

Curriculum overview

INTENT:

What's the curriculum aim/vision for the subject?

Lacon Childe PE curriculum aims to develop students motor competence and fundamental movement skills in all areas of physical activity and sport; develop understanding of rules, strategies and tactics, while improving their thinking and evaluation skills; and guide them to become respectful sportsmen/sportswomen and educated citizens who flourish into the future.

IMPLEMENTATION:

In PE, we will aim to develop the whole person through the different assessment strands of 'Physical ME', 'Thinking ME' and 'Social ME', while also aiming to develop Personal Characteristics, Learning Characteristics and Learning Skills through the school's 'Lacon ME' values.

- *Students will work independently and as part of a team to develop their fundamental movement, skills and techniques in a variety of activities to achieve the best possible outcomes (Physical ME).*
- *To enhance the problem-solving and decision-making processes and enable students to be familiar with a body of knowledge and vocabulary specific to PE, which they can use when analysing and evaluating performance. Developed knowledge of rules, tactics and strategies will enable students to apply their physical skills more confidently in a range of scenarios (Thinking ME).*
- *To develop socially as part of a team and through leadership. Students will develop their communication, collaboration and empathy skills, learning how they can be adapted in different sports and activities (Social ME)*
- *Students will display a range of Personal and Learning Characteristics in every lesson, that will allow them to become well-educated citizens of the school community and beyond. Opportunities to employ a range of Learning Skills will further complement their progress in every lesson (Lacon ME in PE).*

IMPACT:

The curriculum meets the 5 ambitious outcomes of high-quality PE for every child through:

1. Lead a healthy and active lifestyle – wide range of extracurricular, focus on understanding health and preparation for activity
2. Approach competition with confidence – cooperation, collaboration, empathy and developing sportsmanship. Opportunities for low and high stake competition in lessons. Fixtures and extracurricular
3. Perform in a broad range of physical activities - Over KS3 and KS4, students will have the opportunity to take part in invasion games (netball, football, hockey, rugby), net games (badminton, volleyball, tennis, table tennis), striking and fielding activities (rounders, softball), as well as gymnastics, dance, OAA and athletics.
4. Resilient to challenges in physical activity, sport and wider life – through Lacon ME and Social ME focus
5. Seek enjoyment and fulfilment through movement – options choices at KS4, opportunities inside and outside of school, range of sports offered.

The curriculum is broad and balanced and will give each student the required skills and confidence to take part in extracurricular activities and competitive fixtures inside and outside of school.

KS3 assessment is an average of all three areas of the Whole ME. This allows focus to also reward, develop and engage those who are not as physically able as others.

At KS4, students will be graded on all criteria applied in every sport they take part in.

Exam PE- assessment through practical moderation/standardisation, coursework, analysing and evaluating performance.

Assessment

The 'Physical ME', 'Thinking ME' and 'Social ME' strands will become a termly focus so that students can experience, adapt and develop the skills from each strand within different sports and activities. While the 'Lacon ME' characteristics will be adapted on a lesson-to-lesson basis and complemented by lesson activities, so that students are able to develop the skills and characteristics over different tasks, drills and scenarios. Over KS3 and KS4, students will have the opportunity to take part in invasion games (netball, football, hockey, rugby), net games (badminton, volleyball, tennis, table tennis), striking and fielding activities (rounders, softball), as well as gymnastics, dance, OAA and athletics. At KS3, students will aim to develop their 'Whole ME'. Having experienced all sports through physical, thinking and social areas, they should by now be equipped with all relevant skill that will allow them to implement them as one.

PHYSICAL ME	TINKING ME	SOCIAL ME
Components of physical fitness	Knowledge of rules	Communication (listening and speaking)
Components of skill related fitness	Application of tactics and strategies	Leadership
Skill and technique mastery	Evaluation	Safe participation (and responsibility)
Active involvement	Innovation	Collaboration/teamwork in and outside of lessons
Warm-up and cool-down	Problem solving	Empathy

Highlighted areas focus on Healthy Participation in PE

Term:	1	2	3	4	5	6
Year 7	PHYSICAL ME	PHYSICAL ME	THINKING ME	THINKING ME	SOCIAL ME	SOCIAL ME
Year 8	THINKING ME	THINKING ME	SOCIAL ME	SOCIAL ME	PHYSICAL ME	PHYSICAL ME
Year 9	SOCIAL ME	SOCIAL ME	PHYSICAL ME	PHYSICAL ME	THINKING ME	THINKING ME
Year 10	WHOLE ME	WHOLE ME	WHOLE ME	WHOLE ME	WHOLE ME	WHOLE ME
Year 11	WHOLE ME	WHOLE ME	WHOLE ME	WHOLE ME	WHOLE ME	

Learning journey:

Programme of study:

The programme of study provides staff and students with a clear outline of the sports and activities covered throughout the key stages. The main activities, will allow students to become competent participants and provide them with opportunities to pursue those activities outside of school with links to local clubs and competitions. All other sports and activities will allow students to experience a wide range of experiences, which may change/adapt based on student voice and strengths of the cohort as well as guided by the changes in the sport environment.

Duke of Edinburgh award is offered to students at KS3 and KS4.

Curriculum outline:

The curriculum focuses on developing the WHOLE person, based on the knowledge and performance of skills and techniques developed every year, three assessment strands and Lacon ME qualities, and starts before students come to Lacon Childe School.

1. PRIMARY OUTREACH AND FESTIVALS

- Before their Lacon ME in PE journey, primary students are introduced to a range of skills and competitions, in and outside of Lacon Childe, to start developing their Social, Physical and Thinking skills, as well as gaining knowledge about Health in physical activity and sport.

2. OPPORTUNITY


- In year 7, students are introduced to a range of sports, building a strong base of fundamental skills and collaboration at the start of their journey. Students have an opportunity to take part in a broad curriculum.
- Diversity, inclusion and personal development:
- Other opportunities to help students build knowledge/develop practice.


TERM: Big Questions and Content to be achieved by the end of the term	Sport/activity covered:	Knowledge acquired as a result of completing the unit of work	Assessment:	Progress over each term
Autumn Term: PHYSICAL ME <ul style="list-style-type: none"> What is physical literacy? What skills and techniques are needed in different sports? How are they the same/different? What is the difference between a skill and technique? How do I adapt my levels of engagement in different sports? 	<ul style="list-style-type: none"> Netball Hockey Football Rugby 	<ul style="list-style-type: none"> Knowledge of main skills and techniques to make performance successful and effective, Knowledge of components of skill related and physical fitness, what do they look like, when are they needed, Understanding of what a warm-up and a cool-down is and how to perform it effectively for a range of sports, How to use and adapt fitness levels in different sports/scenarios, 	<p>EMERGING:</p> <p>DEVELOPING:</p> <p>SECURED:</p> <p>MASTERED:</p>	<p>In the Autumn Term, through Physical ME criteria, key focus is for students develop key aspects of being physically literate and gaining understanding of different components of physical and skill related fitness that allow them to gain and develop basic skills and techniques. They will understand the importance of a warm-up and a cool down and identify the benefits of active involvement in all areas of PE.</p> <p>Through elements of THINKING ME They begin to identify their strengths and weaknesses of their fundamental movements and adapt their fundamental skills of throwing, catching, running, jumping, changing direction etc. to suit the changing environment and while using different equipment. Knowledge of rules for the different activities will also be clarified as they move away from the primary school setting.</p> <p>Through elements of SOCIAL ME Students will begin to learn how to communicate with others effectively in the different scenarios presented to them. Main focus will be on listening and applying given information successfully. Collaboration and empathy will be encouraged through very early stages to build a strong base for cooperation and leadership moving forward.</p>

<ul style="list-style-type: none"> Why do we warm-up and cool-down? 				
<p>Spring Term: THINKING ME</p> <ul style="list-style-type: none"> What different rules do I already know? What is a tactic? Do I know what my strengths and weaknesses are? Am I effective in my performance? How do I know? 	<ul style="list-style-type: none"> Dance Badminton Gymnastics OAA 	<ul style="list-style-type: none"> Knowledge and understanding of basic rules in different sports and activities, Knowledge of what a tactic is and how it can be used in sports, Knowledge of movement strategies in activities, Ability to identify, name and improve on strengths and weaknesses of a performance, 	<p>EMERGING:</p> <p>DEVELOPING:</p> <p>SECURED:</p> <p>MASTERED:</p>	<p>In the Spring Term, through Thinking ME criteria, key focus is on applying range of skills within the rules of the game and ability to identify and correct those. Students will reflect on their participation in the Autumn Term and refine their knowledge of what tactics and strategies are, learning about their effectiveness and applying into different sports and scenarios. Students can adapt their knowledge of spatial awareness and how it is used to produce effective performance in dance and gymnastics. In those activities the focus on self-assessment will be strongest.</p> <p>Through elements of PHYSICAL ME, students use their fundamental skills and further develop coordination, control, precision and fluency of their movement in isolated activities that may also focus on aesthetics of performance.</p> <p>Through elements of SOCIAL ME, students will continue to develop communication skills through dance, where focus on expression and mood will challenge their performance. Collaboration and empathy will be encouraged through very early stages to build a strong base for cooperation and leadership moving forward. Although all students will start at the same level, for example in gymnastics, those who have a higher level of skill in that sport will be encouraged to take on the responsibility of modelling good practice.</p>
<p>Summer Term: SOCIAL ME</p> <ul style="list-style-type: none"> What is collaboration and why is it important? How can I improve my communication? How can I show good sportsmanship during competition? 	<ul style="list-style-type: none"> Cricket Athletics Rounders 	<ul style="list-style-type: none"> Development and understanding of interpersonal skills such as empathy, motivation, teamwork, Knowledge of different types of communication and how they can be applied into different situations, Understanding and following rules and sport etiquette 	<p>EMERGING:</p> <p>DEVELOPING:</p> <p>SECURED:</p> <p>MASTERED:</p>	<p>In the Summer term, through Social ME criteria, students will further develop verbal and non-verbal communication in striking and fielding activities that rely on the participants to take on different roles to help them succeed. Different ways to communicate will be explored and encouraged through leadership and taking responsibility of different groups within a team. Empathy and self-motivation will play a big part during athletics activities and links to overall performance will be made. The idea of the effect individual performance has on team's success is developed through different roles and responsibilities of team players in rounders, cricket and softball.</p> <p>Through elements of PHYSICAL ME, focus on fundamental skills will be strongest here as well as components of physical and skill related fitness and student understanding of how they can be adapted and used effectively in competition. Students will gain a better insight into the techniques and whole body adaptation required for success in throwing, jumping and running. Spatial awareness is looked at again as a way of outwitting an opponent through a more structured set up of positions and ball placement.</p> <p>Through elements of THINKING ME, self-assessment of skill and technique is now used in athletics activities where students have to reflect and adapt on their performance to succeed. Knowledge of specific rules and regulations will be developed as well as adherence to them, which as a result, will develop resilience and determination to succeed.</p>

3. PROGRESS

- In year 8, students' skills are developed further to allow clear progress in their performance and understanding of physical activity and sport through the focus on Thinking ME and Healthy ME. Further opportunities for competition and tactical performance are introduced.


TERM: Big Questions and Content to be achieved by the end of the term	Sport/activity covered:	Knowledge acquired as a result of completing the unit of work	Assessment:	Progress over each term
Autumn Term: THINKING ME <ul style="list-style-type: none"> When can I use my knowledge of the rules to my advantage? What are the most effective strategies/tactics for the position I play? how effective was my contribution to the attacking/defensive play? If a specific situation arises again, how can I adapt to be even more successful? 	Netball		EMERGING: DEVELOPING: SECURED: MASTERED:	<p>At this stage, through the THINKING ME criteria, students will revisit the range of fundamental skills developed in year 7 and use their knowledge to apply smaller tactics and strategies, possession and teamwork into their performance. Students will look at position specific tactics and how the skills are adapted to perform them effectively. Continuous evaluation of performance will be key to ensure continuous adaptation of skill.</p> <p>Through PHYSICAL ME, students will understand the difference between attacking and defensive play and how the skills may need to be adapted for those positions. Components of skill related fitness will be used to define play and tactics. Students will show higher levels of determination to perform in chosen positions through the understanding gained.</p> <p>Through SOCIAL ME and adopting different roles, students will gain a greater understanding of responsibility and understanding of what that means in different activities and scenarios. Will to support team's success, determination and resilience will be encouraged in all situations.</p> 
Spring Term: SOCIAL ME <ul style="list-style-type: none"> How can I ensure I contribute to the outcome of the task? 			EMERGING: DEVELOPING: SECURED: MASTERED:	<p>The main focus on SOCIAL ME qualities in the spring term, will see students become responsible for one another, especially when looking at safe participation in gymnastics where support towards one another will be vital. Students will learn to trust each other and rely on one another through gymnastics and OAA. Listening skills and effective communication will be the key focus of any group work, aiming to develop understanding of how to work together effectively in any situation.</p> <p>Through elements of THINKING ME in the spring term, students will continue to reflect on their strengths and weaknesses through the different components of fitness applied in a</p>

<ul style="list-style-type: none"> How do I know I am an effective member of my team/group? How do I ensure everyone in my team/group is included? What roles can I adopt when working with others on a range of tasks? 				<p>range of activities. Through the different activities covered, students should understand that tactics and strategies are visible in all areas of physical education and be confident to identify their different uses.</p> <p>Through the PHYSICAL ME criteria, students will work on control of their skill and aesthetics during dance and gymnastics. Fitness activities during year 8 will help students get better understanding of the components of fitness and help understand how they compare to normative data, making links to sporting performance.</p> 
<p>Summer Term: PHYSICAL ME</p> <ul style="list-style-type: none"> Which components of physical fitness are my strengths? how are the components of skill related fitness used/required in different activities? How can my technique be adapted to make me more successful? Am I challenging myself to perform in different positions? How effective was my warm-up for the specific activity? 	Rounders	<p>In this unit, students will use their basic knowledge and performance of different skills needed in a game of rounders, to adapt them in line with the demands of the game. Some tactical knowledge and strategies will also be developed. At the end of this unit of work student will have developed their skills further so that they can be adapted into come tactical play. Students will become much more confident in knowing what different positions in the sport require as well as understand scoring and tactical play further.</p>	<p>EMERGING:</p> <p>DEVELOPING:</p> <p>SECURED:</p> <p>MASTERED:</p>	<p>Knowledge of components of fitness tested will form a base for individual activities where students will aim to show the components of fitness in activities that will challenge their execution of fundamental skills. Knowledge of body systems, muscles and joints through warm-ups/cool-downs will be developed further.</p> <p>Through elements of THINKING ME in the summer term, students will now pay more explicit attention to their body movements and fundamental skills. At this stage, ability in different areas of PE may be more visible between different students and their own evaluation of these should guide their choices of events and positions they will take part in.</p> <p>Through elements of SOCIAL ME in the summer term, students will keep developing their empathy, safe participation and collaboration through encouragement towards one another and use of feedback to help each other develop more.</p>

4. COMPETENCE

- In year 9, students have a well-developed skills base and tactical knowledge for a range of sports and activities. The ability to use, reflect on and adapt skills across a range of activities, results in further engagement in their progress. Higher engagement is also noted through understanding of the sport and it's tactical and strategic demands.

TERM: Big Questions and Content to be achieved by the end of the term	Sport/activity covered:	Knowledge acquired as a result of completing the unit of work	Assessment:	Progress over each term
Autumn Term: SOCIAL ME How can I show contribution towards the end goal in all aspects of the game? How can I recognise, use and adapt strengths and weaknesses of my team/group? How do I know I am an effective leader? Do my skills and qualities show variety? What is my role within a team?			EMERGING: DEVELOPING: SECURED: MASTERED:	<p>In year 9, through the SOCIAL ME criteria in games activities, students will now apply their knowledge and ability to identify strengths and weaknesses into more competitive games and activities. Understanding of those and knowledge of what a successful team looks and performs like, will enable them to specialise more in chosen positions and develop chosen tactics more. This will further prepare them for effective collaboration during lessons and extracurricular. Students will know exactly who they are as a performer, know what type of leader they are and what their role in a team is.</p> <p>Through elements of the THINKING ME criteria, students may take part in games that are self-lead and refereed. Student's knowledge of the rules and their honesty within the game will demonstrate their ability to recognise how skills and tactics are being used. Students will now have a good idea of what positions they might want to adapt as a player and develop in further.</p> <p>Elements of PHYCIAL ME will be seen in their ability to apply and adapt their skills and techniques into competitive games. Students will have a much greater understanding of the specific components of fitness needed for each activity and will be able to physically prepare themselves for each elsson.</p>
Spring Term: PHYSICAL ME			EMERGING:	<p>In the spring term, through PHYSICAL ME criteria, students will master their skills and technique showing greater levels of control and accuracy wen performing. Application of skill in different situation to allow success against opposition/during performance,</p>

<p>Which component of fitness can be used to benefit my performance?</p> <p>Which elements of my technique can be changed to produce more power/accuracy/speed...?</p> <p>Do I apply my technique with confidence in different areas of my performance?</p> <p>Do I fully understand the need to warm up and prepare my body for recovery after exercise?</p>			<p>DEVELOPING:</p> <p>SECURED:</p> <p>MASTERED:</p>	<p>through adaptation of different components of fitness will become the main focus for reflection and communication of progress. As a result, students' physical literacy will become much more effective and used throughout lessons.</p> <p>In the spring term, through THINKING ME students will become more critical of their own performance and begin to adapt it based on their strengths. Innovation will be highly encouraged through creative activities to help demonstrate student's thinking, their vision for the bigger picture and their knowledge of their own skills, and the skills of those around them.</p> <p>Through SOCIAL ME, students will further develop their communication, especially during performance/competition. They will understand how different types of communication can be used in certain situations.</p> 
<p>Summer Term: THINKING ME</p> <p>Am I honest in my performance?</p> <p>Why is other's performance more successful and what do I need to do to match it?</p>	<p>Rounders</p>	<p>In this unit, students will use their skills and evaluate the effectiveness of different tactics based on individual and team performance. Students will confidently adapt different roles for the benefit of their team. At the end of this unit of work students will possess a number of different tactical elements and understanding to enable</p>	<p>EMERGING:</p> <p>DEVELOPING:</p> <p>SECURED:</p> <p>MASTERED:</p>	<p>In the summer term, through THINKING ME criteria, students should show their understanding and confidence to identify their weaknesses and develop way in which their strengths can compensate for those areas of their performance. Problem solving skills and resilience, will play part in supporting the team in their success. Becoming a reflective participant will be encouraged through thorough evaluation of own skill.</p> <p>Through the PHYSICAL ME criteria, students will be pushed to perform at their best especially in athletics, where high levels of focus and commitment will be encouraged.</p> <p>Continuous focus on SOCIAL ME will allow students to further develop their collaboration, especially when abilities, interests and effort levels may differ in different activities.</p>

<p>Which areas of my performance are the weakest and why?</p> <p>What do I know about the performance of others that will help me to outwit them, moving forward?</p>		them to adapt their play and performance of their team to outwit opponents much more effectively. All skills will be challenged further and a higher element on competition will strengthen those skills.		
	Athletics	Students will take part in a competitive unit of work where performance will score them points. Knowledge of what is required to be a well rounded athlete will be developed and students will gain full understanding of their skills and strengths.		

5. INCLUSION

- In year 10, an inclusive approach to sport and physical activity means that students can start thinking about their future in PE through two additional pathways – GCSE and a vocational course. Other inclusive sports to increase participation and development and transfer of additional skill are also introduced.

TERM: Big Questions and Content to be achieved by the end of the term	Sport/activity covered:	Knowledge acquired as a result of completing the unit of work	Assessment:	Progress over each term

Autumn Term: WHOLE ME				
--------------------------	--	--	--	--

6. ENJOYMENT

- In year 11, students choose a pathway which reflects their ability/interest in sport and physical activity/future participation aims/goals. The three pathways are:
 - i. Performance - my aim is to progress further and develop my skills, competency and tactical awareness in a competitive environment. I want to play games that will challenge me further in individual and team sports. I like being competitive.
 - ii. Recreation – I enjoy being active and I want to take part in a range of sports and activities without a strong focus on competition and winning. I want to have fun with people around me whilst being physically active throughout the lesson. This may also involve officiating and coaching my peers.
 - iii. Health and well-being – my aim is to develop skills and knowledge of how to exercise in order to improve my health and wellbeing. I want to take part in different activities that will challenge my fitness so that I can improve and know how to lead a healthy and active lifestyle after finishing school.

Suggested activities are planned for each pathway; however some students do have an option to change the activity so that they can enjoy their lessons as much as possible.

The programme of study offered for each year group may change with every academic year, to accommodate specific needs, progress and interest of the cohort and to complement trends and ever-changing opportunities within and outside of school. However, there is a set number of sports that students will take part in throughout the Key Stages to allow a deeper skill development and higher level of practice and performance to prepare them for GCSE PE.

TERM: Big Questions and Content to be	Knowledge acquired as a result of	Assessment:	Progress over each term
---------------------------------------	-----------------------------------	-------------	-------------------------

achieved by the end of the term	completing the unit of work		
<p>Autumn Term: WHOLE ME</p> <p>Does my fitness reflect my engagement?</p>	<p>Each unit of work will focus on continuing the use of correct skills, techniques and tactics maintaining high levels of performance. Revisiting of key areas of each activity will</p>		

Schemes of Work

Athletics

Unit of work outline									
Year:	Intent	1	2	3	4	5	6	7	8
7	At the end of this unit, students will have a better understanding of the different events done in athletics and will be able to explain the safety requirements for each event.	Running styles and sprint (100m and 200m)	Pace running	Javelin	Shot putt	discus	High jump (scissor kick)	Relay	Long jump (take off and landing)
8	By the end of this unit, students will have a better understanding of the technique for each event and how components of fitness contribute to the overall performance	Sprint and sprint start (crouched) 100m & 200m	Relay	Javelin	Shot putt	discus	High jump (fosbury flop)	Pacing (800m)	Long jump
9	This unit will be based on a competition where students will aim to beat their own scores and be in competition with others to win points, by applying a range of teaching points from year 7-9. This will replicate the competitive nature of athletic events and as a result, improve students' resilience.	100m & relay sprints	Javelin	Shot putt	discus	High jump	Pacing and 800m	Long jump	Triple jump

Higher level thinking Athletics Questions

PE Challenging questions

- What is meant by pace?
 - Describe the 3 phases of the jump
 - How can the run up, take off and flight be affected?
 - What impact does speed have on distance achieved?
 - What components of fitness are important to throwing events?
 - How can distances be improved in a throwing / jumping event?
 - Explain hurdle technique.
 - What is the meaning of lead and trail leg?
- Do you know the name and location of the major muscles of the body?
 - Do you know the name and location of the major bones of the body?
 - Why does our Heart Rate increase when we exercise?
 - Why do we get out of breath when we exercise?
 - How do the body systems respond to a warmup and adapt to training over a period of 6-8 weeks?
 - How do the skeletal system and muscular system work together to create sporting movements?
 - How long should a warmup and cool down take?
 - What should be included in these stages?
 - What is the purpose of a cool down?
 - How can peer observation and feedback help performance?

Year 7				
Lesson	Content	Learning outcomes	Common misconceptions	
1	Running styles and sprint	To recall key points of effective running technique To replicate the correct posture, arm action and leg action during 100m and 200m sprints To evaluate performance of self and others and suggest ways technique could be improved.	At primary age, students may not have gained enough understanding of the different techniques and some may not have been corrected, thus bad techniques may now be embedded in student's performance. This will need to be corrected.	Skills developed in this unit: Identifying health and safety risks linked to athletics and individual performance and following precautions Effective routines for different events will be embedded by the end of this unit Learning how to use measuring tape/stopwatch accurately, linking to the rules Effective running technique will be clarified
2	Pace running	To explain how pacing can be applied effectively into running. To demonstrate effective pacing over 200, 400 and 600m To evaluate and adapt own pacing to suit fitness and the event.		
3	Javelin and safety of throwing events	To understand how to use a measuring tape To recall key safety points of javelin To recall key teaching points of javelin throw. To apply and measure javelin throw accurately.		
4	Shot putt	To recall key safety points of shot putt To recall key teaching points of shot putt To apply and measure shot putt throw accurately.		
5	Discus	To recall key safety points of shot putt To recall key teaching points of shot putt To apply and measure shot putt throw accurately.	Key Vocabulary	Basic skills to enable students to safely complete each event and record a distance/time/height
6	high jump	To recall key teaching points of performing a high jump To demonstrate effective approach toward the bar To apply the run up and scissor kick technique to jump over the bar.		
7	Relay	To explain the baton change-over technique in relay To demonstrate effective baton change over in isolation To apply the change over in teams taken individual strengths into consideration		
8	Jumps	To recall key points of safe take of and landing during jumping events To demonstrate safe take of and landing To apply speed and power into the jump effectively		

Year 8				
Lesson	Content	Learning outcomes	Common misconceptions	
1	Sprint and sprint start (crouched)	To recall key points of a crouched sprint start technique. To demonstrate effective sprint start in isolation To apply speed and power effectively into a sprint start	As students gain more clarity and knowledge of the different events, and techniques, they start to understand the mechanics behind each of these and how different components of fitness affect the final result.	Skills developed in this unit: Application of additional technique points into a range of events Numeracy skills (measuring distances, collating data, comparing results against other bests) Citizenship (sportsmanship and cooperation) Leadership for organising/running events
2	Relay			
3	Javelin			
4	Shot			
5	Discus		Key Vocabulary Centrifugal force	
6	High Jump (Fosbury flop)			
7	Pacing			
8	Long jump			

Year 9

In year 9, students will take part in individual competition where application of all teaching points, progress from year 7 and performance in each event will give them points
https://telfordeducation.sharepoint.com/:x:/r/sites/TAW600/_layouts/15/Doc.aspx?sourcedoc=%7BF58EA39A-C70A-40DD-B449-45996723F134%7D&file=YEAR%208%20Tour-De-France-Athletics-Competition.xlsx&action=default&mobileredirect=true

Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit: Numeracy skills (measuring distances, collating data, comparing results against other bests, angles, trajectory) Citizenship (sportsmanship and cooperation)
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Badminton

Unit of work outline

Year:	Intent	1	2	3	4	5	6	7	8
7	In this unit students will focus on how to use basic principles of attack and defence to plan strategies and tactics for badminton. Students will replicate the core skills necessary to outwit opponents with increasing pressure. To develop physical literacy. Student should begin to	Grip and ready position	Forehand serve	Backhand serve	Overhead clear	Drop shot	Net shot	Singles rules and games	Using shots to outwit opponent

[illegible]

Higher Level Thinking

Badminton Questions

PE Challenging questions

- Do you know the name and location of the major muscles of the body?
- Do you know the name and location of the major bones of the body?
- Why does our Heart Rate increase when we exercise?
- Why do we get out of breath when we exercise?
- How do the body systems respond to a warmup and adapt to training over a period of 6-8 weeks?
- How do the skeletal system and muscular system work together to create sporting movements?
- How long should a warmup and cool down take?
- What should be included in these stages?
- What is the purpose of a cool down?
- How can peer observation and feedback help performance?

Year 7

Lesson	Content	Learning outcomes	Common misconceptions											
1	Introduce the grip and ready position	To be able to describe what badminton is including key points about movement and the court To demonstrate correct hand grip and ready position To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket from a ready position.	Common faults: Forehand serve: <table><tr><th>Common Faults</th><th>Corrections</th><th>Key Service Laws</th></tr><tr><td>Finger pointing down racket shaft.</td><td>Mark racket handle close to bevel of racket – line up webbing between thumb and first finger mark.</td><td rowspan="3"><ul style="list-style-type: none">• Feet in contact with floor throughout serve• Strike shuttle below waist (lowest rib)• Continuous forward swing (no double motion)</td></tr><tr><td>Rear foot lifting off floor.</td><td>Commit to weight on back foot. Gradually increase amount of weight transfer – use umpires to call “fault”.</td></tr><tr><td>Throwing the shuttle so it wobbles.</td><td>Place drop-down spot in 45 degrees area (in front/to side of player) – practice dropping shuttle onto spot, then drop</td></tr></table>	Common Faults	Corrections	Key Service Laws	Finger pointing down racket shaft.	Mark racket handle close to bevel of racket – line up webbing between thumb and first finger mark.	<ul style="list-style-type: none">• Feet in contact with floor throughout serve• Strike shuttle below waist (lowest rib)• Continuous forward swing (no double motion)	Rear foot lifting off floor.	Commit to weight on back foot. Gradually increase amount of weight transfer – use umpires to call “fault”.	Throwing the shuttle so it wobbles.	Place drop-down spot in 45 degrees area (in front/to side of player) – practice dropping shuttle onto spot, then drop	Skills developed in this unit: Familiarity and use of rackets Hand eye coordination Developing understanding of net games Developing basic understanding of badminton
Common Faults	Corrections	Key Service Laws												
Finger pointing down racket shaft.	Mark racket handle close to bevel of racket – line up webbing between thumb and first finger mark.	<ul style="list-style-type: none">• Feet in contact with floor throughout serve• Strike shuttle below waist (lowest rib)• Continuous forward swing (no double motion)												
Rear foot lifting off floor.	Commit to weight on back foot. Gradually increase amount of weight transfer – use umpires to call “fault”.													
Throwing the shuttle so it wobbles.	Place drop-down spot in 45 degrees area (in front/to side of player) – practice dropping shuttle onto spot, then drop													
2	Forehand serve	To recall key points of a forehand serve. To demonstrate forehand serve in isolation, abiding to the rules of service. To use the forehand serve successfully to start a rally.	Backhand serve: <table><tr><th>Common Faults</th><th>Corrections</th><th>Key Service Laws</th></tr><tr><td>Shuttle and racket too close to body.</td><td>Hold both shuttle and racket out with straight arms.</td><td rowspan="2"><ul style="list-style-type: none">• Feet in contact with floor throughout serve• Strike shuttle below waist (lowest rib)• Continuous forward swing (no double motion)</td></tr><tr><td>Dropping shuttle, not hitting from hand.</td><td>Hold shuttle in finger tips, hit straight from fingers. Practice hitting with eyes closed!</td></tr></table>	Common Faults	Corrections	Key Service Laws	Shuttle and racket too close to body.	Hold both shuttle and racket out with straight arms.	<ul style="list-style-type: none">• Feet in contact with floor throughout serve• Strike shuttle below waist (lowest rib)• Continuous forward swing (no double motion)	Dropping shuttle, not hitting from hand.	Hold shuttle in finger tips, hit straight from fingers. Practice hitting with eyes closed!	Numeracy skills (scoring and counting, angles, trajectory, predicting flight)		
Common Faults	Corrections	Key Service Laws												
Shuttle and racket too close to body.	Hold both shuttle and racket out with straight arms.	<ul style="list-style-type: none">• Feet in contact with floor throughout serve• Strike shuttle below waist (lowest rib)• Continuous forward swing (no double motion)												
Dropping shuttle, not hitting from hand.	Hold shuttle in finger tips, hit straight from fingers. Practice hitting with eyes closed!													
3	Backhand serve	To recall key points of a backhand serve To demonstrate backhand serve successfully in isolation To apply forehand and backhand serve to outwit an opponent at the start of a rally	Overhead Clear: <table><tr><th>Common Faults</th><th>Corrections</th></tr><tr><td>Panhandle grip.</td><td>Mark racket handle close to bevel of racket – line up webbing between thumb and first finger with this mark. Encourage striking above/slightly in front of racket shoulder.</td></tr><tr><td>Lack of forearm rotation – wrist dominated hit.</td><td>Strike suspended object (e.g. balloon) using forearm rotation only.</td></tr><tr><td>Contact too low.</td><td>Strike object (e.g. balloon) suspended at height that forces you to reach.</td></tr></table>	Common Faults	Corrections	Panhandle grip.	Mark racket handle close to bevel of racket – line up webbing between thumb and first finger with this mark. Encourage striking above/slightly in front of racket shoulder.	Lack of forearm rotation – wrist dominated hit.	Strike suspended object (e.g. balloon) using forearm rotation only.	Contact too low.	Strike object (e.g. balloon) suspended at height that forces you to reach.	Citizenship (sportsmanship and cooperation)		
Common Faults	Corrections													
Panhandle grip.	Mark racket handle close to bevel of racket – line up webbing between thumb and first finger with this mark. Encourage striking above/slightly in front of racket shoulder.													
Lack of forearm rotation – wrist dominated hit.	Strike suspended object (e.g. balloon) using forearm rotation only.													
Contact too low.	Strike object (e.g. balloon) suspended at height that forces you to reach.													
4	Introduce the overhead clear	To recall key points of overhead clear To perform and replicate overhead clear with control and fluency. To begin to outwit opponents with movement of the shuttle.	Drop shot: <table><tr><th>Common Faults</th><th>Corrections</th></tr><tr><td>Panhandle grip.</td><td>Mark racket handle close to bevel of racket – line up webbing between thumb and first finger with this mark. Encourage striking above/slightly in front of racket shoulder.</td></tr><tr><td>Loss of throwing action in favour of a “point and poke” action.</td><td>“Throw then slow” the racket.</td></tr><tr><td>Contact too low.</td><td>Strike object (e.g. balloon) suspended at height that forces you to reach.</td></tr></table>	Common Faults	Corrections	Panhandle grip.	Mark racket handle close to bevel of racket – line up webbing between thumb and first finger with this mark. Encourage striking above/slightly in front of racket shoulder.	Loss of throwing action in favour of a “point and poke” action.	“Throw then slow” the racket.	Contact too low.	Strike object (e.g. balloon) suspended at height that forces you to reach.			
Common Faults	Corrections													
Panhandle grip.	Mark racket handle close to bevel of racket – line up webbing between thumb and first finger with this mark. Encourage striking above/slightly in front of racket shoulder.													
Loss of throwing action in favour of a “point and poke” action.	“Throw then slow” the racket.													
Contact too low.	Strike object (e.g. balloon) suspended at height that forces you to reach.													
			Net shot:											

			<table><tr><th>Common Faults</th><th>Corrections</th></tr><tr><td>Hand not above racket hand.</td><td>Hit with strings sloping towards net.</td></tr><tr><td>Lack of control.</td><td>PUSH shuttle, keeping relaxed grip and strong wrist.</td></tr><tr><td>Contact too low.</td><td>Place spare shuttle in net 30cm below tape -- practice net shots with racket above this height.</td></tr></table>	Common Faults	Corrections	Hand not above racket hand.	Hit with strings sloping towards net.	Lack of control.	PUSH shuttle, keeping relaxed grip and strong wrist.	Contact too low.	Place spare shuttle in net 30cm below tape -- practice net shots with racket above this height.	
Common Faults	Corrections											
Hand not above racket hand.	Hit with strings sloping towards net.											
Lack of control.	PUSH shuttle, keeping relaxed grip and strong wrist.											
Contact too low.	Place spare shuttle in net 30cm below tape -- practice net shots with racket above this height.											
5	Introduce the drop shot	To identify the difference between overhead clear and drop shot. To successfully perform a drop shot in a conditioned practice. To use the drop shot successfully in a rally to outwit an opponent.	Key Vocabulary Posts Racket Shuttlecock Net Court Tramlines Service box Service line Ready position Forehand serve Backhand serve Drop shot Overhead Singles Net shot									
6	Net shot	To recall key points of a net shot. To show ‘pushing’ action of the racket when applying the net shot. To recognize when best to implement the net shot during a rally to outwit an opponent.										
7	Singles games and rules	To recall court markings for singles game. To demonstrate ability to identify faults and score points accordingly. To apply the ‘odd’ ‘even’ scoring system.										
8	Outwitting Opponents in a competitive game situation	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To successfully adapt power and direction of shots to outwit an opponent. To identify strengths and weaknesses when playing & adapt strategies where necessary.										

Year 8																	
Lesson	Content	Learning outcomes	Common misconceptions		Skills developed in this unit:												
1	Movement, positioning and forehand rallying	To recall different shots in badminton To show effective movement around the court To apply movement to small game	Backhand flick serve: <table><tr><th>Common Faults</th><th>Corrections</th><th>Key Service Laws</th></tr><tr><td>Shuttle and racket too close to body.</td><td>Hold both out with straight arms.</td><td>• Feet in contact with floor throughout serve</td></tr><tr><td>Dropping shuttle, not hitting from hand.</td><td>Hold shuttle in finger tips, hit straight from fingers.</td><td>• Strike shuttle below waist (lowest ribs)</td></tr><tr><td>Lack of depth achieved.</td><td>Relax grip – tighten on impact to produce flick/ punch. Check you have slight turn of racket face on backswing – helps to get more power on forwards swing.</td><td>• Continuous forward swing (no double motion)</td></tr></table>			Common Faults	Corrections	Key Service Laws	Shuttle and racket too close to body.	Hold both out with straight arms.	• Feet in contact with floor throughout serve	Dropping shuttle, not hitting from hand.	Hold shuttle in finger tips, hit straight from fingers.	• Strike shuttle below waist (lowest ribs)	Lack of depth achieved.	Relax grip – tighten on impact to produce flick/ punch. Check you have slight turn of racket face on backswing – helps to get more power on forwards swing.	• Continuous forward swing (no double motion)
Common Faults	Corrections	Key Service Laws															
Shuttle and racket too close to body.	Hold both out with straight arms.	• Feet in contact with floor throughout serve															
Dropping shuttle, not hitting from hand.	Hold shuttle in finger tips, hit straight from fingers.	• Strike shuttle below waist (lowest ribs)															
Lack of depth achieved.	Relax grip – tighten on impact to produce flick/ punch. Check you have slight turn of racket face on backswing – helps to get more power on forwards swing.	• Continuous forward swing (no double motion)															
2	Forehand high and low serve	To demonstrate key teaching points of a forehand serve. To show successful application of range of power when performing this serve To make correct decision on the power of serve needed and apply it in relation to the opponent.															
3	Backhand flick and low serve	To explain the difference between a backhand serve and flick serve To show consistent height and power when performing the flick serve To apply the backhand serve with the intention to outwit an opponent	Neb shot: <table><tr><th>Common Faults</th><th>Corrections</th></tr><tr><td>Hand not above racket hand.</td><td>Hit with strings sloping towards net.</td></tr><tr><td>Lack of control.</td><td>PUSH shuttle, keeping relaxed grip and strong wrist.</td></tr><tr><td>Contact too low.</td><td>Place spare shuttle in net 30cm below tape – practice net shots with racket above this height.</td></tr></table>			Common Faults	Corrections	Hand not above racket hand.	Hit with strings sloping towards net.	Lack of control.	PUSH shuttle, keeping relaxed grip and strong wrist.	Contact too low.	Place spare shuttle in net 30cm below tape – practice net shots with racket above this height.				
Common Faults	Corrections																
Hand not above racket hand.	Hit with strings sloping towards net.																
Lack of control.	PUSH shuttle, keeping relaxed grip and strong wrist.																
Contact too low.	Place spare shuttle in net 30cm below tape – practice net shots with racket above this height.																
4	Overhead clear and drop shot	To demonstrate effective contact and technique when performing both shots To be able to adapt power to perform both shots effectively To use the technique of both shots and apply into a game to outwit and opponent effectively through use of space															
5	Forehand and backhand net shot	To demonstrate effective movement for a net shot To demonstrate ability to use forehand and backhand grip successfully during the shot To adapt grip positioning for a net shot depending on shuttle and player positioning, to outwit an opponent.	Key Vocabulary Posts Racket Shuttlecock Net Court Tramlines Service box Forehand Backhand Flick Overhead clear Net lift Doubles Long and thin Short and fat	Service line Ready position Forehand serve Backhand serve Drop shot Overhead Singles Net shot													
6	Net lift	To identify differences in technique and tactic between net shot and net lift. To successfully perform the net lift To apply the net lift into a competitive scenario with the aim of outwitting an opponent															
7	Doubles games and rules	To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking of defending. To describe the difference in doubles court markings. To be able to assess & evaluate own performance and weaknesses															
8	Outwitting opponents	To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To demonstrate knowledge and understanding of the rules. To identify strengths and weaknesses when playing & adapt strategies where necessary.															

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	
1				Skills developed in this unit:
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Basketball

[illegible]

Higher Level Thinking Basketball Questions

- How might the player without the ball assist the ball carrier?
- How might spatial awareness be used in a game?
- Discuss ways to beat a defender, which ones were successful?
- How might you use a fake and drive to outwit opponents?
- Is man to man an easy way to defend?
- What are the rules regarding contact when shooting?
- How might you use disguise to get an opportunity to lay up the ball?
- What are the rules regarding contact?
- How might spatial awareness be used in a game?

PE Challenging questions

- Do you know the name and location of the major muscles of the body?
- Do you know the name and location of the major bones of the body?
- Why does our Heart Rate increase when we exercise?
- Why do we get out of breath when we exercise?
- How do the body systems respond to a warmup and adapt to training over a period of 6-8 weeks?
- How do the skeletal system and muscular system work together to create sporting movements?
- How long should a warmup and cool down take?
- What should be included in these stages?
- What is the purpose of a cool down?
- How can peer observation and feedback help performance?

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Skills developed in this unit:

Unit of work outline

[illegible]

Higher Level Thinking

Cricket Questions

PE Challenging questions

- Do you know the name and location of the major muscles of the body?
- Do you know the name and location of the major bones of the body?
- Why does our Heart Rate increase when we exercise?
- Why do we get out of breath when we exercise?
- How do the body systems respond to a warmup and adapt to training over a period of 6-8 weeks?
- How do the skeletal system and muscular system work together to create sporting movements?
- How long should a warmup and cool down take?
- What should be included in these stages?
- What is the purpose of a cool down?
- How can peer observation and feedback help performance?

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	
1				Skills developed in this unit:
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Dance

[illegible]

Higher Level Thinking

Dance Questions

- What is a motif and how can you develop it?
- How can good communication help make our performances look more effective?
- How can relationships and dynamics be beneficial when choreographing a dance?
- How could we apply what we have learnt in dance to other aesthetic sports like trampolining and gymnastics?

PE Challenging questions

- Do you know the name and location of the major muscles of the body?
- Do you know the name and location of the major bones of the body?
- Why does our Heart Rate increase when we exercise?
- Why do we get out of breath when we exercise?
- How do the body systems respond to a warmup and adapt to training over a period of 6-8 weeks?
- How do the skeletal system and muscular system work together to create sporting movements?
- How long should a warmup and cool down take?
- What should be included in these stages?
- What is the purpose of a cool down?
- How can peer observation and feedback help performance?

Year 7

Year 7				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Fitness

Unit of work outline									
Lesson:	Intent	1	2	3	4	5	6	7	8
8	Testing								
9	Training								
10	Programme design								

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Skills developed in this unit:

Unit of work outline

[illegible]

Higher Level Thinking

Football Questions

- What is the main importance of off the ball movement ahead of the ball in this small-sided game?
- Why is decision making in SSG vital to attacking?
- How might the player without the ball assist the ball carrier?
- How might spatial awareness be used in a game?

PE Challenging questions

- Do you know the name and location of the major muscles of the body?
- Do you know the name and location of the major bones of the body?
- Why does our Heart Rate increase when we exercise?
- Why do we get out of breath when we exercise?
- How do the body systems respond to a warmup and adapt to training over a period of 6-8 weeks?
- How do the skeletal system and muscular system work together to create sporting movements?
- How long should a warmup and cool down take?
- What should be included in these stages?
- What is the purpose of a cool down?
- How can peer observation and feedback help performance?

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Gymnastics

Unit of work outline									
Lesson:	Intent	1	2	3	4	5	6	7	8
7	Movement								
8	Flight								
9	acro								

Higher Level Thinking

Gymnastics Questions

- What makes a gymnastics routine look effective?
- How can good teamwork and communication help make our routines look more effective?
- How can flexibility and balance be beneficial for a gymnast?
- How could we apply what we have learnt in gymnastics to other aesthetic sports like trampolining and dance?

PE Challenging questions

- Do you know the name and location of the major muscles of the body?
- Do you know the name and location of the major bones of the body?
- Why does our Heart Rate increase when we exercise?
- Why do we get out of breath when we exercise?
- How do the body systems respond to a warmup and adapt to training over a period of 6-8 weeks?
- How do the skeletal system and muscular system work together to create sporting movements?
- How long should a warmup and cool down take?
- What should be included in these stages?
- What is the purpose of a cool down?
- How can peer observation and feedback help performance?

Year

Lesson	Content	Learning outcomes	Common misconceptions
--------	---------	-------------------	-----------------------

1				Skills developed in this unit:
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Hockey

[illegible]

[illegible]

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Higher Level Thinking

OAA Questions

- What makes an individual effective at orienteering?
- What is OAA and what skills are essential for the spirit and development of the activity?
- How can good decision making allow us to effectively navigate a course?
- What would make an effective team player?
- What skills allow you to effectively problem solve?
- What can you use to assist you with reading a map?

PE Challenging questions

- Do you know the name and location of the major muscles of the body?
- Do you know the name and location of the major bones of the body?
- Why does our Heart Rate increase when we exercise?
- Why do we get out of breath when we exercise?
- How do the body systems respond to a warmup and adapt to training over a period of 6-8 weeks?
- How do the skeletal system and muscular system work together to create sporting movements?
- How long should a warmup and cool down take?
- What should be included in these stages?
- What is the purpose of a cool down?
- How can peer observation and feedback help performance?

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Netball

[illegible]

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

qRounders

Unit of work outline									
Lesson:	Intent	1	2	3	4	5	6	7	8
Year 7	In this unit students will develop their social skills that will allow them to support each other through the different roles in rounders and working together on developing the basic skills needed to play the game.	Ball and pitch familiarisation	Under arm throw and low catch	Overarm throw and high catch	Bowling accuracy and rules	Batting technique	Backwards hit, role of a backstop	Fielder placement	Games to apply skills - assessment
Year 8	In this unit, students will use their basic knowledge and performance of different skills needed in a game of rounders, to adapt them in line with the demands of the game. Some tactical knowledge and strategies will also be developed.	Throwing and catching	Ground balls	Backing up	Fast bowl	Batting consistency	No balls	Minimising the score	Games to apply skills - assessment
Year 9	In this unit, students will use their skills and evaluate the effectiveness of different tactics based on individual and team performance. Students will confidently adapt different roles for the benefit of their team	Throwing and catching – decision making	Chase and retrieve	The triangle	Lob bowl	Batting for direction	Backhand hit	2 nd phase attack	Games to apply skills - assessment
Year 10	In this unit, students will play full sized games with confidence, recognising positioning and space to outwit an opponent successfully.	Fielding accuracy and movement	Roles of fielders	Fielders' placement and last ball	Bowling variations in a game	Batting into space	Batting into space	All out game	Games to apply skills - assessment

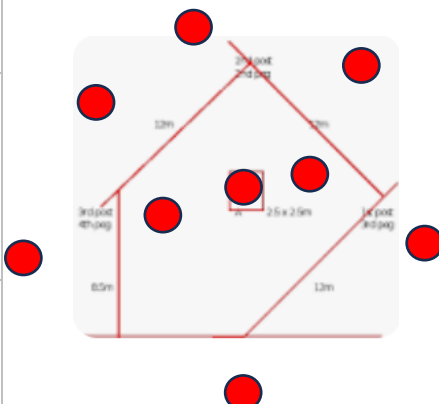
Higher Level Thinking

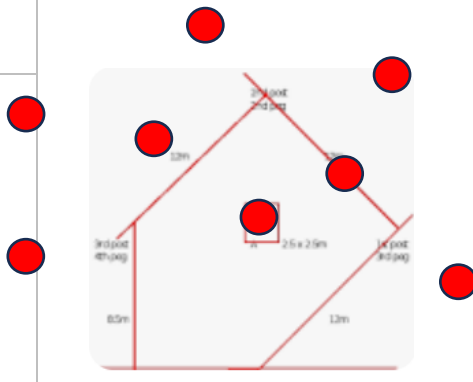
Rounders Questions

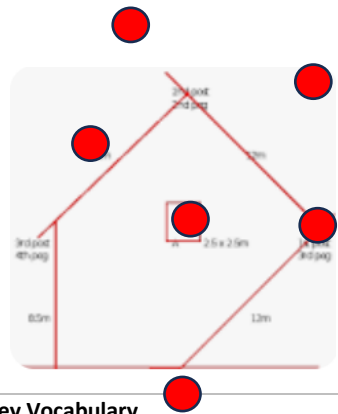
- When should the long barrier be used?
- How can fielders stop batsmen scoring?
- How can bowling accuracy be improved?
- What infringements are related to bowling?
- What is a no ball?
- What rules should a batter be aware of?
- What ways can a batter be given out?
- How can a batter direct the ball into different field areas?
- Why is speed important to a batter?
- Why is coordination and timing important to a batter?
- What is the role/job of bowler & fielders?
- How do you score ½ a rounder + full rounder?
- How can field positions be adapted to weaken batting team?
- How can field positions be adapted for different batters?
- Why is communication between bases important?
- How can innings be adjusted to outwit opposition? Batting order? Field positions?

PE Challenging questions

- Do you know the name and location of the major muscles of the body?
- Do you know the name and location of the major bones of the body?
- Why does our Heart Rate increase when we exercise?
- Why do we get out of breath when we exercise?
- How do the body systems respond to a warmup and adapt to training over a period of 6-8 weeks?
- How do the skeletal system and muscular system work together to create sporting movements?
- How long should a warmup and cool down take?
- What should be included in these stages?
- What is the purpose of a cool down?
- How can peer observation and feedback help performance?

Year 7				
Lesson	Content	Learning outcomes	Common misconceptions	
1	Ball and pitch familiarisation (1 st post, 2 nd , 3 rd , 4 th , batters box, bowlers box, backward line)	To develop an understanding and knowledge of the basic fundamentals of Rounders. To be able to demonstrate basic ball movement and direction around the pitch To be able to show understanding of the rules and movement through conditioned games	Understanding of rules related to the game – rule adaptations might have been given at KS2 to support students in their performance/ giver higher levels of success. Lack of understanding of the demands of the game mean that students are stationary and developing movement is essential.	Skills developed in this unit: Underarm throw, overarm throw Technique to holding the ball and understanding of the arm movement. Coordination of upper body and lower body movement when throwing and batting Hand eye coordination when catching the ball orthodox and unorthodox Communication skills Springing and acceleration Agility around corners Accuracy of throw – judging distance
2	Under arm throw and low catch (step with opposite foot, low lunge forward, palm facing target on release) (orthodox catch, cross pinkies)	To recall key points of overarm and underarm throw. To demonstrate good technique when throwing. To apply the correct throw when under pressure.	Positioning for year 7s: 	
3	Overarm throw and high catch (bunny hold (two fingers and thumb), extend throwing arm backward, follow elbow) (catch – thumbs cross, cushion ball to shoulder)	To Recall key points of an overarm throw. To demonstrate good technique when throwing and catching To apply the technique with direction when under pressure		
4	Bowling accuracy and rules (ball to cross batter below top of head and above knee, not at the body and not beyond reach)	To recall bowling rules and types. To accurately replicate bowling technique. To apply the technique to show		
5	Batting technique (side on, bat held high behind, spread butter don't slice the cake)	To recall key rules of batting. To recall key points of batting technique. To accurately replicate the batting technique.	Key Vocabulary Catch Orthodox Unorthodox 1 st post, 2 nd post, 3 post, 4 th post, Batters box, bowlers box Underarm, overarm No ball Backwards hit Outer fielder Inner fielder	
6	Backwards hit, role of a backstop (lunge and arms out as a target to the bowler)	To recall key rules related to the backwards hit To demonstrate the reaction time, catching and throwing needed to become an effective backstop To apply the backwards hit rules effectively as a batter and backstop		
7	Fielder placement (no one to stand on any posts – give roles of which post to move to)	To recall rounders rules To apply rounders rules into a game situation To show correct application of skills and movement into a game		
8	Games to apply skills - assessment	To apply all skills learnt into a full game of rounders. To apply the assessment criteria and give yourself an accurate grade.		

Year 8				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit: Further development of throwing and catching consistency Developing movement and attacking skills when fielding Backing up (support/ options) as a skill used in rounders – transferrable from other sports such as hockey. Speed of movement and bowling techniques Development of hand eye coordination
1	Throwing and catching	To develop accuracy of throwing and catching To be able to support fielders with throwing (forming a channel) and catching. To assess own performance	Using the rules to own's advantage – identifying what needs to be done in certain situations – working as a batting team.	
2	Ground balls	To recall key points of retrieving a ground ball. To show effective movement towards a ground ball To use different retrieval techniques when under pressure	Lack of understanding of the demands of the game mean that students are stationary and developing movement is essential.	
3	Backing up	To explain the need for a back up when fielding To demonstrate ability to judge the flight of the ball To apply effective back up into a pressured situation	Positioning in year 8:	
4	Fast bowls	To demonstrate speed in an underarm throw To adapt fast bowl technique To apply fast bowl technique against an opponent		
5	Batting consistency	To develop the batting technique. To be able to count the bowlers movement effectively To apply the counting technique to hit the ball more consistently	Key Vocabulary Catch Orthodox Unorthodox 1 st post, 2 nd post, 3 post, 4 th post, Batters box, bowlers box Underarm, overarm No ball Backwards hit Outer fielder Inner fielder Fast bowl No ball Lob bowl Backing up	
6	No balls	To recall rules regarding no balls To be able to hit a range of balls. To apply the knowledge about no balls into a game situation		
7	<u>Minimising the score</u>	To recall key rules regarding stopping the batters from scoring. To identify where and when batters are more likely to score To apply effective movement of the ball to stop batters from scoring		
8	Games to apply skills - assessment	To apply all skills and tactic learnt into a game situation		

Year 9				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit: Tactical awareness Teamwork and communication Calling for the ball and calling to help other batters Further development of accuracy of throw and direction of throw Further development of batting/
1	Throwing and catching – decision making	To develop throwing and catching speed and accuracy To make correct decision when throwing the ball towards a post To assess the effectiveness of the ball movement	Identifying how a team can win without stopping the live runner from scoring. Ensuring that all fielders are aware of what's happening on the pitch and communicating to others effectively.	
2	Chase and retrieve	To recall key points of chase and retrieve To demonstrate effective chase and retrieve in isolation To apply chase and retrieve in a game situation	the demands of the game mean that students are stationary and developing movement is essential.	
3	The triangle	To explain the triangle tactic To demonstrate the ability to perform the tactic from different roles To successfully use the tactic in a game situation	Positioning in year 9: 	
4	Lob bowl “the donkey drop”	To recall key points of a lob bowl To perform a successful lob bowl in isolation To use a lob bowl successfully to outwit an opponent		
5	<u>2nd phase attack</u>	To explain what is meant by 2 nd phase attack in rounders To show quick decision making and control of skill when practicing To apply 2 nd phase attack in a game situation	Key Vocabulary Catch Orthodox Unorthodox 1 st post, 2 nd post, 3 post, 4 th post, Batters box, bowlers box Underarm, overarm No ball Backwards hit Outer fielder Inner fielder Live batter 2 nd phase Fast bowl No ball Lob bowl Backing up Lob bowl	
6	Backhand hit	To recall key points of a backhand hit To demonstrate a backhand hit in isolation To apply the technique to outwit opponents in a game situation		
7	Batting for direction	To recall key points of changing direction when batting To demonstrate the ability to change direction of the ball in isolation To apply the technique to outwit opponents in a game situation		
8	Games and assessment	To implement all skills and tactics successfully into a game scenario		

Year 10				
Lesson	Content	Learning outcomes	Common misconceptions	
1	Fielding accuracy and movement	To further develop fielding accuracy To apply movement and support when fielding To assess effectiveness of fielding accuracy and movement	Identifying how a team can win without stopping the live runner from scoring. Ensuring that all fielders are aware of what’s happening on the pitch and communicating to others effectively.	Skills developed in this unit: Tactical awareness Teamwork and communication Calling for the ball and calling to help other batters Further development of accuracy of throw and direction of throw Further development of batting/ Coordination Choosing the correct skill
2	Roles of fielders	To suggest different roles each fielder can take To assess the effectiveness of different positioning. To adapt fielder positioning to make team more successful	the demands of the game mean that students are stationary and developing movement is essential.	
3	Fielders placement and last ball	To explain what happens during the last ball of the inning To be able to adapt fielders into different situation To assess the effectiveness of different fielder placements	Positioning in year 10 same as year 9	
4	Bowling variations in a game	To apply the different types of bowling into a game situation To vary the types of bowl successfully showing understanding of the player/tactics To assess the effectiveness of bowls used		
5	Batting into space	To successfully identify an area where a ball can be hit to outwit fielders To apply the batting technique successfully to hit the ball into a desired area To assess the effectiveness of batting into space	Key Vocabulary Catch Orthodox Unorthodox 1 st post, 2 nd post, 3 post, 4 th post, Batters box, bowlers box Underarm, overarm No ball Backwards hit Outer fielder Inner fielder Live batter 2 nd phase Fast bowl No ball Lob bowl Backing up Lob bowl	
6	Batting into space	To successfully identify an area where a ball can be hit to outwit fielders To apply the batting technique successfully to hit the ball into a desired area To assess the effectiveness of batting into space		
7	Game	To employ different game tactics successfully to demonstrate the ability to adapt to different scenarios and positions on the pitch to evaluate the effectiveness of the team		
8	Game	To employ different game tactics successfully to demonstrate the ability to adapt to different scenarios and positions on the pitch to evaluate the effectiveness of the team		

Rugby

[illegible]

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Skills developed in this unit:

Unit of work outline

[illegible]

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

[illegible]

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Tennis

Unit of work outline									
Lesson:	Intent	1	2	3	4	5	6	7	8
Year 7:	In this unit students will develop their social skills that will allow them to support their partner and working together on developing the basic skills needed to play the game of Tennis.	Racket & Ball Familiarisation	Forehand	Backhand	Outwit Opponent	Volley	Serve	Outwit Opponent-Doubles	Games to apply skills-Assessment
Year 8:	In this unit, students will us their basic knowledge and performance of	Forehand	Backhand	Volley/Smash	Outwit Opponent	Lob	Service recap	Outwit Opponent-Doubles	Games to apply skills-Assessment

	different skills needed in a game of Tennis, to adapt them in line with the demands of the game. Some tactical knowledge and strategies will also be developed in both doubles and singles.								
Year 9:	In this unit, students will use their skills and evaluate the effectiveness of different tactics used in singles and doubles matches.	Ground Stroke Development	Topspin	Dropshot	Serve Development	Outwitt Opponent-Singles	Doubles Tactics	Outwitt Opponent-Doubles	Games to apply skills-Assessment
Year 10:	In this unit, students will play both singles and doubles matches, recognising positioning of themselves and also hitting into space to outwit an opponent successfully.								Games to apply skills-Assessment

Higher Level Thinking

PE Challenging questions

Tennis Questions

- | | |
|---|---|
| <ul style="list-style-type: none">▪ Explain tennis doubles court markings▪ How is a game of tennis scored?▪ What are some of the common faults during a game?▪ When might a backhand shot be useful?▪ How could you opt to select a forehand instead?▪ In a serve what is important about ball toss and contact?▪ How will a first and second serve differ?▪ How does the preparation for a topspin differ from that of a slice? | <ul style="list-style-type: none">▪ Do you know the name and location of the major muscles of the body?▪ Do you know the name and location of the major bones of the body?▪ Why does our Heart Rate increase when we exercise?▪ Why do we get out of breath when we exercise?▪ How do the body systems respond to a warmup and adapt to training over a period of 6-8 weeks?▪ How do the skeletal system and muscular system work together to create sporting movements?▪ How long should a warmup and cool down take?▪ What should be included in these stages?▪ What is the purpose of a cool down?▪ How can peer observation and feedback help performance? |
|---|---|

Year 7				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1	Racket & Ball Familiarisation	<ul style="list-style-type: none">- To be able to demonstrate the correct way to hold a tennis racket- To be able to understand the importance of a ready position- To maintain a basic rally	<ul style="list-style-type: none">- the grip is incorrect- Students have their toes pointing forwards towards the net- Students are not moving to the ball- Students are not showing the correct racket swing path- Students are not watching the ball onto the racket strings- Students are not keeping two hands on the racket during a backhand- When outwitting opponents' students are not hitting into space	
2	Forehand	<ul style="list-style-type: none">- To be able to replicate the basic technique of a forehand- To be able to demonstrate a forehand- To be able to discuss the best opportunity to outwit your opponent using the forehand		
3	Backhand	<ul style="list-style-type: none">- To be able to replicate the basic technique of a backhand- To be able to demonstrate a backhand- To be able to discuss the best opportunity to outwit your opponent using the backhand		
4	Ground Stroke Familiarisation	<ul style="list-style-type: none">- To recap both forehand and backhand technique- To be able to maintain a rally using both groundstrokes- To understand the importance of preparation and why it is needed to hit a groundstroke		
5	Outwit Opponent Singles	<ul style="list-style-type: none">- To outwit your opponent using both forehand and backhand groundstrokes- Understand the importance of hitting the ball into space	Key Vocabulary <ul style="list-style-type: none">- Ready position- Open stance	

		<ul style="list-style-type: none">- Identify the best way to outwit your opponent	<ul style="list-style-type: none">- Low to high swing- Finish over your shoulder- Little c big nose (groundstrokes)- Hit to spaces not faces- Recovery-	
6	Volley	<ul style="list-style-type: none">- To understand the correct technique for a volley- To be able to demonstrate a forehand volley- To be able to understand the appropriate time to approach the net for a volley		
7	Serve	<ul style="list-style-type: none">- To perform and replicate a legal tennis serve with control and timing.		
		<ul style="list-style-type: none">- To understand service laws in tennis.		
Lesson	Content	<ul style="list-style-type: none">- To be able to perform cooperative and competitive rallies starting with an overhead or underarm serve.	Common misconceptions	Skills developed in this unit:
1		<ul style="list-style-type: none">- To be able to accurately replicate a variety of shots in a game implementing basic strategies and tactics		
2				
8	Outwit Opponent Doubles	<ul style="list-style-type: none">- To understand basic doubles tactics		
3		<ul style="list-style-type: none">- To understand the importance of hitting the ball into space- Identify the best strategy to outwit your opponent		
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Year				
Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1				
2				
3				
4				
5			Key Vocabulary	
6				
7				
8				

Volleyball

Lesson	Content	Learning outcomes	Common misconceptions	Skills developed in this unit:
1	Introduction to volleyball - ball control, ball flight, catch and feed	To show control of the ball through using different parts of my body To show the ability to judge the flight of the ball To begin to show effective movement towards the ball	Students struggle to move towards the ball - lack of confidence and willingness to "give it a go" is addressed from lesson one. First experience of the sport for majority, understanding of the sort may contribute to lack of confidence/understanding of the bigger picture.	Accurate feeding/catching
2	The volley and 1v1 game play	To recall key points of the volley To demonstrate the key points in isolation To apply the volley from a feed from a partner.		Movement towards the ball and judgement of the flight of the ball
3				Understanding of simple 2v2 game using catches/volleys
4				
5			Key Vocabulary Feed Peak Volley Dig Underarm serve Point of contact	
6				
7				
8				