

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Health and Skill related fitness	<p>Pupils will have one lesson on each of the below;</p> <p>12-minute cooper run – measuring <i>cardiovascular endurance</i></p> <p>Sports hall sprints – measuring speed, <i>reaction time and power</i></p> <p>Sports hall athletics – measuring <i>arm and leg power and co-ordination</i> in Jumps and throws</p> <p>Cross Country – Measuring <i>Cardiovascular and muscular endurance</i></p> <p>Orienteering – <i>Measuring map reading and problem-solving skills</i></p>	<p>Pupils will be assessed in each of the health and fitness lessons which they take part in in this unit of work. They will receive quantitative score in each of the following.</p> <ul style="list-style-type: none"> • 12 minutes cooper run • 1 lap sprint • 2 lap sprint • Standing long jump • Standing vertical jump • Seated basketball throw • Standing shuttle throw • Cross Country • Orienteering <p>Pupils will then sit a 20 mark exam based on the theoretical content that they have been taught and learn alongside the practical assessments.</p>	<p><u>Declarative</u> Pupils will learn the names of the different Health and skills related activities, the teaching points of the different skills, the scoring system and the rules of the game/activity.</p> <p><u>Procedural</u> – Pupils will learn how to apply the skills and rules into a full competitive situation, abiding by the laws of the game, rules and regulations.</p> <p>We teach Health and skills related fitness at the start of the year to assess a baseline for where pupils are and to see both their strengths and weaknesses. It is also a baseline for all other sporting activities and the foundation for GCSE PE and allowing pupils to understand Health and Fitness and the benefits of it.</p>	<p>Reading Pupils to read the home learning reading article – Health and Wellbeing and answer the short Quiz on Teams related to the article.</p> <p>Oracy Pupils will discuss their findings from the research and be able to feedback regarding the different activities that are done within the unit of work</p> <p>Key words for Health and Fitness discussed and assess pupils understanding throughout.</p> <p>Literacy Pupils Research the different components of fitness and to which activity they apply to.</p> <p>Pupils complete a written reflection on their progress and attainment. Key words written throughout the unit of work and discussed with pupils.</p>

<p>Football</p>	<p>Pupils will be introduced to the concept and structure of a game of Football. They will learn how to play in order to try and outwit opponents, whilst abiding by the laws of the game.</p> <p>In lessons, pupils will explore, practice and develop the following skills and tactics;</p> <p>Passing, ball control, use of different part of the foot to control the ball, running pass receiving, attacking, defending, positions, shooting and gameplay</p>	<p>Pupils will take part in two assessment lessons at the end of the netball unit of work.</p> <p>Assessment 1 – skills in isolation and increasingly demanding situations</p> <p>Assessment 2 – Game play – Knowledge of rules, positions, tactical awareness and application of skills</p> <p>Pupils are assessed in a mark/20 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 - Performance</p>	<p><u>Declarative</u></p> <p>Pupils will learn the names of the different skills, the teaching points of the different skills, the scoring system and the rules of the game</p> <p><u>Procedural</u></p> <p>Pupils will learn how to effectively apply different passes and competitive shots, and use the rules in a game situation and how to effectively apply the skills tactically to outwit opponents and force team errors for the opponent's.</p> <p>Football has become a lot more popular with girls and is often used as an option for GCSE PE as we find that many pupils score highly in relation to more widely played sports for team activities. Introducing the sport in year 8 allows pupils to learn the basic skills, rules and regulations to build on in the later key stages. Moreover, we have links with local football clubs and offer many football extra-curricular opportunities creating pathways into higher levels of competition.</p>	<p>Reading</p> <p>Pupils to read the home learning reading article – Things you need to know about women's football Fact file and answer the short Quiz on Teams related to the article.</p> <p>Pupils are given the assessment criteria to read though out the unit of work.</p> <p>Oracy</p> <p>Pupils will discuss their findings from the research and be able to feedback and discuss the teaching points of the different way to pass and receive the ball, the different playing positions and rules of the game.</p> <p>Key words for Football discussed and assess pupils understanding throughout.</p> <p>Literacy</p> <p>Pupils Research the different ways to pass the ball and the different rules to the game including playing positions and where they are allowed to go. Pupils complete a written reflection on their progress and attainment. Key words written throughout the unit of work and discussed with pupils.</p>
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Volleyball	<p>Pupils will revisit the fundamental skills taught and developed in year 7. They will develop how to play in order to try and outwit opponents, whilst abiding by the laws of the game.</p> <p>In lessons, pupils will explore, practice and develop the following skills and tactics;</p> <p>Ready position, feeding, movement, digs, volleys, serving, overarm serve, rallying, set play and gameplay.</p>	<p>Pupils will take part in two assessment lessons at the end of their volleyball unit of work.</p> <p>Assessment 1 – basic skills performed in pairs and small group with some level of challenge</p> <p>Assessment 2 – Competition based on small sided and adapted games (full sided games where appropriate).</p> <p>Pupils are assessed in a mark/20 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 - Performance</p>	<p><u>Declarative</u></p> <p>Pupils will learn the names of the different skills, the teaching points of the different skills, the scoring system and the rules of the game</p> <p><u>Procedural</u></p> <p>Pupils will learn how to effectively apply different passes and competitive shots, and use the rules in a game situation and how to effectively apply the skills tactically to outwit opponents and force team errors for the opponent's.</p> <p>Pupils will all have received a unit of work on volleyball in year 7. This means they should have prior knowledge of the basic skills and competition format. Repeating the activity at a more advanced level will allow pupils to apply the skills to a competitive situation. The majority of girls who opt for GCSE PE will use volleyball as their team sport, as pupils make maximum progress in relation to other team sports.</p>	<p>Reading</p> <p>Pupils to read the home learning reading article about volleyball and answer the short Quiz on Teams related to the article.</p> <p>Pupils are given the assessment criteria to read though out the unit of work.</p> <p>Oracy</p> <p>Pupils will discuss their findings from the research and be able to feedback and discuss the teaching points of the different way to hit the ball and techniques used to be able to win a game alongside the different rules of the game.</p> <p>Key words for Volleyball discussed and assess pupils understanding throughout.</p> <p>Literacy</p> <p>Pupils Research the different techniques to hit the ball and the different rules to the game.</p> <p>Pupils complete a written reflection on their progress and attainment.</p> <p>Key words written throughout the unit of work and discussed with pupils.</p>
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<p>Dance</p>	<p>Pupils will study a contemporary unit of work – 'Footloose'</p> <p><i>Proposal for a new 'Dance Show' to be delivered</i></p> <p>Pupils will be taught a set motif and will practice accurate replication. They will also explore choreographic devices, Relationships, actions, dynamics and space. Pupils will then choreograph a routine and perform leadership skills to teach another group</p>	<p>Pupils will take part in two assessment lessons at the end of their dance unit of work.</p> <p>Assessment 1 – Accurate replication – Pupils are assessed on their physical ability to accurately replicate the teacher taught motif</p> <p>Assessment 2 – Exploring and communicating – pupils are assessed on their choreography and leadership skill</p> <p>Pupils are assessed in a mark/20 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 - Performance</p>	<p><u>Declarative</u></p> <p>Pupils will be taught how to replicate a motif. Pupils will be taught what RADS stand for and what the different choreographic devices are.</p> <p><u>Procedural</u></p> <p>Pupils will learn how to apply Relationships, actions, dynamics and space effectively to make the motif more aesthetically pleasing when performing. Pupils will develop leadership and choreographic skills to develop their own performance.</p> <p>In year 7, pupils will have been introduced to the basic choreographic devices including relationships, actions, dynamics and space. In year 8 they will have the opportunity to apply these to individual performances, and allow pupils to develop their expressive and creative skills as a flightpath for BTEC dance.</p>	<p>Reading</p> <p>Pupils to read the home learning reading article – Six reasons why Dance and performing Arts are great for Teens and answer the short Quiz on Teams related to the article.</p> <p>Pupils are given the assessment criteria to read throughout the unit of work.</p> <p>Oracy</p> <p>Pupils will discuss and negotiate the creative decisions within their group. Key words for Dance such as the different Choreographic devices discussed and assesses pupils understanding throughout.</p> <p>Literacy</p> <p>Pupils Research the choreographic devices used within dance and the moves that are specific to that style of dance</p> <p>Pupils complete a written reflection on their progress and attainment.</p> <p>Key words written throughout the unit of work and discussed with pupils.</p>
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Trampolining	<p>In the first lesson, pupils will revisit the safety aspects of trampolining, including how to safely get the trampolines out, put the away, perform safely on the trampoline and play the active role as a spotter when not on the trampoline.</p> <p>Pupils will then progress to learn and develop the following skills;</p> <ul style="list-style-type: none"> • Getting on and off the trampoline • Straight bouncing • Stopping • Turning • Shapes – Tuck straddle and Pike • Seat landing • Swivel Hips • Front landing • Back landing • Routines 	<p>Pupils will take part in two assessment lessons at the end of their trampolining unit of work.</p> <p>Skills assessment – Pupils are assessed on their ability to perform skills in isolation</p> <p>Routine assessment – Pupils are assessed on the level of challenge they can put into a routine, the quality and aesthetics of performance and the height in which they can perform at.</p> <p>Pupils are assessed in a mark/20 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 - Performance</p>	<p><u>Declarative</u></p> <p>Pupils will be taught the key safety facts of trampolining, the names of all of the different skills and will learn how a performance is built and performed.</p> <p><u>Procedural</u></p> <p>Pupils will learn how to safely set up a trampoline, how to perform safely on the trampoline and how to perform all of the trampolining skills. Pupils will be taught how to link shapes and skills together to create an aesthetically pleasing performance.</p> <p>Trampolining is often used as an individual sport for those pupils that opt to take trampolining therefor this activity is delivered in year 7, 8 and 9, where the timetable and teacher allocation allows. Trampolining is introduced in year 7 and developed in year 8. Pupils will develop from basic skills to more advanced landings, twisting and rotations, creating a pathway for further progress into routines required for year 9 and KS4.</p>	<p>Reading</p> <p>Pupils to read the home learning reading article – Trampolining fact file and answer the short Quiz on Teams related to the article.</p> <p>Pupils are given the assessment criteria to read throughout the unit of work.</p> <p>Pupils are given a reading on the safety aspects and competition format for trampolining</p> <p>Pupils are given a booklet on the different moves and routines within Trampolining</p> <p>Oracy</p> <p>Pupils will help to support each other with the reading of Trampoline routines and helping reading the progressions of the different moves.</p> <p>Key words for Trampolining are discussed and assesses pupils understanding throughout.</p> <p>Literacy</p> <p>Pupils Research the variety of moves within Trampolining and try to devise their own routine showing different complexity that they are able to achieve.</p> <p>Pupils complete a written reflection on their progress and attainment.</p> <p>Key words written throughout the unit of work and discussed with pupils.</p>
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<p>Theory</p>	<p>For each activity block, pupils will have a home learning reading task based on the different sporting activities and within the lessons will discuss topics such as;</p> <ul style="list-style-type: none"> • Somatotypes • Principles of training • Types of training • Components of fitness • Bones and muscles <p>Which enable pupils to gain knowledge that would be the foundation to the GCSE PE Examination course. Pupils will sit two theory tests throughout the year, based on their knowledge of sports studies, Health and fitness and healthy active lifestyles.</p>	<p>Throughout the year, pupils will be assessed on their knowledge and understanding of the rules and regulations of the sports they have studied, alongside the theory content which has been embedded into lessons.</p> <p>Pupils will also sit two theory exams in lessons which will each be marked/20 and contribute to 25% of theory overall grade in PE.</p>	<p><u>Declarative</u></p> <p>Pupils will be taught the names of different GCSE PE topics, and the key terms relating to that topic. Pupils will learn the definitions with sporting examples. Pupils will also learn command words.</p> <p><u>Procedural</u></p> <p>Pupils will learn how to apply the knowledge to a variety of different sporting scenarios</p> <p>The reading task project is set at the start of the activity block and key words/phrases are discussed early in the unit so that the teacher can embed the knowledge into the practical lessons verbally and extend pupils understanding.</p> <p>Delivering theory content from year 7 allows pupils to gain knowledge and understanding of some of the key GCSE PE topics, meaning they are making informed choices when it comes to options and have familiarity with key terms and concepts.</p> <p>The same topics are delivered in year 7 but in year 8 these are assessed differently. Pupils are introduced to A02 style questions (explain/describe) allowing them to apply their knowledge as opposed to recall.</p>	<p>Reading</p> <p>Recapping over the different notes taken throughout the year on the different sporting activities that pupils have done</p> <p>Pupils can research further using the revision lists that are issued before a formal examination.</p> <p>Oracy</p> <p>Pupils are able to discuss the full range of topics to get a clear understanding of PE.</p> <p>Literacy</p> <p>Pupils demonstrate knowledge though Written explanations and sporting examples within the assessments.</p>
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