

FOOTBALL		
National curriculum links KS2 <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 	National curriculum links KS3 <ul style="list-style-type: none"> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games 	
Knowledge		Links to other sports & physical activities
Hands <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u> <ol style="list-style-type: none"> 1. Passing- wider range of passes over different distances 2. Receiving and controlling the ball using different body parts e.g. foot, thigh, 3. Dribbling under pressure and protecting the ball 4. Shooting – short and long range, half volley 5. Tackling <p>Focus is on building on the skills learnt in Y7 whilst learning increasingly complex skills/movements and applying them in increasingly demanding and competitive situations.</p>	Hands (motor competence) <ul style="list-style-type: none"> Defending a player without the ball- basketball, netball Moving free to evade defender- Y7 fitness, rugby, basketball, netball Keeping stable and balanced- gymnastics Passing for power and accuracy- netball and rugby 	
Head <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u> <ul style="list-style-type: none"> Rules consolidated e.g. offside, fouls, free kicks, throw in Further attack strategies e.g. keeping possession, pass and move, using width, playing ball down the line, setting up opportunities to score Further defending strategies e.g. defending goal side, player-player marking, pressure on the ball Introduce set plays e.g. throw ins Pass/dribbling/shoot/tackle decision making Roles and responsibilities of basic positions (defenders, midfield, striker) Basic formations <u>Knowledge (know) and application (show) of the following healthy participation</u> <ul style="list-style-type: none"> How to prepare for participation in physical activity and complete football specific warm up (pulse raiser, stretching, sport specific movements) Components of fitness required in football (cardiovascular and muscular endurance, speed, power, agility) Physical, mental and social benefits of participation in football 	Head (rules strategies & tactics and healthy participation) <ul style="list-style-type: none"> Basic attack and defence strategies e.g. keeping possession and pressure on the ball- netball, basketball, rugby Different positions have different roles/responsibilities- netball , rugby Throw ins- netball and basketball <ul style="list-style-type: none"> Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught Preparation for participation- revisited in all units 	
Heart <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u> <ul style="list-style-type: none"> Goal setting <ul style="list-style-type: none"> Different types of goal, making goals SMART, using goals for motivation, improving confidence and sustaining effort, how goals can be used in a team game (individual and as a team) 	Heart (values, attitudes & behaviours) <ul style="list-style-type: none"> Goal setting- Y9 fitness 	
Misconceptions	Key vocabulary	Numeracy links
<p>Crowding around the ball is an effective way to defend</p> <p>Following the direction of the ball and not the players</p>	<p>Mark</p> <p>Goal side</p> <p>Passing</p> <p>Dribbling</p>	<p>Application of angles and judging distances when passing</p> <p>Trajectory of passing</p>

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<p>Putting best players in attack and weakest in defence</p> <p>Shooting is always the correct option</p> <p>Only use the foot that you are most confident on</p>	<p>Receiving Touch Shooting Half volley Throw in Corner Goal kick Offside Width Line Cardiovascular endurance Muscular endurance Reaction time Speed Power Balance Agility</p>	<p>Angles of movement and body positioning</p> <p>Keeping score during gameplay</p> <p>Judging distance of 1 metre when following obstruction rule</p>
Assessment		Homework
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

BADMINTON		
National curriculum links KS2 <ul style="list-style-type: none"> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 	National curriculum links KS3 <ul style="list-style-type: none"> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games 	
Knowledge	Links to other sports & physical activities	
Hands <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u> <ol style="list-style-type: none"> Grip Ready position Serve (backhand flick) Overhead clear Drop shot Net shots 	Hands (motor competence) <ul style="list-style-type: none"> Ready position- netball and tennis Spatial awareness- invasion games Overhead clear links to overarm throw- Y7 fitness, basketball, netball, striking & fielding, javelin 	
Head <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u> <ul style="list-style-type: none"> Court dimensions and lines for singles and doubles Rules of serve, how to score, winning a point Court area for singles vs doubles Basic tactics i.e. moving opponent to different areas of the court e.g. send opponent to back of court to exploit front space Service order in singles <u>Knowledge (know) and application (show) of the following healthy participation</u> <ul style="list-style-type: none"> How to prepare for participation in physical activity and complete badminton specific warm up (pulse raiser, stretching, sport specific movements) Components of fitness required in badminton (coordination, agility, power, reaction time, flexibility) Physical, mental and social benefits of participation in badminton Begin to score and officiate 	Head (rules strategies & tactics and healthy participation) <ul style="list-style-type: none"> Court dimensions- tennis Rules of serve e.g. diagonal opposite-tennis Basic tactics- tennis, striking and fielding <ul style="list-style-type: none"> Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught Preparation for participation- revisited in all units Scoring and officiating- tennis 	
Heart <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u> <ul style="list-style-type: none"> Resilience <ul style="list-style-type: none"> Keep going when faced with challenge, remaining motivated, embracing and learning from failure, growth mindset, being persistence, marginal gains 	Heart (values, attitudes & behaviours) <ul style="list-style-type: none"> Resilience- Y9 rugby 	
Misconceptions	Key vocabulary	Numeracy links
Errors in setting up the courts You can serve anywhere on the court You get a second serve You can touch the net Using the elbow now the wrist	Racket Shuttlecock Grip Trajectory Tramlines Service line Serve Follow through Stance	Scoring in game play Understanding angles when performing different shots Trajectory of flight path of the shuttlecock

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<p>Standing face on when performing overhead clear</p> <p>What classifies as 'out'</p> <p>Serving overarm like a tennis serve</p>	<p>Overhead clear Forehand Backhand</p>	
<p>Assessment</p>	<p>Homework</p>	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

BASKETBALL		
<p>National curriculum links KS2</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 	<p>National curriculum links KS3</p> <ul style="list-style-type: none"> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games 	
<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Links to other sports & physical activities</p>	
<p>Hands</p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> Dribbling-using both hands, change of pace and direction Passing (chest, bounce, overhead) and receiving Shooting – set shot Footwork - stopping, pivoting, getting free Defending- player on player marking, tracking a player, putting pressure on the pass/shot 	<p>Hands (motor competence)</p> <ul style="list-style-type: none"> Landing safely from a jump -Y7 fitness Pivoting- netball Shooting- netball Throwing and catching- Y7 fitness, netball, rugby, striking & fielding Moving free and creating space- Y7 fitness, football, netball, , rugby Defending a player with and without the ball- netball, football 	
<p>Head</p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> Basic rules (double dribble, travel, fouls, points awarded for a score) Basic attacking tactics e.g. fast break, driving to the basket Basic defending tactics e.g. rebounding, player on player <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> How to prepare for participation in physical activity and complete basketball specific warm up (pulse raiser, stretching, sport specific movements) Components of fitness required in netball (reaction time, speed, power, balance, agility) Physical, mental and social benefits of participation in basketball 	<p>Head (rules strategies & tactics and healthy participation)</p> <ul style="list-style-type: none"> Basic attack and defence strategies- football, basketball, rugby Different positions have different roles/responsibilities- football, rugby Throw ins- netball Rebounding- netball Fast breaks- football <ul style="list-style-type: none"> Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught Preparation for participation- revisited in all units 	
<p>Heart</p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> Leadership <ul style="list-style-type: none"> Leading by example, taking a warm up, good communication, being positive, being respectful, encouraging others 	<p>Heart (values, attitudes & behaviours)</p> <ul style="list-style-type: none"> Leadership- Y9 netball 	
<p style="text-align: center;">Misconceptions</p>	<p style="text-align: center;">Key vocabulary</p>	<p style="text-align: center;">Numeracy links</p>
<p>That basketball mirrors netball</p> <p>That you can push and shove opponents</p> <p>Misconceptions surrounding the travel rule when completing a lay up</p>	<p>Dribble</p> <p>Passing</p> <p>Triple threat</p> <p>Double dribble</p> <p>Travel</p> <p>Set shot</p> <p>Lay up</p>	<p>Application of angles and judging distances when passing</p> <p>Trajectory of passing</p> <p>Angles of movement and body positioning</p> <p>Keeping score during gameplay</p>

	Backboard Marking Pivot Reaction time Speed Power Balance Agility	
Assessment	Homework	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

FITNESS		
National curriculum links KS2 <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best 	National curriculum links KS3 <ul style="list-style-type: none"> analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best develop their technique and improve their performance in other competitive sports 	
Knowledge	Links to other sports & physical activities	
Hands <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u> 1.Cardiovascular endurance through running based activity e.g. cross country/orienteering 2.Agility and speed through invasion game e.g. football/rugby 3.Muscular endurance through invasion game e.g. netball/basketball 4.Balance, power and flexibility through an aesthetic activity e.g. gymnastics/dance	Hands (motor competence) <ul style="list-style-type: none"> The components of fitness are used in various sports and physical activities students will study in PE. It is important to make links explicit e.g., cardiovascular endurance in cross country, agility in badminton, balance in netball etc 	
Head <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u> <ul style="list-style-type: none"> How to pace yourself during activities that require cardiovascular endurance How to alter running technique to increase speed or change direction to get away from a defender How to alter jumping technique to gain more height and air time How to use flexibility to make moves more aesthetically pleasing <u>Knowledge (know) and application (show) of the following healthy participation</u> <ul style="list-style-type: none"> How to prepare for participation in physical activity and complete a warm up COF required to be successful in different sports/activities Long term effects of improving different components of fitness e.g. improved flexibility and reducing chance of straining muscle/improved cardiovascular endurance and improved heart and lung function 	Head (rules strategies & tactics and healthy participation) <ul style="list-style-type: none"> Pacing -athletics, OAA and cross country Changing speed - athletics Changing direction -netball, football, basketball and rugby (how to get away from a defender) Altering jumping technique for height-athletics and trampolining <ul style="list-style-type: none"> Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught Preparation for participation- revisited in all units 	
Heart <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u> <ul style="list-style-type: none"> Motivation <ul style="list-style-type: none"> Intrinsic vs extrinsic, pushing yourself, willingness to keep going, not being afraid of failing, striving towards achieving a goal 	Heart (values, attitudes & behaviours) <ul style="list-style-type: none"> Motivation- Y9 basketball 	
Misconceptions	Key vocabulary	Numeracy links
Fitness is boring and does not relate to sports/physical activities Preconceived idea that 'being fit' refers to body shape or how good you are at running Not recognising that fitness covers many components including flexibility, balance and coordination which are often disregarded People naturally have good endurance/flexibility/speed etc and it cannot be improved with practice	Components of fitness Cardiovascular endurance Agility Speed Muscular endurance Balance Power Flexibility	Use of angles and judging distances when throwing and catching Angles of movement and body positioning Measuring time during running based activities Keeping score during gameplay
Assessment	Homework	
Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.	Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple	

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Examples of formative assessment methods used:

- Observation during isolated practice, conditioned or small sided games and match play
- Question and answer episodes
- Peer assessment
- Self-assessment
- Multiple choice questions
- Quizzes e.g., homework retrieval quizzes on HHH content and vocab
- Technology e.g., video recording

choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.

NETBALL		
National curriculum links KS2 <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 	National curriculum links KS3 <ul style="list-style-type: none"> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games 	
Knowledge	Links to other sports & physical activities	
Hands <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u> <ol style="list-style-type: none"> Receiving the ball on the move, turning in the air, using good footwork and pivoting more consistently Passing (chest, shoulder, overhead) over longer distances Moving free from a defender (drive, dodging, change of direction, front cut) Moving to create space Defending a player with and without the ball (stage 1 and 2 defence) <p>Focus is on building on the skills learnt in Y7 whilst learning increasingly complex skills/movements and applying them in increasingly demanding and competitive situations.</p>	Hands (motor competence) <ul style="list-style-type: none"> Ready position- badminton Landing safely from a jump -Y7 fitness Throwing and catching- Y7 fitness, basketball, rugby, striking & fielding Moving free and creating space- Y7 fitness, football, basketball, rugby Defending a player with and without the ball- basketball, football 	
Head <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u> <ul style="list-style-type: none"> Rules consolidated (footwork, 3 seconds, contact, obstruction) and new rules introduced gradually (replayed ball, throw ins, centre pass) Basic attack strategies e.g. passing into the space, receiving ball in front of defender, having more than one passing option, keeping possession Basic defending strategies e.g. player-player marking, restricting the players movement, defending the shot Roles and responsibilities of at least 4 positions on court Introduction to basic tactics e.g. backline pass and centre pass positioning, trying to feed the ball to shooters from near the circle edge <u>Knowledge (know) and application (show) of the following healthy participation</u> <ul style="list-style-type: none"> How to prepare for participation in physical activity and complete netball specific warm up (pulse raiser, stretching, sport specific movements) Components of fitness required in netball (reaction time, speed, power, balance, agility) Physical, mental and social benefits of participation in netball 	Head (rules strategies & tactics and healthy participation) <ul style="list-style-type: none"> Basic attack and defence strategies- football, basketball, rugby Different positions have different roles/responsibilities- football, rugby Throw ins- basketball <ul style="list-style-type: none"> Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught Preparation for participation- revisited in all units 	
Heart <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u> <ul style="list-style-type: none"> Communication <ul style="list-style-type: none"> Verbal and non verbal forms of communication, active listening, speaking clearly, tone of delivery 	Heart (values, attitudes & behaviours) <ul style="list-style-type: none"> Communication- Y7 rugby, Y9 badminton 	
Misconceptions	Key vocabulary	Numeracy links
Boys and men do not play netball	Footwork	Application of angles and judging distances when passing
Netball being a non-contact sport means it is not physical	Pivot	
	Chest pass	Trajectory of passing

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<p>Passing to where a player started moving from instead of into the space they are moving into.</p> <p>The team who concedes a goal takes the next centre pass instead of it alternating</p> <p>Obstruction when marking an attacker with the ball – misjudging 1 metre from the landing foot.</p>	<p>Shoulder pass Overhead pass Dodge Drive Stage 1 defence Stage 2 defence Contact Obstruction Peripheral vision Centre pass Replayed ball Reaction time Speed Power Balance Agility</p>	<p>Angles of movement and body positioning</p> <p>Keeping score during gameplay</p> <p>Judging distance of 1 metre when following obstruction rule</p>
<p>Assessment</p>	<p>Homework</p>	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

RUGBY		
National curriculum links KS2 <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 	National curriculum links KS3 <ul style="list-style-type: none"> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games 	
Knowledge	Links to other sports & physical activities	
Hands <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u> <ol style="list-style-type: none"> 1. Passing backwards under pressure 2. Running with the ball to evade the tackler (change of pace, change of direction e.g. dodge/side-step) 3. Tackling (forwards and side tackle) on a moving attacker 4. Kicking 5. 5 man scrum <p>Focus is on building on the skills learnt in Y7 whilst learning increasingly complex skills/movements and applying them in increasingly demanding and competitive situations.</p>	Hands (motor competence) <ul style="list-style-type: none"> Throwing and catching- Y7 fitness, basketball, netball, striking & fielding Ball handling links- basketball and netball Moving free to evade defender- Y7 fitness, football, basketball, netball Keeping stable and balanced- gymnastics Kicking- football 	
Head <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u> <ul style="list-style-type: none"> Basic rules consolidated including knock on, forward pass, 6 tackles, 10m back in defence, playing the ball, offside Basic attack strategies/tactics e.g. not running backwards, attacking the space, shape of attacking line, running onto the ball, drawing a defender, use of width Basic defending strategies/tactics e.g. keeping a defensive line, line speed to close down defender When to use kicking in a game Introduction into different positions and their roles Number of points awarded for a try and conversion <u>Knowledge (know) and application (show) of the following healthy participation</u> <ul style="list-style-type: none"> How to prepare for participation in physical activity and complete rugby specific warm up (pulse raiser, stretching, sport specific movements) Components of fitness required in rugby (strength, speed, power, balance, agility) Physical, mental and social benefits of participation in rugby Challenging misconceptions around stereotyping in rugby 	Head (rules strategies & tactics and healthy participation) <ul style="list-style-type: none"> Basic attack and defence strategies- football, basketball, netball Different positions having different roles- netball, football <ul style="list-style-type: none"> Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught Preparation for participation- revisited in all units 	
Heart <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u> <ul style="list-style-type: none"> Teamwork <ul style="list-style-type: none"> A shared goal, each person understanding their role, communication between teammates, including everyone in the team, working to each others strengths, supporting each other 	Heart (values, attitudes & behaviours) <ul style="list-style-type: none"> Teamwork- Y7 netball, Y9 football 	
Misconceptions	Key vocabulary	Numeracy links
Passing forwards when moving forwards with the ball. Players tackling above the shoulders.	Tackle Forward pass Offside Knock on	Application of angles and judging distances when passing Trajectory of passing

Year 8 SOW

<p>Number of points awarded for a try & conversion.</p> <p>Number of players allowed in a scrum.</p> <p>Phases – Number of Phases allowed per attack.</p> <p>You have to be physically strong to be a good tackler</p>	<p>Try Ruck Scrum Phases Conversation Dodge Strength Speed Power Balance Agility</p>	<p>Angles of movement and body positioning</p> <p>Keeping score during gameplay</p> <p>Judging distance of 10 metre when defending</p>
Assessment		Homework
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

TRAMPOLINING		
<p>National curriculum links KS2</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance 	<p>National curriculum links KS3</p> <ul style="list-style-type: none"> • develop their technique and improve their performance in other competitive sports • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best 	
Knowledge	Links to other sports & physical activities	
<p>Hands</p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> 1. Stopping safely 2. Straight bouncing with control and height 3. Shapes (straight, straddle, pike, tuck) 4. Twists (1/2 twist and full twist) 5. Seat landing and twisting in and out of seat landing (swivel hips) 6. 5-10 bounce sequence using the above skills 	<p>Hands (motor competence)</p> <ul style="list-style-type: none"> • Landing safely from a jump -Y7 fitness • Shapes and twists taught - Y7 gymnastics and revisited in Y9 trampolining • Links to routine structure and creating an aesthetically pleasing sequence -Y7 dance and gymnastics 	
<p>Head</p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> • How to make a routine and skills look aesthetically pleasing • How to use body positioning to gain more height or twist faster • Creating a suitable routine considering its level of challenge and difficulty • How trampolining routines are scored (difficulty, execution, flight, travel) and what constitutes a ‘bounce’ i.e. anytime a body part hits the bed <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> • Safety considerations when trampolining e.g. spotting, entry and exit onto trampoline, clothing, only attempting skills your teacher has specified etc • How to prepare for participation in physical activity and complete a trampolining specific warm up • Components of fitness required in trampolining (flexibility, muscular endurance, power,) • Benefits of stretching for flexibility improvements in named muscle groups • Physical, mental and social benefits of participation in trampolining 	<p>Head (rules strategies & tactics and healthy participation)</p> <ul style="list-style-type: none"> • Altering jumping technique for height-Y7 fitness • Linking movements – Y7 dance and gymnastics • Creating a routine considering challenge and difficulty- Y7 gymnastics <ul style="list-style-type: none"> • Safety considerations- Y7 gymnastics • Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught • Preparation for participation- revisited in all units • Benefits of stretching for named muscles- Y7 gymnastics • Benefits of participation e.g. confidence from performing in front of others, social skills from communication with others and providing feedback- Y7 gymnastics and dance 	
<p>Heart</p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> • Receiving feedback <ul style="list-style-type: none"> - Actively listening, be open, ask questions, use the feedback to improve, be proactive in checking feedback has been acted on 	<p>Heart (values, attitudes & behaviours)</p> <ul style="list-style-type: none"> • Receiving feedback- Y7 tennis and Y9 athletics 	
Misconceptions	Key vocabulary	Numeracy links
<p>You don't need to do anything when you are not performing on the trampoline</p> <p>Spotting is not important</p> <p>Everyone is watching and judging you when you are on the trampoline</p> <p>Trampolining is not a strenuous activity as you only get short time on the bed</p>	<p>Muscular endurance</p> <p>Power</p> <p>Flexibility</p> <p>Travel</p> <p>Spotting</p> <p>Pike</p> <p>Tuck</p>	<p>Knowledge of shapes, symmetry and asymmetry</p> <p>Rotations and twists based on angles</p> <p>Physics of rotation and ways to increase or decrease rotation speed</p>

	Straddle Swivel hips Half twist Full twist Flexion Extension	Can give scores for different skills and when students create their routine they can calculate the difficulty
Assessment	Homework	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

ATHLETICS		
<p>National curriculum links KS2</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>National curriculum links KS3</p> <ul style="list-style-type: none"> • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best • develop their technique and improve their performance in other competitive sports 	
Knowledge	Links to other sports & physical activities	
<p>Hands</p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> 1.Short distance sprinting (100, 200, 300/400m and relay) including sprint start technique and running the bend 2.Midde distance running (800 and 1500m) 3.Throwing for distance (shot putt, javelin and discuss) 4. Jumping for height and introduction into Fosbury Flop technique (high jump) 5. Jumping for distance (long jump and triple jump) <p>Focus is on building on the skills learnt in Y7 whilst learning more technical aspects. For example, in throwing events, students will have learned basic grip, stance and throw therefore in year 8 they will look to further this e.g. run up, glide, shuffle etc.</p>	<p>Hands (motor competence)</p> <ul style="list-style-type: none"> • Jumping and landing safely -Y7 fitness, netball • Running technique- Y7 fitness • Throwing - Y7 fitness, basketball, netball, rugby, striking & fielding 	
<p>Head</p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> • How to alter running technique to change speed e.g., sprinting/running/jogging • How to alter running technique on the bend • How to alter throwing technique to get more distance or accuracy • How to alter jumping technique to jump higher or further • How to pace in middle distance events • Staying close to the inside lane • Basic rules in athletics e.g. false start, no throw/jump, staying in lane • How to record distances and times • Changeover technique for relay using upsweep and downsweep <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> • Safety considerations in athletics e.g. landing safely, carrying a shot putt, when to throw and collect, hydration in hot weather etc • COF required to be successful in different athletics events <ul style="list-style-type: none"> - 800/1500m – cardiovascular endurance, muscular endurance - 100/200m/relay- speed, power - Long and triple jump- speed and power - Shot putt/javelin/discuss- power, strength • Importance of training intensity, duration and rest periods in athletics 	<p>Head (rules strategies & tactics and healthy participation)</p> <ul style="list-style-type: none"> • Pacing -fitness, OAA and cross country • Changing speed - fitness • Strategies to gain power when throwing - netball, basketball and rugby • Altering jumping technique for height-fitness and trampolining <ul style="list-style-type: none"> • Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught • Preparation for participation- revisited in all units 	
<p>Heart</p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> • Goal setting <ul style="list-style-type: none"> - Different types of goal, making goals SMART, using goals for motivation, improving confidence and sustaining effort 	<p>Heart (values, attitudes & behaviours)</p> <ul style="list-style-type: none"> • Goal setting –Y9 fitness 	
Misconceptions	Key vocabulary	Numeracy links

Year 8 SOW

<p>People are naturally good at running/jumping/throwing and that it cannot be improved with practice</p> <p>Students feeling that they are 'not good at it'- addressed by using an individual improvement centred approach where students compete against their own scores</p> <p>Poor pacing (setting off too fast)</p> <p>100m sprint start is a disadvantage</p>	<p>Trajectory Stance Acceleration Approach Take off Landing Changeover Upsweep Downsweep Bend running Pacing Speed Power Cardiovascular endurance</p>	<p>Trajectory of throwing implements</p> <p>Consideration of angles in throwing events</p> <p>Judging distances in relay changeover</p> <p>Measuring distances and recording times</p>
Assessment		Homework
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	