games and to understand and know the principles of the game such as looking up, communication and using space

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Core Tasks will be used in assessments  
On attack / Wide Attack  
They are able to perform the basic Football skills of Passing, Receiving Control, Dribbling, Shooting, and Tackling, incorporating these skills into small games ( 5 a – side ). They also understand and know how to perform the skills and where these are used in Football along with the essential principles of the game such as looking up, communication and using space.  
Positional play and attacking and defensive phases of play are also developed. They have developed their knowledge and understanding of the simple laws used in Football and the different lines and areas on a pitch.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment  
Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers.  
Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

Core Task- Assessment  
All groups will perform in: Practices small sided or conditioned games demonstrating all of the skills/ techniques explored and a giving the sense of a 'Their best performance- 100% effort'.  
Staff will also use core tasks in their assessment of students work.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils should have a good knowledge and understanding of the game. They should have performed, and are able to perform the basic football skills in Key Stage 2. They should also be capable of sending, receiving and travelling with a ball in these competitive games. They can work safely alone, in pairs or groups, or as a team where they are able to perform simple judgments about their own and others performances, using this to improve the accuracy, quality and variety of their performance.

**Spelling-Punctuation-Grammar**

**How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

**Link forward: where next for the learning?**

They are able to perform the basic Football skills of Passing, Receiving, Dribbling, Shooting, and Tackling, incorporating these skills into small games ( 5 a – side ). They also understand and know how to perform the skills and where these are used in Football along with the essential principles of the game such as looking up, communication and using space. They have developed their knowledge and understanding of the simple laws used in Football and the different lines and areas on a pitch. They also clearly understand why they warm up, stretch and cool down when performing.

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	6 Weeks
<b>Module</b>	Fitness

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The students should understand and be able to say names of muscles and bones as well as describe fitness tests and create a circuit. If the pupil choses GCSE PE they will revisit this information in their course.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

**Year 8 Progression:**

Building on knowledge gained in year 7 & 8 and applying this through practical application in three areas of fitness including muscular and skeletal system, fitness testing and circuit training.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**Core Tasks will be used in assessments:**

- Ability to lead warm up
- Correct use of fitness suite equipment
- Setting up and completing fitness test
- Understanding components of fitness
- Creating and completing circuits

Also, throughout the phases students are constantly asked how to:

- Warm up and cool down
- The difference between sets and repetitions?
- Names of muscles and bones
- What are the components of fitness?
- What types of training are there?
- What are the short term and long term effects?

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual or group reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers via the use of the fitness worksheets. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

All groups will perform in: leading a warm up Pupils will be required to complete fitness testing sheets, circuit training questions and verbal contributions about the body systems.

Students will record PE assessment objective descriptors in their planners

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion. Pupils are expected to speak in Standard English and full sentences during class discussions.

**Link forward: where next for the learning?**

The students should have a developing knowledge and understanding of fitness. This knowledge will allow them to become more independent and better equipped to lead themselves and others in Key Stage 4 options and inform their choices after school.

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 Weeks
<b>Module</b>	Rounders

## Formative Assessment/key piece of work prior to end of unit:

### Core Task- Assessment

Formative assessment will be on going and continually given in lessons via individual or group reviewing.

Peers will offer Kind, Specific and Helpful comments upon which others can build.

## Skills and concepts to be developed and assessed (linking to identified AOs)

To be able to be able perform the basic Rounders skills of receiving and catching the ball, throwing, hitting, Running between posts, postwork, tactics, team work and bowling to incorporate these into small sided and full sided games of Rounders. They should also be able to understand and know how to perform these skills and where these are used in Rounders. They will need to understand and know the laws used in the game of Rounders (no ball, outs) and how players score runs and be able to umpire games using score cards and umpire terminology.

The students should also develop their knowledge and understanding of the different situations, tactics and strategies found in a game of Rounders and moving body position for instance. Pupils should know how to play in a range of different positions and know the role of that position. Also, throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

## Factual knowledge to be taught and assessed (including subject specific vocabulary). AO1d AO3d

Core Tasks will be used in assessments Run the Loop / Pairs Play Students perform the basic Rounders skills of Receiving, Throwing, Batting, and Bowling, incorporating these into small sided and conditioned games. They also understand and know how to perform these skills and where they are used on a Rounders field. They have developed their

understanding and knowledge of the all the laws used in the game of Rounders and how players score runs and will be able to umpire full games using score cards and key terminology.

## Summative Assessment

### Core Task- Assessment

All groups will perform in:

Practices small sided or conditioned games demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance 100% effort'. Staff will also use core tasks in their assessment of students work. Students will record PE assessment objective descriptors in their planners

## Building Retention: What prior learning must be built upon/revisited and how will it be assessed?

Pupils should have a basic knowledge and understanding of the game from year 8. They should have performed, and are able to perform the basic rounders skills. They should also be capable of striking, catching, fielding, sending and travelling with a ball in competitive games. They can work safely alone, in pairs, or as a team where they are able to perform simple judgments about their own and others performances, using this to improve the accuracy, quality and variety of their performance.

## Spelling-Punctuation-Grammar

### How will you promote high standards within this module?

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

## Link forward: where next for the learning?

They are able to perform the Rounders skills of Receiving, Throwing, Batting, and Bowling, incorporating these into small sided, conditioned and full games. They also understand and know how to perform these skills and where they are used on a Rounders field. They have developed their understanding and knowledge of the simple laws used in the game of Rounders and how players score runs and can umpire whole games using score cards and key terminology.

<b>Subject</b>	Girls PE
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	12 Weeks
<b>Module</b>	Athletics

**Skills and concepts to be developed and assessed (linking to identified AOs)**

To understand that different events demand a variety of styles and techniques. Students should be able to describe and perform the elements of an effective running style based on the event. This should be demonstrated in performances over short sprint distances and middle to long distance track events.

A sprint start should be used by all students to begin short sprint races and they should be able to justify in simple mechanical terms the benefit the crouch position has.

Students will gain experience at all jumping events, aiming for height and distance and should be able to understand and demonstrate correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each event.

Students should also be able to perform all throwing events including shot put, javelin and discuss using a variety of different techniques from simple pushing and slinging technique, to run ups and spins.

Throughout the phases students are constantly asked evaluate performances; analyse strengths and weaknesses;

Students should understand the need for strict safety precautions and procedures that are used by the teacher during each of the lessons.

Students should also understand the importance of preparing for and recovering from exercise safely and effectively and to know the principles

**Factual knowledge to be taught and assessed (including subject specific vocabulary).  
AO1g AO2b AO3g**

Core Tasks will be used in assessments  
Developing Athletes Students will gain experience in all track and will be able to demonstrate throws and jumps technically- field event areas correct technique in each of these disciplines, as well as being able to describe the main similarities and differences between the techniques used in each.

**Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment Formative assessment will be on going and continually given in lessons via individual or group reviewing. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment Core Task- Assessment**

All groups will perform in: different disciplines including jumps, throws and running, demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance 100% effort'. Staff will also use core tasks in their assessment of students work. Students will record PE assessment objective descriptors in their planners

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Pupils will build upon the basic skills and techniques learnt in year 8 and continue to improve upon these. Safety and key techniques will also be revisited.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Link forward: where next for the learning?**

The pupils will further extend their knowledge of tactics and techniques for different throws, runs and jumps according to the distance, time and effort levels involved.

<b>Subject</b>	PE
<b>Term</b>	Option
<b>Duration (approx.)</b>	6 weeks
<b>Module</b>	Trampolining

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Prior knowledge of shapes and skills in gymnastics from year 8 to be built upon and applied on the trampoline.

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

Know and be able to perform basic shapes including tuck, straddle, pike, seat drop, swivel hips, front drop and back drop and be able to put these together to create a 10 bounce routine.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

**Skills and concepts to be developed and assessed (linking to identified AOs)**

Core Tasks will be used in assessments: Students focus on acquiring and replicating the basic shapes and skills in trampolining including: tuck, straddle, pike, seat drop, swivel hips, front drop and back drop and be able to put these together to create a 10 bounce routine. The students will also have a chance to extend their skills to more complex skills such as somersaults.

**Link forward: where next for the learning?**

Basic skills and knowledge learnt and a chance for pupils to experience and aesthetics sport that they may chose as an option to continue building on these skill in key stage 4 options.

**Formative Assessment/key piece of work prior to end of unit:**

Formative assessment will be on going and continually given in lessons via individual, group or peer reviewing. There is an expectation that all students will be guided to evaluate the performance of their peers. Peers will offer Kind, Specific and Helpful comments upon which others can build.

**Summative Assessment**

All students will perform in: Health and safety around trampolining including equipment, rules, spotting and warm ups. Pupils will be assessed by peers and teachers on their ability to accurately replicate shapes and skills on the trampoline using a tracking grid and teaching cards.

Students will record PE assessment objective descriptors in their planners

<b>Subject</b>	PE
<b>Term</b>	Option
<b>Duration (approx.)</b>	6 Weeks
<b>Module</b>	Badminton

## **Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment Formative assessment will be on going and continually given in lessons via individual or group reviewing. Peers will offer Kind, Specific and Helpful comments upon which others can build.

## **Summative Assessment Core Task- Assessment**

All groups will perform in singles and doubles games as well as isolated skills. Demonstrating all of the skills/techniques explored and a giving the sense of a 'Their best performance 100% effort'. Staff will also use core tasks in their assessment of students work. Students will record PE assessment objective descriptors in their planners

## **Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Through verbal communication, there is an expectation that all pupils and staff use key words. They speak fluently, concisely and in coherent utterances when expressing an idea or opinion, in class and group discussion.

## **Link forward: where next for the learning?**

The pupils will further extend their knowledge of tactics and techniques for different throws, runs and jumps according to the distance, time and effort levels involved.

## **Skills and concepts to be developed and assessed (linking to identified AOs)**

To be able perform basic skills including: Serving (short and long), overhead high clear, back hand and smash.

Basic understanding of the rules of doubles and singles including court dimensions and serving boxes used.

Be able to use serves and strokes to outwit opponents and move an opponent around the court.

Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

## **Factual knowledge to be taught and assessed (including subject specific vocabulary).**

Core Tasks will be used in assessments Students will be taught the different types of serve and basic strokes including overhead high clear, backhand and smash. Students will be taught the difference in court dimensions for singles and doubles games.

Students will be assessed on their knowledge and use of rules and strokes in order to outwit an opponent.

## **Formative Assessment/key piece of work prior to end of unit:**

Core Task- Assessment

## **Skills and concepts to be developed and assessed (linking to identified AOs)**

To understand how to move an opponent around the court in order to outwit them by using different strokes and tactics from rules.

Be able to describe and perform the elements of an effective serve, overhead high clear, backhand and smash.

Be able to show the ability to rally.

This should be demonstrated in performances in game situations.