



### Overall Curriculum Goal & Intent

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### Key prior knowledge and skills

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	HRE	Athletics	Gymnastics and dance	Invasion games	Net games	Striking and fielding
	Health related exercise	Athletics.	Gymnastics and dance.	Basketball, Football, Hockey, Netball, Rugby.	Badminton, volleyball and Tennis.	Rounders and Cricket.
<b>Topic Focus</b>	To understand and explain the effects certain activities have on the body. To increase fitness levels. To learn new ways to exercise.	To develop running technique and pacing. To understand the fully competitive nature of throwing and jumping events. To start learning more complex techniques to improve time and distances.	To build on and embed basic movements in gymnastics. To try new styles of dance and new movements within the dance style chosen as well as use more choreographic techniques.	To build on and embed basic skills and to experience a full sided game. To use more complex practice situations that mirror situations that can occur in games.	To build on and embed basic skills and to experience a full sided game. To use more complex practice situations that mirror situations that can occur in games.	To build on and embed basic skills and to experience a full sided game. To use more complex practice situations that mirror situations that can occur in games.
<b>Intent</b>  <b>What do you want students to know and learn?</b>	Intent – Pupils will be taught a range of different fitness activities and will understand how these improve their	Intent – Pupils will start looking at the rules and regulations that govern each event in athletics. They will compete in a range of track and field events and embed as well as develop the	Intent – To develop the basic movements of gymnastics safely, to be able to create short routines using the basic movements and a range of choreographic tools with the correct	Intent – To progress the basic skills for each activity looking at ways to beat opponents or to develop their skill set. Pupils will understand a range of tactics that will allow pupils to become a better performer. Pupils will	Intent – To progress the basic skills for each activity looking at ways to beat opponents or to develop their skill set. Pupils will understand a range of tactics that will allow pupils to become a better performer. Pupils will	Intent – To progress the basic skills for each activity looking at ways to beat opponents or to develop their skill set. Pupils will understand a range of tactics that will allow pupils to become a better performer. Pupils will



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<b>Summary of key knowledge &amp; skills</b>	<p>fitness levels, as well as how they relate to specific games and activities.</p> <p>To understand the different types of exercise and the different effects this can have on your body, health, fitness and wellbeing. Pupils will experience Hiit training, circuit training, cross</p>	<p>techniques learnt previously.</p> <p>To understand the more complex techniques and tactics to do with each event. Still understanding safety points in relation to throwing events. To develop the run up and measuring process for jumping events. As well as understanding the three stages of flight. To understand how a race is started and which</p>	<p>technique. To understand what makes a good routine.</p> <p>To be able to experience creating longer routines, with set movements and pupils own imagination. To do more performing as a group and as individuals. Also pupils will start to analyse others' performance and give feedback.</p>	<p>experience a full sided game – lower sets this may be a conditioned game for safety reasons.</p> <p>Again the experience and skill levels will be different depending on pupil's progress through year 8. Pupils will embed and progress skills taught in isolation and in more competitive practices. Pupils will also be given an opportunity to evaluate their own performance as well as others. These skills and practices will be placed into a more</p>	<p>experience a full sided game – lower sets this may be a conditioned game for safety reasons.</p> <p>Again the experience and skill levels will be different depending on pupil's progress through year 8. Pupils will embed and progress skills taught in isolation and in more competitive practices. Pupils will also be given an opportunity to evaluate their own performance as well as others. These skills and practices will be placed into a more</p>	<p>experience a full sided game – lower sets this may be a conditioned game for safety reasons.</p> <p>Again the experience and skill levels will be different depending on pupil's progress through year 8. Pupils will embed and progress skills taught in isolation and in more competitive practices. Pupils will also be given an opportunity to evaluate their own performance as well as others. These skills and practices will be placed into a more</p>



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<b>What are the opportunities for repetition and over-learning?</b>	country and other types of training and be able to discuss why these are a benefit to a range of sporting activities.  To know the different types of fitness as well as have a wide knowledge of components of fitness. Pupils should be able to tell you	parts of the track they can use during their race. Pupils will also get an opportunity to start, officiate and time races.  Throughout each lesson the basic skills will be repeated and built upon so that more complex techniques will be taught and the use of tactics can start to be delivered. Some groups will need to revisit and stay on the basic techniques in	To know the basic components that are needed to create a routine in gymnastics and dance. To have confidence in performing these routines. To be able to give feedback to other performance in	competitive game and then hopefully into a full sided game by the end of each module. Where more tactics can be discussed.  To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more successful when performing in a conditioned or fully competitive game.	competitive game and then hopefully into a full sided game by the end of each module. Where more tactics can be discussed.  To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more successful when performing in a conditioned or fully competitive game.	competitive game and then hopefully into a full sided game by the end of each module. Where more tactics can be discussed.  To know the skills needed to be successful in a game situation. For most pupils they will be able to use these skills to outwit opponents and therefore become more successful when performing in a conditioned or fully competitive game.



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<b>Main common assessments</b>	<p>which fitness types would be appropriate for different sports.</p> <p>Throughout each lesson the basic knowledge will be embedded or developed. Pupils will be given a level for each activity. A good pupil in year 8 should be working at a level 4.</p>	<p>isolation and conditioned competition so the mental health of individuals is cherished.</p> <p>Pupils will be given a level for athletics as a whole unit. A good pupil in year 8 should be working at a level 4.</p>	<p>respect of things done well and things that need to be improved.</p> <p>Throughout each lesson the basic skills will be added onto and repeated; if not in isolation then in small routines. Pupils will be given a level for each activity. A good pupil in year 8 should be working at a level 4.</p>	<p>Throughout each lessons the basic skills will be progressed ad tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in</p>	<p>Throughout each lessons the basic skills will be progressed ad tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in</p>	<p>Throughout each lessons the basic skills will be progressed ad tactics will be discussed. This will be in relation to how these skills are an advantage when playing a game. For some pupils skills will need to be repeated if not in isolation then in conditioned games or full sided game. Pupils will be given a level for each activity. A good pupil in</p>



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<b>Extended writing tasks (at least two per long term)</b>	Design a new game of your choice. Create an A4 poster that explains rules, regulations and scoring systems for your game.  Choose an activity you have covered in your PE lessons so far this year. Evaluate your performance within your chosen activity, stating two skills that have been performed well and two that will need improvement (make sure you explain and evaluate) when you revisit the activity on year 9.  Research and summarise the following types of competition, giving a sporting event that uses them. Round robin, knockout, league and ladder.					
<b>Examples of opportunities for challenge</b>	Health related exercise is a wonderful topic for pupils to challenge themselves of for staff to give	Athletics again can be very dependent on the individual. Target can be given in relation to times and distances for each pupils or a group of	Pupils use all of the basic skills taught previously and progress the amount of skills learnt. Pupils attempt all skills taught in gymnastics	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension	The basic skills are taught with slight extensions if the class or an individual is able. How quickly the class progress is an indication as to the skill level of the group. Again extension



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	pupils an appropriate challenge depending on fitness levels and mentality of each pupil.	pupils so they can work towards these.	and there are alternatives or extension tasks the teachers can give to extend able pupils. In dance the topics we choose are very different to what the pupils may experience outside of school and so we learn together. The use of choreography tasks helps those who are very good to show their experience and knowledge.	tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations. The use of tactics can be brought in by the teacher if the class is excelling or other pupils need a challenge.	tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations. The use of tactics can be brought in by the teacher if the class is excelling or other pupils need a challenge.	tasks can be given and for those very able; teachers can progress skills to a more game like situation bringing in more complex rules and regulations. The use of tactics can be brought in by the teacher if the class is excelling or other pupils need a challenge.
<b>Links to numeracy,</b>	Numeracy – use of scoring systems, use of division when splitting into teams, formations, measuring and timing in lessons. Literacy – Key words in lessons such as passing and receiving used frequently.					





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<b>literacy and other subjects</b>	PSHE – Talks about hygiene and feminine care. Numeracy – Key skills used in lessons such as counting the reps of an exercise or measuring the distance of a long jump. Literacy – Key words in lessons such as passing and receiving used frequently.					
<b>Enrichment, clubs, trips and other extra-curricular activities</b>	Sports clubs for netball, basketball, football, badminton, trampolining, cheerleading, cricket, rounders, dodgeball and volleyball for boys and girls. Opportunities to compete in sports matches against other schools in netball, basketball, football, cricket, rounders, dodgeball, bench ball, cheerleading, athletics and cross country for boys and girls.					
<b><u>Opportunities for links to careers</u></b> Sport and Exercise Science – such as: nutritionist or physiotherapist Sport Business & Leisure Management – such as: sports marketing or arena manager Sports Development – such as: PE teacher or sport official Fitness Instruction – such as: personal trainer or strength and conditioning coach Outdoor Education – such as: adventure coach or outdoor instructor Performance & Excellence – such as: elite performer or elite performer coach				<b><u>Opportunities for links to SMSC, PSHE, ethos and values</u></b> PSHE – talks about hygiene and feminine care. SMSC – Working with other constantly in lessons, understanding others abilities and being sympathetic towards other. Values – learning values of sport such as: perseverance and discipline. Ethos – Sportsmanship is developed in PE as individuals show consideration for other pupils and understand how fairness should be promoted in sport and other areas.		
<b><u>How can parents support learning?</u></b>				<b><u>Other comments</u></b>		





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