

Curriculum Journey: Core PE

Our PE curriculum gives our students an opportunity to experience multiple sports and physical activities which are developed through KS3. This is through transferable skills within different types of activities. The types of activities are Outdoor Adventurous Activities, Dance, Invasion, Net and Wall, Creative Movement, Striking and Fielding, Track Athletics and Field Athletics.

Students will be assessed practically and theoretically within PE through which is communicated with students in AP1, AP2 and AP3 reports. This data will be populated with practical assessment grades and the end of the unit of learning. As well as written assessments which will be completed in the autumn, spring and summer terms.

Outdoor Adventurous Activities - Term 1.1

Why This? Why Now?

This physical activity is taking place at the start of the year in the autumn term as the activity is strongly linked towards team building activities. This activity is also a necessity to have, which links to the national curriculum. This can help socially at the start of the year for the year 7 transition in getting to know each other and developing bonds. Furthermore, year 8 and 9 ice breaker activities of working in teams after 6 weeks apart. This is also prevalent for year 9 students as during the spring term, the Duke of Edinburgh bronze award will start. This activity will give students a foundation to develop further within this award.

Big Question: How can teamwork help achieve a common goal?		
Year 7	Powerful Knowledge Team Activities	Powerful Knowledge Following a Route
OAA	Team Building Students will start to communicate within small groups to complete the set activity <i>Some students may take a leadership role within the group to help coordinate jobs to complete.</i>	Map Reading Following a map with landmark locations printed out on the map to support in finding the clues. <i>Following a map without a landmark printout to find clues.</i>
<u>Links to KS2</u> Taking part in individual and team related activities. Within a team, students will be working together to reach a common goal in different situations within team building activities. Individual development will happen through delegating jobs within a team as well as using the maps to reach the correct location.		
<u>Key End Points Assessed</u> Skills shown by students will help determine sets for the year. Teachers will record positive choices and results to come to a conclusion.		

Big Question: How can I use grid markings to find a designated location?			
Year 8	Powerful Knowledge Team Activities	Powerful Knowledge Following a Route	Powerful Knowledge Finding locations with map coordinates
OAA	Team Building Will work together to complete the set activities <i>Designate jobs to different students to complete the task quicker</i>	Map Reading Following a map with grid markings to find clues to complete the overall objective <i>Rotate the map in accordance with the direction of travel.</i> <i>Use coordinates of the area to find specific clues within the map grids.</i>	Cardiovascular Endurance To jog and walk to designated locations with no breaks in between points <i>To jog between points of interest and only having rests when finding clues</i> <i>To maintain a steady pace throughout the whole clue finding tasks.</i>

Links to Year 7

Continuing development from year 7, students will have a base knowledge of map reading skills to progress further without highlighted name landmarks on the map.

Key End Points Assessed

Students will be constantly assessed over the 3 week period as they develop the skills in the physical activity. Students will receive consistent feedback from their class teacher to develop further.

Big Question: How can I use coordinates to find different locations on a map?

Year 9	Powerful Knowledge Team Activities	Powerful Knowledge Following a Route	Powerful Knowledge Finding locations with map coordinates
OAA	<p align="center">Team Building</p> <p>To utilise all members of the team to complete the task</p> <p>Recognise their own and others strengths to assign appropriate jobs to complete.</p>	<p align="center">Map Reading</p> <p>Use coordinates to find specific clues to workout the overall objective.</p> <p>Using a compass with a map to determine direction of travel.</p>	<p align="center">Cardiovascular Endurance</p> <p>Maintain a consistent speed that is faster than walking to get to each location with small breaks.</p> <p>Maintain a consistent speed that is faster than walking to get to each location with physical breaks only when finding clues.</p> <p>Maintain a fast jogging speed when going from location to location.</p>

Links to Year 8

Progression from year 8 is both through mentally and physically. At year 9 all students should understand how to use coordinates within the field to find the set clues. Physical development through change of pace from going from location to location.

Key End Points Assessed

Students will be constantly assessed over the 3 week period as they develop the skills in the physical activity. Students will receive consistent feedback from their class teacher to develop further.

Dance - Term 1.1

Why This? Why Now?

This activity is also a necessity to have, which links to the national curriculum. This activity is happening at the start of the year to mirror OAA as well as to give students an understanding of movements, and developing a routine which can give confidence for drama productions which start casting in October.

Big Question:		
Year 7	Powerful Knowledge Performing basic movements in time with music	Powerful Knowledge Piecing together basic movements to perform a routine
Dance	Coordination Moving the upper and lower body at the same time to perform a sequence <i>Pointing with hands and toes to show more expression in the sequence</i> <i>Moving multiple body parts at the same time in a sequence</i>	Routines Complete 3 to 5 steps of a routine in time with music <i>Can start to construct a full sequence of movements</i>
<u>Links to KS2</u> Patterns of movement will be repeated during lessons to develop into teacher lead routines.		
<u>Key End Points Assessed</u> Skills shown by students will help determine sets for the year. Teachers will record positive choices and results to come to a conclusion.		

Big Question:			
Year 8	Powerful Knowledge Performing movements within the first phase of the routine.	Powerful Knowledge Performing movements within the second phase of the routine.	Powerful Knowledge Completing the full routine
	Coordination	Complex Movements	Routines

Dance	Moving the upper and lower body at the same time and progressing to another sequence Moving separate hands and feet in time with the sequence	Can transition from one sequence to another while maintaining balance Show consistency with maintaining balance in turns within a routine Can add own solo of fully developed skills within the routine	Complete a full phase of a routine Can maintain timing throughout the routine with the music.
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Links to Year 7

Dance is developed in year 8 by piecing together a prolonged routine in comparison to year 7 with more expressive movements.

Key End Points Assessed

Students will be constantly assessed over the 3 week period as they develop the skills in the physical activity. Students will receive consistent feedback from their class teacher to develop further.

Big Question:

Year 9	Powerful Knowledge Performing movements within the first phase of the routine.	Powerful Knowledge Performing movements within the second phase of the routine.	Powerful Knowledge Completing the full routine
Dance	Coordination Moving multiple body parts at the same time in sequence Maintaining balance consistently when in sequence	Complex Movements Can consistently maintain balance when moving from sequence to sequence Can exaggerate movements to make them aesthetically pleasing Can add own solo of fully developed skills within the routine	Routines Complete two or more phases of the routine in time with the music Blue

Links to Year 8

Dance is developed from year 8 as movements become more complex within timing to music.

Key End Points Assessed

Students will be constantly assessed over the 3 week period as they develop the skills in the physical activity. Students will receive consistent feedback from their class teacher to develop further.

Invasion - Term 1.1, 1.2, 2.1 & 2.2

Why This? Why Now?

Invasion sports help students work together as part of a team to create strategies and to analyse to improve performance. The reasoning behind why this is happening at the start of the year is to increase participation in extracurricular activities which start in September. Furthermore, invasion sport seasons within England typically start at this time of year which can motivate students in being involved with external school linked clubs.

Big Question: What is the importance of working as a team in invasion sports?					
Year 7	Powerful Knowledge Making others aware of external cues	Powerful Knowledge Playing to strengths as a team	Powerful Knowledge Supporting others in developing techniques	Powerful Knowledge Roles and Positions	Powerful Knowledge Reviewing past performances to improve
Boys: Tag Rugby Girls: Netball	Communication Can identify own strengths within invasion sports and verbalise that to teammates Give teammates feedback on rules of the game	Team Work Can work together to experience success as group Have shared roles within performance	Leadership Designate positions within the team considering strengths Become captain of an extracurricular invasion sport	Positional sense in games Knowledge of most positions and the responsibility of that person Be reflective in practice of understanding benefits and negatives to performance in positioning	Analysing Performance Recognising strengths and weakness in relation to personal skill performance Understanding others strengths and replicating their movements
<u>Links to KS2</u>					
Students will be taking part in competitive team games to develop their core skills further. Applying basic principles suitable for attacking and defending.					
<u>Key End Points Assessed</u>					
Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria.					

This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.

Big Question: What are the different roles and rules within my invasion game?

Year 8	Powerful Knowledge Making others aware of external cues	Powerful Knowledge Playing to strengths as a team	Powerful Knowledge Supporting others in developing techniques	Powerful Knowledge Roles and Positions	Powerful Knowledge Reviewing past performances to improve
Boys: Lacrosse Girls: Football	Communication Can help other students in different roles through verbal support Can give constructive feedback to students on their own performance	Team Work Having a clear vision of utilising strengths and minimising weaknesses as a team Start to formulate tactics to experience more success in games	Leadership Giving positive and constructive feedback to teammates Become captain of an extracurricular invasion sport	Positional sense in games Consistently being present within the designated position in game Can adapt positioning in relation to your opponent	Analysing Performance Recognising weaknesses in own performance and how to improve upon them Suggesting ways in which others can improve on performance from own analysis

Links to Year 7

Progressing on from year 7, students should become more confident within physical activity and recognise their own and others performance of strengths and weaknesses.

Key End Points Assessed

Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.

Big Question: How can I identify methods to improve my performance in invasion sports?

Year 9	Powerful Knowledge	Powerful Knowledge	Powerful Knowledge	Powerful Knowledge	Powerful Knowledge
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	Making others aware of external cues	Playing to strengths as a team	Supporting others in developing techniques	Roles and Positions	Reviewing past performances to improve
Boys: Basketball Girls: Lacrosse	Communication Can use appropriate call outs to other teammates in game situations	Team Work Producing a clear strategy to play to their own strengths and exposing opponents weaknesses	Leadership Consistent constructive communication with others in the team to improve performance Become captain of an extracurricular invasion sport Start to complete external qualifications in coaching invasion sports	Positional sense in games Understand multiple positions and adapt playing style related to the scoreline	Analysing Performance Recognising personal performance in games and making adjustments to the opponent
<u>Links to Year 8</u>					
Progressing on from year 8, students will become more aware of space available within invasion sports which will strongly impact teamwork and positional sense within game situations.					
<u>Key End Points Assessed</u>					
Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.					

Net & Wall - Term 1.1, 1.2, 2.1 & 2.2

Why This? Why Now?

Net and wall sports helps our department achieve for students to take part in individual sports as part of the national curriculum. These sports are taking part in the later stages of the autumn term and early spring term as they can be completed indoors due to unpredictable weather conditions meaning the learning journey will be less likely to be interrupted.

Big Question: What choices can I make in performance to be more defensive and choices in performance to be more attacking

Year 7	Powerful Knowledge Performing the skill efficiently	Powerful Knowledge Maintaining effective body shape during performance	Powerful Knowledge Getting into effective positions to perform skills	Powerful Knowledge Responding to a stimulus in isolated and game situations	Powerful Knowledge Using multiple skills to be successful in game situations
Boys: Table Tennis Girls: Badminton	Coordination Can adjust their body to complete core skills <i>Can add power to simple skills with effective technique</i>	Balance Can maintain balance consistently when performing simple skills	Agility Can change direction to position yourself effectively	Reaction Time Being to understand players actions to prepare to return	Skill Combination Applying at least 3 skills learnt in isolated conditions <i>Apply different skills in a competitive situation</i> <i>Apply skills learnt in a game situation</i>
<u>Links to KS2</u>					
Playing competitive games and modified games where appropriate. Applying basic principles suitable for attacking and defending.					
<u>Key End Points Assessed</u>					
Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.					

Big Question: What Tchoukball sport specific skills are directly linked to other sports?					
Year 8	Powerful Knowledge Performing the skill efficiently	Powerful Knowledge Maintaining effective body shape during performance	Powerful Knowledge Getting into effective positions to perform skills	Powerful Knowledge Responding to a stimulus in isolated and game situations	Powerful Knowledge Using multiple skills to be successful in game situations
Boys: Tchoukball Girls: Tchoukball	Coordination Can complete complex skills effectively <i>Can add power to complex skills with effective technique</i>	Balance Can maintain balance consistently when performing complex skills	Agility Moving quickly across the area while changing direction	Reaction Time Adjust movements quickly after the stimulus	Skill Combination Combining skills learnt to move to opponent out of position <i>Adding distraction skills in performance to outwit an opponent</i>

Links to Year 7

Net and wall is further developed from year 7 by students adding more conviction to their skill choices through improved balance and coordination

Key End Points Assessed

Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.

Big Question: How can I utilise my strengths to be more successful in game situations?

Year 9	Powerful Knowledge Performing the skill efficiently	Powerful Knowledge Maintaining effective body shape during performance	Powerful Knowledge Getting into effective positions to perform skills	Powerful Knowledge Responding to a stimulus in isolated and game situations	Powerful Knowledge Using multiple skills to be successful in game situations
Boys: Badminton Girls: Table Tennis	Coordination Can complete techniques of skills with positive consistency	Balance Maintain balance when performing skills in game situations	Agility Can change direction at speed constantly during performance	Reaction Time Recognising opponents actions to predict what they are going to do to position yourself to react correctly to the action	Skill Combination Use the complex skills learnt to outwit an opponent Outwit an opponent through disguised movements

Links to Year 8

Net and wall is developed from year 8 by adding further skill combinations in performance. This can be shown by the students by demonstrating ways in which they can outwit an opponent in games by choice of skill or disguise.

Key End Points Assessed

Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.

Creative Movement - Term 1.1, 1.2, 2.1 & 2.2

Why This? Why Now?

As a school we have a high number of PE staff who are highly qualified to deliver trampolining lessons. Trampolining, as a sport, has previously had very positive reviews from student voice conversations leading to its continued use in the curriculum. This is also a sport which isn't the most accessible in our area due to facilities and cost of training. This activity is taking place in the later stages of the autumn term and early spring term as they can be completed indoors due to unpredictable weather conditions meaning the learning journey will be less likely to be interrupted.

Big Question: How can I perform basic movements in trampolining safely?					
Year 7	Powerful Knowledge Basic jumps, aerial shapes and turns	Powerful Knowledge Seat landing and combinations	Powerful Knowledge Swivel hips	Powerful Knowledge Front landing	Powerful Knowledge Developing a routine
Trampolining	<p>Power</p> <p>Adjusting the body to bounce at heights to perform simple skills</p> <p>Adjusting the body to bounce at heights to give more time to perform more complex skills</p>	<p>Coordination</p> <p>Manipulating the body to perform skills while maintaining safety</p>	<p>Agility</p> <p>Can change direction while maintaining safety</p>	<p>Balance</p> <p>Can land safely with the direction of the bounce consistently going vertically</p> <p>Can complete skills while maintaining an upright position</p>	<p>Routines</p> <p>Can start to develop a routine with simple skills in isolation with bounces in between</p> <p>Can complete a complex routine with minimal pauses</p> <p>Can complete a full routine without any pauses</p>
<u>Links to KS2</u>					
Developing flexibility, strength, technique, control and balance.					
<u>Key End Points Assessed</u>					
Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.					

Big Question: How can I develop my basic skills from year 7 to become more advanced?					
Year 8	Powerful Knowledge Basic jumps, aerial shapes and turns	Powerful Knowledge Seat landing and combinations	Powerful Knowledge Swivel hips	Powerful Knowledge Front landing	Powerful Knowledge Developing a routine
Trampolining	Power Adjusting the body to bounce at heights to give more time to perform more complex skills	Coordination Ability to move multiple body parts to complete skills that are aesthetically pleasing Can apply consistency in meaningful movements to add into the final routine	Agility Can change direction at speed to transition into a different skill Can consistently manipulate the body in transition in skills to add to a final routine	Balance Can complete simple skills in isolation while maintaining balance throughout Can maintain balance in transition between skills Can complete multiple skills in a short routine while maintaining balance	Routines Can complete a routine with at least 3 simple skills in transition with minimal pauses Can complete a complex routine with minimal pauses Can complete a full routine without any pauses
<u>Links to Year 7</u>					
Students will develop in year 8 by understanding the safety protocols in place to minimise risk. They will also begin to use the previously learnt skills to add into a short routine.					
<u>Key End Points Assessed</u>					
Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.					

Big Question: How can I incorporate my skills into a full trampolining routine?					
Year 9	Powerful Knowledge Basic jumps, aerial shapes and turns	Powerful Knowledge Seat landing and combinations	Powerful Knowledge Swivel hips	Powerful Knowledge Front landing	Powerful Knowledge Developing a routine
Trampolining	Power Adjusting the body to	Coordination Can apply consistency in	Agility Can manipulate the	Balance Can maintain balance in	Routines Can complete a

	bounce at heights to give more time to perform skills that transition to different movements Consistently produce high amount of power in performance to complete all skills in a routine	meaningful movements to add into the final routine	body in transition in skills to add to parts of a routine Can consistently manipulate the body in transition in skills to add to a final routine	transition between skills Can complete multiple skills in a short routine while maintaining balance Can complete a full routine while maintaining balance	sequence of bounces with clear skills demonstrated throughout Can complete a complex routine with minimal pauses Can complete a full routine without any pauses
<u>Links to Year 8</u> Students will develop further from year 8 by adding the simple skills into a full routine with minimal pauses. Some students will also apply more complex skills within the routine.					
<u>Key End Points Assessed</u> Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.					

Track Athletics - Term 2.2, 3.1 & 3.2

Why This? Why Now?

Track and field athletics take place at the end of the spring term over an 8 week period to give a sufficient range of activities for students to participate in. Athletics helps promote camaraderie between students to show positive support as they work individually as part of a whole team total score. The justification for why now is because it gives our students an opportunity to prepare for Coventry Schools Athletics summer event where they represent the school. Additionally, towards the end of the school year, sports day takes place. This unit of learning will help develop techniques to perform to the best of their ability to earn points for their tutor group.

Big Question: What are the different types of track athletic events?

Year 7	Powerful Knowledge Understand how to cover a set distance quickly	Powerful Knowledge Using voluntary muscles over a prolonged period of time	Powerful Knowledge Working with teammates to pass the baton on efficiently	Powerful Knowledge Using large amounts of force in the lower body to clear multiple hurdles
100m 800m 4x100m Relay 80m Hurdles	Speed Give descriptions of how to effectively start and sprint the first 30m <i>Model consistently an effective start in 100m</i> <i>Be able to complete 75m in under 10 seconds</i>	Muscular Endurance Can explain a running technique to finish the long distance race <i>Can model a running technique to finish the long distance race</i> <i>600m in under 2 minutes</i>	Communication Understand when to use calls to set teammates off in transition <i>Can consistently model calls to set their teammate off in transition</i> <i>Be able to complete the relay in under 55 seconds</i>	Power Can explain how to start a hurdles race effectively <i>Can model how to start a hurdles race effectively</i> <i>Complete hurdles in under 13 seconds</i>
<u>Links to KS2</u>				
Using running and throwing in isolation and combination. Developing flexibility, strength, technique, control and balance.				
<u>Key End Points Assessed</u>				
Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.				

Big Question: What three teaching points can I give to develop performance in the track athletics events I have experienced?				
Year 8	Powerful Knowledge Understand how to cover a set distance quickly	Powerful Knowledge Using voluntary muscles over a prolonged period of time	Powerful Knowledge Working with teammates to pass the baton on efficiently	Powerful Knowledge Using large amounts of force in the lower body to clear multiple hurdles
100m 800m 4x100m Relay 80m Hurdles	Speed Explain the transition at 30m in the 100m <i>Model the 30m transition consistently</i> <i>Be able to complete 100m in under 12 seconds</i>	Muscular Endurance Can explain the use of maintaining and changing pace in a long distance race <i>Can model the use of maintaining and changing pace in a long distance race</i>	Communication Understand the efficiency of transition of passing the baton on from left to right hands and handing over techniques <i>Consistently model good</i>	Power Can explain the technique to approach, jump and land over a hurdle <i>Can model the technique to approach, jump and land over a hurdle</i>

		Complete 800m in under 2 minutes 30 seconds	transition of passing the baton on from left to right hands and handing over techniques Be able to complete the relay in under 50 seconds	Complete hurdles in under 12.5 seconds
<u>Links to Year 7</u>				
Building on from year 7, after completing the unit of learning in year 8. Students will understand and be able to explain the techniques involved in order to complete the full event efficiently.				
<u>Key End Points Assessed</u>				
Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.				

Big Question: How can I develop physically to have better performance in track athletics?				
Year 9	Powerful Knowledge Understand how to cover a set distance quickly	Powerful Knowledge Using voluntary muscles over a prolonged period of time	Powerful Knowledge Working with teammates to pass the baton on efficiently	Powerful Knowledge Using large amounts of force in the lower body to clear multiple hurdles
100m 800m 4x100m Relay 80m Hurdles	Speed Explain the techniques involved to sprint at maximal speed Model consistently the full techniques involved in 100m sprint Be able to complete 100m in under 12 seconds	Muscular Endurance Can explain what components of fitness need to be improved to complete the long distance event Can explain specific exercises to improve a person's components of fitness Complete 800m in under 2 minutes 30 seconds	Communication Understand the importance of communication in different aspects of the transitions in competition Can model communication in different aspects of the transitions in competition Be able to complete the relay in under 55 seconds	Power Can explain what components of fitness need to be improved to complete the hurdles Can explain specific exercises to improve a person's components of fitness Complete hurdles in under 12 seconds
<u>Links to Year 8</u>				
Track events will be further understood in year 9 by students being exposed to the concepts of fitness requirements that will be more impactful in performance.				

Key End Points Assessed

Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.

Field Athletics - Term 2.2, 3.1 & 3.2

Why This? Why Now?

Track and field athletics take place at the end of the spring term over an 8 week period to give a sufficient range of activities for students to participate in. Athletics helps promote camaraderie between students to show positive support as they work individually as part of a whole team total score. The justification for why now is because it gives our students an opportunity to prepare for Coventry Schools Athletics summer event where they represent the school. Additionally, towards the end of the school year, sports day takes place. This unit of learning will help develop techniques to perform to the best of their ability to earn points for their tutor group.

Big Question: What are the different types of field athletic events?				
Year 7	Powerful Knowledge Understanding the physical and technicality to overcome the barrier	Powerful Knowledge Building up pace to jump horizontally	Powerful Knowledge How to manipulate your arm for the best throw	Powerful Knowledge Utilising body strength to perform a successful throw
High Jump Long Jump Javelin Discus/Shot Put	Power Can explain the take off sequence in the high jump Can model the take off sequence in the high jump Can achieve 1.35m or higher in high jump	Speed Can explain the technique on the approach to the jump in the event Can model the technique on the approach to the jump in the event Can achieve 4.8m or longer in long jump	Coordination Can explain an efficient grip and throwing technique in javelin Can model an efficient grip and throwing technique in javelin Can achieve 20m or further in javelin	Strength Can explain an effective throwing technique in discus or shot put Can model an effective throwing technique in discus or shot put Can achieve 8.2m or further in shot put

		Can achieve 5.8 or longer in triple jump		Can achieve 18m or further in discus
<u>Links to KS2</u>				
Using running and throwing in isolation and combination. Developing flexibility, strength, technique, control and balance.				
<u>Key End Points Assessed</u>				
Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.				

Big Question: What three teaching points can I give to develop performance in the field athletics events I have experienced?				
Year 8	Powerful Knowledge Understanding the physical and technicality to overcome the barrier	Powerful Knowledge Building up pace to jump horizontally	Powerful Knowledge How to manipulate your arm for the best throw	Powerful Knowledge Utilising body strength to perform a successful throw
High Jump Long/Triple Jump Javelin Discus/Shot Put	Power Can explain the flight and landing stage of the high jump Can model the flight and landing stage of the high jump Can complete high jump above 1.4m	Speed Can explain how to take off effectively and land safely in the sand pit Can model how to take off effectively and land safely in the sand pit Can complete long jump further than 4.5m Can complete triple jump further than 9m	Coordination Can explain an effective running style phase in javelin Can model an effective running style phase in javelin Can throw the javelin further than 25m	Strength Can explain how using body weight and momentum can affect distance on the throw Can utilising body weight and momentum to affect distance on the throw Can throw a shot put further than 10m Can throw a discus further than 25m
<u>Links to Year 7</u>				
Building on from year 7, after completing the unit of learning in year 8. Students will understand and be able to explain the techniques involved in order to complete the full event efficiently.				
<u>Key End Points Assessed</u>				
Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria.				

This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.

Big Question: How can I develop physically to have better performance in field athletics?

Year 9	Powerful Knowledge Understanding the physical and technicality to overcome the barrier	Powerful Knowledge Building up pace to jump horizontally	Powerful Knowledge How to manipulate your arm for the best throw	Powerful Knowledge Utilising body strength to perform a successful throw
High Jump Long/Triple Jump Javelin Discus/Shot Put	<p>Power</p> <p>Can explain the top three components of fitness required to complete the high jump effectively</p> <p>Can explain specific exercises to improve the high importance components of fitness for high jump</p> <p>Can complete high jump above 1.45m</p>	<p>Speed</p> <p>Can explain the top three components of fitness required to complete the long and triple jump effectively</p> <p>Can explain specific exercises to improve the high importance components of fitness for the long or triple jump</p> <p>Can complete long jump further than 5m</p> <p>Can complete triple jump further than 10m</p>	<p>Coordination</p> <p>Can explain the top three components of fitness required to complete throwing the javelin effectively</p> <p>Can explain specific exercises to improve the high importance components of fitness for throwing the javelin</p> <p>Can throw the javelin further than 28m</p>	<p>Strength</p> <p>Can explain the top three components of fitness required to complete the discus or shot put effectively</p> <p>Can explain specific exercises to improve the high importance components of fitness for throwing the discus or shot put</p> <p>Can throw a shot put further than 11m</p> <p>Can throw a discus further than 25m</p>

Links to Year 8

Field events will be further understood in year 9 by students being exposed to the concepts of fitness requirements that will be more impactful in performance.

Key End Points Assessed

Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.

Striking & Fielding - Term 3.2

Why This? Why Now?

Summer sports allow us to maximise the use of our outdoor facilities while providing a range of different sporting activities. External club links seasons also start at this time of year which gives our lessons an introduction to students to promote interest in the sport for the increased possibility of taking part with external clubs and exeter curricular activities.

Big Question: What 3 teaching points can I give for throwing and for catching to improve positive consistency of skill?					
Year 7	Powerful Knowledge Using different throwing style to cover different distances	Powerful Knowledge Using an effective technique to catch ball	Powerful Knowledge Manipulating your body to make contact with the ball	Powerful Knowledge Communicating and listening collaboratively with teammates to achieve success	Powerful Knowledge Assessing a variety of different situations to complete a skill with a positive outcome
Boys: Rounders Girls: Danish Longball	Throwing Can develop a underarm and overarm throwing technique <i>Students can further develop with length of throw with both techniques</i>	Catching Understand the technique of cupping a ball to catch <i>Can apply catching styles in isolated practice consistently</i>	Batting Can understand a basic technique to make contact with the ball <i>Can experience more success in isolated batting practices</i>	Team Work Can reinforce teaching points to each other to improve techniques	Decision Making Can recognise batters travelling to a location to make the correct throw <i>Can recognise open space to hit the ball</i>
<u>Links to KS2</u> Playing competitive games and modified where appropriate. Using running, jumping catching and throwing in isolation and in combination.					
<u>Key End Points Assessed</u> Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.					

Big Question: How can I adapt my own and team fielding styles to different opponents?					
Year 8	Powerful Knowledge Using different throwing style to cover different distances	Powerful Knowledge Using an effective technique to catch ball	Powerful Knowledge Manipulating your body to make contact with the ball	Powerful Knowledge Communicating and listening collaboratively with teammates to achieve success	Powerful Knowledge Assessing a variety of different situations to complete a skill with a positive outcome
Boys: Cricket Girls: Rounders	Throwing Will experience more success with finding teammates with a range of throwing styles <i>Will be consistently producing long and accurate throwing techniques</i>	Catching Will be able to catch consistently over short distances <i>Can consistently catch from long throws towards them</i>	Batting Can hit the ball most of the time in isolated practices <i>Can hit the ball into open spaces</i> <i>Can strike the ball into long open areas</i>	Team Work Can distribute fielders effectively in a competitive situation	Decision Making Can determine which area to throw the ball into to have the best chase of a batter out <i>Can recognise and apply a batting style to expose open areas in closed practices</i>
<u>Links to Year 7</u>					
Striking and fielding is developed from year 7 by having efficient and constant throwing and catching techniques.					
<u>Key End Points Assessed</u>					
Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.					

Big Question: How can I utilise my own and team strengths to achieve more points in competitive games?					
Year 9	Powerful Knowledge Using different throwing style to cover different distances	Powerful Knowledge Using an effective technique to catch ball	Powerful Knowledge Manipulating your body to make contact with the ball	Powerful Knowledge Communicating and listening collaboratively with teammates to achieve success	Powerful Knowledge Assessing a variety of different situations to complete a skill with a positive outcome
	Throwing	Catching	Batting	Team Work	Decision Making

<p>Boys: Danish Longball</p> <p>Girls: Cricket</p>	<p>Will be accurate with underarm and overarm throwing techniques <i>Will be consistently producing long and accurate throwing techniques</i></p>	<p>Can constantly catch from short to medium distances <i>Can consistently catch from long throws towards them</i></p>	<p>Can show forms of consistency through game based practices <i>Consistently hits the ball in competitive practice</i> <i>Can strike the ball into long open areas</i></p>	<p>Can create team strategies to have an advantage over the opponents <i>Can adjust fielding styles in relation to personal batting</i></p>	<p>Can make good decisions for the benefit of the team in game and can also recognise times when they made the wrong choice <i>Can outwit opposition through choices e.g. fake throws and reverse sweeps</i></p>
<p style="text-align: center;"><u>Links to Year 8</u></p> <p>Striking and fielding will be further developed in year 9 by adding further progression with coordination with the batting element and decision making in competitive situations.</p>					
<p style="text-align: center;"><u>Key End Points Assessed</u></p> <p>Students will be constantly assessed over the 5 week period as they develop the skills in the sport. They will be judged on the shared 1-9 mark grading criteria. This grade will then be recorded as their practical grade in this area which contributes to their termly whole school reports.</p>					