

Year 7

Activities (4-week blocks)	Learning Objectives Activity specific skills BTEC Links	Assessment & Moderation	Key Vocab	Careers	Misconceptions	Homework/reading tasks
<p>Rugby Union</p> <p>Misconceptions</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To perform a backwards pass successfully. To receive/catch the ball from both strong and weak sides. To perform a safe, standing tackle. To learn how to present the ball correctly. To use defensive and attacking principles during gameplay. To develop knowledge of the main rules in Rugby Union. To understand the basics of performing a successful ruck. <p>To improve basic skills in rugby league and union, including; passing, catching, tackling, basic kicking and tactics, rules of play and competition.</p> <p>BTEC – Unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of the rules & regulations.</p> <p>Students will also be assessed on their skill level, technique and tactical awareness.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Ruck Maul Tackle Forward pass Scrum Offside Tactics Try Conversion Lineout Turnover</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport Science Advertisement Business Health Care</p> <p>Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>Passing forwards when moving forwards with the ball.</p> <p>Players tackling above the shoulders.</p> <p>Safety whilst tackling, tackling head on.</p> <p>Number of points awarded for a try & conversion.</p> <p>Number of players allowed in a scrum.</p> <p>Phases – Phases are Rugby League, not Rugby Union.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Research the rules and regulations of Rugby union – Available on the RFU and other websites.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules of Rugby Union.</p> <p>Lower – To research the basic rules of Rugby Union and understand when they are applied.</p> <p>Medium – To research the basic rules of Rugby Union and provide a good description/understanding (Including examples) of when they are applied.</p> <p>Higher – To research the rules of Rugby Union and provide a detailed description, using examples, to justify their understanding of when they are applied.</p>
<p>Rugby League</p> <p>Misconceptions</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To perform a backwards pass successfully. To receive/catch the ball from both strong and weak sides. To perform a safe, standing tackle. To learn how to play the ball correctly in Rugby League. To use defensive and attacking principles during gameplay. To develop knowledge of the main rules in Rugby League. To apply understanding of the 10M back in defence rule during gameplay. <p>To improve basic skills in rugby league and union, including; passing, catching, tackling, basic kicking and tactics, rules of play and competition.</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of the rules & regulations.</p> <p>Students will also be assessed on their skill level, technique and tactical awareness.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Ruck Maul Tackle Forward pass Scrum Off side Tactics Try Conversion Phases Lineout Turnover</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport Science Advertisement Business Health Care</p> <p>Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>Passing forwards when moving forwards with the ball.</p> <p>Players tackling above the shoulders.</p> <p>Safety whilst tackling, tackling head on.</p> <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>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Research the rules and regulations of Rugby League – Available on the RFL and other websites.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules of Rugby League.</p> <p>Lower – To research the basic rules of Rugby League and understand when they are applied.</p> <p>Medium – To research the basic rules of Rugby League and provide a good description/understanding (Including examples) of when they are applied.</p> <p>Higher – To research the rules of Rugby League and provide a detailed description, using examples, to justify their understanding of when they are applied.</p>

<p>Netball</p> <p>Misconceptions</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To be able to perform the three types of basic Netball pass. To understand the footwork rule in Netball when in possession. To develop knowledge of the different positions in Netball and their roles. To understand the importance of creating space during gameplay. To develop understanding of how to mark a player, both with/without the ball. To develop an understanding of basic Netball rules and apply this during gameplay. <p>To improve basic skills in netball including; passing, catching, intercepting, shooting, footwork, positions, rules of play and competition.</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of the rules & regulations.</p> <p>Students will also be assessed on their skill level, technique and tactical awareness.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Footwork Centre Throw In Offside Obstruction Contact Free Pass Bounce Pass Chest Pass Shoulder Pass Pivot</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport Science Advertisement Business Health Care</p> <p>Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>There are 7 players on a Netball team, not 5.</p> <p>Contact is not allowed during Netball.</p> <p>Players only have three seconds to pass the ball.</p> <p>You cannot run with the ball.</p> <p>Only certain players are allowed to shoot.</p> <p>The Goal Shooter and Goal Keeper cannot go in to the centre third.</p> <p>Centre passes are alternated and do not depend on who scored last.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Research the rules and regulations of Netball – Available on England Netball and other websites.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules of Netball.</p> <p>Lower – To research the basic rules of Netball and understand when they are applied.</p> <p>Medium – To research the basic rules of Netball and provide a good description/understanding (Including examples) of when they are applied.</p> <p>Higher – To research the rules of Netball and provide a detailed description, using examples, to justify their understanding of when they are applied.</p>
<p>Football</p> <p>Misconceptions</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To pass and control a football on both the strong and weak foot. To be able to safely perform a standing tackle against an opponent. Use both feet to control the football whilst dribbling. To develop an understanding of the different techniques used when shooting. To understand the different positions on a football pitch. Develop knowledge of how to create space during gameplay. To increase understanding of the rules in Football and apply during games. <p>To improve basic skills, including; passing, receiving, tackling, throw in, shooting, and tactics, rules of play and competition.</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of the rules & regulations.</p> <p>Students will also be assessed on their skill level, technique and tactical awareness.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Passing Dribbling Receiving Shooting Throw In Corner Goal Kick Header Offside Tactics Space</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport Science Advertisement Business Health Care</p> <p>Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>Crowding round the ball is an effective way to defend.</p> <p>Following the direction of the ball and not the players.</p> <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>Strikers are the only players who should be allowed to score.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Research the rules and regulations of Football – Available on the FA and other websites.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules of Football.</p> <p>Lower – To research the basic rules of Football and understand when they are applied.</p> <p>Medium – To research the basic rules of Football and provide a good description/understanding (Including examples) of when they are applied.</p> <p>Higher – To research the rules of Football and provide a detailed description, using examples, to justify their understanding of when they are applied.</p>

<p>Fitness</p> <p>Misconceptions</p>	<p>N/C - analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p> <p>1. To develop an understanding of what the components of fitness are.</p> <p>2. To understand how to test for each component of fitness practically.</p> <p>3. To consistently progress fitness levels throughout each lesson.</p> <p>4. To demonstrate understanding of how to improve fitness levels.</p> <p>5. To improve technique when performing various fitness activities.</p> <p>6. To develop muscular strength and endurance throughout each lesson.</p> <p>To understand components of fitness and how to test for each. Demonstrate and know the different ways to improve each of the components.</p> <p>BTEC –unit 1 and 3</p>	<p>During this unit students will be assessed on their knowledge of the different components and training methods.</p> <p>Students will also be assessed on their fitness levels, technique and endurance.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Fitness Component Speed Strength Aerobic Endurance Flexibility Composition</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE Teacher Coach Personal Trainer Dietician Sports Science Business Health Care</p> <p>Employability skills</p> <p>Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>Overtraining the body to try and improve.</p> <p>The difference between skill and fitness.</p> <p>Going quicker means getting fit quicker.</p> <p>Techniques when performing activities.</p> <p>Use of equipment incorrectly.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Research the key aspects and purposes of Fitness training – Available on several Fitness websites.</p> <p>H/M/L homework tasks will give different levels of detail when researching the key aspects of Fitness.</p> <p>Lower – To research the basics of Fitness training and understand when they are applied.</p> <p>Medium – To research the basics of Fitness training and provide a good description/understanding (Including examples) of when they are applied.</p> <p>Higher – To research the basics of Fitness and provide a detailed description, using examples, to justify their understanding of when the basics are applied.</p>
<p>Gymnastics</p> <p>Misconceptions</p>	<p>N/C - develop their technique and improve their performance in other competitive sports.</p> <p>1. Develop understanding of the different ways of travelling in Gym.</p> <p>2. Create and perform an individual Gymnastics routine.</p> <p>3. Develop and perform routines as part of a group in Gymnastics.</p> <p>4. Think creatively to adapt and progress a Gymnastics routine.</p> <p>5. To increase confidence when performing routines in front of others.</p> <p>6. To understand what a successful Gymnastics routine looks like.</p> <p>Know the different methods of travel, be able to create individual and group routine. Use Dynamics to make routines more interesting. Use canon, contrast and unison as part of a pair/group routine.</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of the rules & regulations.</p> <p>Students will also be assessed on their skill level, technique and tactical awareness.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Roll Jump Slide Stepping Dynamics Canon Unison Contrast Routine</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE Teacher Coach Gymnast Dietician Sports Science Business Health Care</p> <p>Employability skills</p> <p>Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>You have to be flexible and strong to be a Gymnast.</p> <p>All Gymnastics events require apparatus and vault equipment.</p> <p>Only girls are good at gymnastics because of flexibility.</p> <p>Gymnastics is focused on speed and power.</p> <p>Gymnastics is only for athletes who don't work well as part of a team.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Research what types of Fitness are required to be a confident Gymnast? – Explain & Justify.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules of Gymnastics.</p> <p>Lower – To research the fitness requirements and have a basic understanding.</p> <p>Medium – To research the fitness requirements and have a good description & understanding of the requirements with basic examples.</p> <p>Higher – To research the fitness requirements and have a high understanding of the fitness levels required, through providing clear examples and justifications.</p>
<p>Athletics</p> <p>Misconceptions</p>	<p>N/C - develop their technique and improve their performance in other competitive sports.</p> <p>1. Develop knowledge of the various track and field activities in Athletics.</p> <p>2. To understand how to successfully complete several field events.</p> <p>3. To understand the requirements for completing multiple track events.</p> <p>4. Increase confidence levels when participating in sports that are less familiar.</p> <p>5. To develop teamwork and communication when completing athletic events.</p>	<p>During this unit students will be assessed on their knowledge of the rules & regulations.</p> <p>Students will also be assessed on their skill level, technique and tactical awareness.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p>	<p>Tier 3 words: Track Sprint Endurance False Start Field Shot Discus Javelin High Jump Long Jump Triple Jump</p> <p>Tier 2 words: Analyse</p>	<p>PE Teacher Coach Athlete Sports Science Business Health Care</p> <p>Employability skills</p> <p>Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity</p>	<p>You cannot change lanes during a team-based track event.</p> <p>Only on long distance runs can you change lane.</p> <p>You can throw using any technique.</p> <p>You can carry on if the Baton is dropped.</p> <p>Every throw that you do counts towards your score.</p> <p>You can run using any method.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Research the rules and regulations of Athletics on UK Athletics and other websites.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules of Athletics.</p> <p>Lower – To research the basic rules of Athletics and have a basic understanding.</p>

	<p>6. To apply an understanding of the rules to practical performances.</p> <p>Know and demonstrate different track and field activities. Improve technique and ability in both track and field. Look at ways in improving their technique and performance. Understand the rules regarding foul throw and how the rules of lanes work in different track distances.</p> <p>BTEC –unit 2 All criteria</p>	<p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>Teamwork Numeracy Independence Communication</p>	<p>Starting off fast is the best strategy for long distance running.</p>	<p>Medium – To research the rules of Athletics and have a good description & understanding of the requirements with basic examples.</p> <p>Higher – To research the basic rules of Athletics and have a high understanding, through providing clear examples and justifications.</p>
<p>Striking & Fielding</p> <p>Misconceptions</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <p>1. To develop knowledge of the various rules in several striking/fielding games.</p> <p>2. To demonstrate understanding of the correct ball-striking technique.</p> <p>3. Apply knowledge of the correct striking technique to gameplay.</p> <p>4. To progressively improve technique in fielding skills, E.g., Catching & Throwing.</p> <p>5. Develop an understanding of the positions in various S&F sports.</p> <p>6. Use teamwork and communication to overcome opponents in games.</p> <p>7. Progressively improve Hand-Eye coordination throughout each lesson.</p> <p>Know the rules and regulations for rounder's, softball. Perform skills such as striking the ball, catching, throwing, fielding and positioning.</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of the rules & regulations.</p> <p>Students will also be assessed on their skill level, technique and tactical awareness.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Bowl Bat Strike Field Pitch No Ball Wide Run Out Stumped Bowled Base Wicket</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE Teacher Coach Sports Science Business Health Care</p> <p>Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>Hitting the ball as hard as you can will produce the best results.</p> <p>You must bowl as fast as you can to strike people out.</p> <p>Catching with one hand is better than two.</p> <p>Getting a rounder for yourself is better than for the team.</p> <p>Hitting every ball is the most important part of striking.</p> <p>You cannot be out if you miss the ball.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Research the rules and regulations of 1 striking and fielding activity, using google and other websites.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules on S&F.</p> <p>Lower – To research the basic rules of S&F and have a basic understanding.</p> <p>Medium – To research the rules of S&F and have a good description & understanding of the requirements with basic examples.</p> <p>Higher – To research the basic rules of Athletics and have a high understanding, through providing clear examples and justifications.</p>
<p>Tennis</p> <p>Misconceptions</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <p>1. To understand how to successfully perform basic Tennis shots.</p> <p>2. Consistently develop shot technique against an opponent.</p> <p>3. Develop communication and teamwork through playing Tennis Doubles.</p> <p>4. To understand the importance of looking for space to win points.</p>	<p>During this unit students will be assessed on their knowledge of the rules & regulations.</p> <p>Students will also be assessed on their skill level, technique and tactical awareness.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Serve Forehand Backhand Lob Shot Volley Net Shot Court Service Line Base Line Racquet</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate</p>	<p>PE Teacher Coach Sports Science Business Health Care</p> <p>Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>All serves must be played over-arm.</p> <p>Out Lines vary based on the dynamics of the game.</p> <p>You can serve from anywhere on the court.</p> <p>Points scored per shot.</p> <p>Points do not count if the ball hits the net and goes over.</p> <p>You cannot hit overhead shots after the serve.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Research the rules and regulations of Tennis, using the LTA and other websites.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules on Tennis.</p> <p>Lower – To research the basic rules of Tennis and have a basic understanding.</p> <p>Medium – To research the rules of Tennis and have a good description & understanding of the requirements with basic examples.</p> <p>Higher – To research the basic rules of Tennis and have a high understanding, through providing clear examples and justifications.</p>

	<p>5. Develop knowledge of the scoring system in Tennis.</p> <p>6. Consistently improve Hand-Eye coordination throughout each lesson.</p> <p>7. To learn the names of various parts of the Tennis Court.</p> <p>To improve basic skills including; over and underarm serve, forehand and back hand and basic return. Be able to rally with a partner, look for space and win points. Understand service rules and court rules.</p> <p>BTEC –unit 2 All criteria</p>		<p>Explain Identify Justify Outline Plan Suggest Summarise Review</p>			
<p>Badminton</p> <p>Misconceptions</p>	<p>N/C - use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>1. To understand how to successfully perform basic Badminton shots.</p> <p>2. Consistently develop shot technique against an opponent.</p> <p>3. Develop communication and teamwork through playing Badminton Doubles.</p> <p>4. To understand the importance of looking for space to win points.</p> <p>5. Develop knowledge of the scoring system in Badminton.</p> <p>6. Consistently improve Hand-Eye coordination throughout each lesson.</p> <p>7. To learn the names of various parts of the Badminton Court.</p> <p>To improve basic skills including; Serve long and short, forehand and back hand and basic return. Be able to rally with a partner, look for space and win points. Understand service rules and court rules.</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of the rules & regulations.</p> <p>Students will also be assessed on their skill level, technique and tactical awareness.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Analysis Tactics Serve, Forehand, Backhand, Smash, Net shot faint.</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE Teacher Coach Sports Science Business Health Care</p> <p>Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>You can use both the over and under-arm serve in Badminton.</p> <p>You can serve anywhere on the Badminton Court.</p> <p>Variation in courts sizes for Doubles and Singles games.</p> <p>Size of the racquet during Badminton games.</p> <p>Points scoring system in Badminton.</p> <p>What classifies as 'out'.</p> <p>If the shuttle hits the net, does the point count or not.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Research the rules and regulations of Badminton, using Badminton England and other websites.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules on Badminton.</p> <p>Lower – To research the basic rules of Badminton and have a basic understanding.</p> <p>Medium – To research the rules of Badminton and have a good description & understanding of the requirements with basic examples.</p> <p>Higher – To research the basic rules of Badminton and have a high understanding, through providing clear examples and justifications.</p>
<p>Dance</p> <p>Misconceptions</p>	<p>N/C - perform dances using advanced dance techniques within a range of dance styles and forms</p> <p>To understand the fitness requirements for dance, include health and skill related</p> <p>To be able to copy mimic movements from pre-choreographed dance routines. (these can include New-Zealand Hakha etc).</p> <p>To create/choreograph own routines.</p> <p>To be able to use and link a range of movements using space, levels and dynamics as an individual or as part of a group.</p> <p>To improve basic skills including; movement, special awareness. Be able to work co-operatively with a partner. Understand fitness requirements for specific sports.</p> <p>BTEC –unit 1 and 2 All criteria</p>	<p>During this unit students will be assessed on their creativity, use of space and dynamic.</p> <p>Students will also be assessed on their skill level, technique and tactical awareness.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Arch Barre Curve Flat back Focus Footwork Gallop Hop Intention Isolation Jump. Leap or jeté Pas de deux Pirouette Pliè Postion Prance Pulse Relevé Rhythm Skip Slide or chassé Spiral Spotting. Swinging Tilt</p>	<p>PE Teacher Coach Sports Science Business Health Care</p> <p>Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>Underestimate health and skill related fitness required for dance.</p> <p>All Dance events require apparatus and vault equipment.</p> <p>Only girls are good at dance because of flexibility.</p> <p>Dance is not focused on speed and power.</p> <p>Gymnastics is only for athletes who don't work well as part of a team.</p>	

			<p>Triplet Turnout</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>			
<p>OAA Misconceptions</p>	<p>NC links- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p>1. To be able to use problem solving skills as an individual and as part of a team to overcome a range of tasks. 2. To be able to use a map/identify key highlighted areas. 3. To understand how to orientate a map. 4. To understand what a key is and relate it to surroundings to help identify key areas and places. 5. To be able to compete in orienteering competition s, demonstrating ability to navigate a course correctly.</p> <p>To improve basic skills in rugby league and union, including; passing, catching, tackling, basic kicking and tactics, rules of play and competition.</p> <p>BTEC – Unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge and ability to orientate round a set course using a map.</p> <p>Students will also be assessed on their ability to work as a team and individual solving set problems.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Key Map Control Orientate Compass North South East West</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach</p> <p>Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Communication</p>	<p>OAA will not help me in later life / future careers.</p> <p>Always keep the map pointing the same direction, even if it upside down.</p> <p>Orienteering is all about being fast.</p> <p>There should always be someone who takes charge.</p> <p>The key is not important and will not help.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Create a map of the school fields, ensuring all of the pitches are marked om it – use a key to identify each area.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules of Rugby Union.</p> <p>Lower – Create a basic map to indicate a few areas.</p> <p>Medium – more detailed map showing all area that are significant. Some highlighted in a key.</p> <p>Higher – Create a detailed and accurate map using a key to highlight all significant areas.</p>

Links to Unifrog for careers roles:

- Teaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher>
Coaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach>
sports science <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist>
player <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional>
Personal trainer <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer>
Fitness instructor <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/fitness-instructor>
Referee <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee>
Leisure centre worker <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/leisure-centre-assistant>

Year 8

Activity (4 week block)	Learning objectives. BTEC Links	Assessment / moderation	Key Vocab	Careers	Misconceptions	Homework/reading tasks
<p>Rugby union Misconception</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <p>1. To perform a backwards pass successfully under pressure</p> <p>2. To be able to perform a forwards and side tackle on a moving attacker</p> <p>3. To be able to perform a maul as a defender and an attacker</p> <p>4. To focus on learning how to kick effectively and when to use it in a game</p> <p>5. To be able to demonstrate how to create and effective 5-man scrum</p> <p>6. To be able to understand the roles and responsibilities of positions</p> <p>7. To be able to perform small, sided games</p> <p>To improve and build on basic skills learned in year 7. To develop more advanced tactics to be used in games. To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance.</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words: Analysis Scrum Lineout Ruck Maul Tackle Forward pass Scrum Off side Tactics Conversion</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication</p>	<p>One is better than the other</p> <p>Hand off in union</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p> <p>H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.</p>
<p>Rugby League Misconception</p>	<p>N/C links:</p> <ol style="list-style-type: none"> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. To perform a backwards pass successfully under pressure To be able to perform a forwards and side tackle on a moving attacker To focus on learning how to kick effectively and when to use it in a game To be able to demonstrate how to create and effective 5-man scrum To be able to understand the roles of positions To be able perform small sided games showing knowledge of basic rules. <p>To improve and build on basic skills learned in year 7. To develop more advanced tactics to be used in games.</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words: Analysis Scrum lineout Ruck Maul Tackle Forward pass Scrum Off side Tactics Conversion</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication</p>	<p>One is better than the other</p> <p>Kick off rules.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p> <p>H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.</p>

	To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance. BTEC –unit 2 All criteria		Suggest Summarise Review			
Netball Misconception	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> Recap of the netball passes. Will be able to perform pass and move To be able to show good footwork in controlled conditions An introduction into stage 1 and stage 2 defending To be able to perform attacking skills such as dodging to outwit an opponent To be able to adopt the correct technique for shooting To show a clear understanding of rules and tactics in a game <p>To improve and build on basic skills learned in year 7. To develop more advanced tactics to be used in games. To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance.</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words: Attack Defence Replayed ball Tactics Penalty pass</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication</p>	<p>Netball is a non-contact sport.</p> <p>Obstruction can occur when the opposing player doesn't have the ball.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p> <p>H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.</p>
Football Misconception	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To be able to perform a wide range of passes over different distances To be will be able to effectively protect the ball from opposition when dribbling. To be able to accurately shoot with both feet To be able to understand simple attacking and defensive strategies To be able to man mark an opponent To be able to perform small sided games <p>To improve and build on basic skills learned in year 7. To develop more advanced tactics to be used in games. To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance.</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words: Analysis formations Pass. Dribble. Receive. Shoot. Throw in. Corner. Goal kick. Header. Off side. Tactics.</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication</p>	<p>Crowding the ball to defend</p> <p>Putting best players in attack and weakest in defence.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p> <p>H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.</p>

<p>Fitness Misconception</p>	<p>N/C - analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <ol style="list-style-type: none"> To understand components of fitness To be able to understand different types of training <ul style="list-style-type: none"> Fartlek Circuit Continuous Weight Sprint Plyometrics Flexibility <p>BTEC –unit 1 and 3</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words: Interval Continuous Fartlek Circuits Weight training</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Personal trainer Dietitian, Sport science</p> <p>Employability skills Aiming high, Creativity, Leadership, Listening, Staying positive, Independence</p>	<p>Overtraining to improve.</p> <p>Difference between skills and fitness.</p>	
<p>Trampolining Misconception</p>	<p>N/C -develop their technique and improve their performance in other competitive sports</p> <p>To build confidence and skills on trampoline. Develop skills, including; tuck, pike straddle, twists, seat drops, front/back drop and somersaults</p> <p>BTEC –unit 2 All criteria</p>	<p>During this During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words: tuck pike straddle twists seat drops front/back drop somersaults spotter posture</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Independence, Communication</p>	<p>Dangerous</p> <p>Don't need to do anything when not performing</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p> <p>H/M/L will give different levels of detail when researching the rules of the sport. L- basic understanding of fitness requirements. M- good description/understanding of requirements with basic examples. H- High understanding of fitness required and, able to give clear examples and justifications.</p>
<p>Athletics Misconception</p>	<p>N/C -develop their technique and improve their performance in other competitive sports.</p> <ol style="list-style-type: none"> To be able, Improve technique and ability in both track and field from year 7 in: <ul style="list-style-type: none"> 100m 400m 800m Shot Discus Shot Javelin Triple Jump To be able to analyse techniques their technique and performance. 	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words: Analysis Track, Sprint. Endurance. False start. Field. Shot, Discus. Javelin High jump. Long jump. Triple jump.</p> <p>Tier 2 words: Analyse Assess Compare</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication</p>	<p>Can change lanes in all track events</p> <p>Can throw using any technique.</p> <p>No tactics needed</p> <p>Just have to be strong to throw.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p> <p>H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.</p>

	<p>3. Understand the rules regarding foul throw and how the rules of lanes work in different track distances.</p> <p>BTEC –unit 2 All criteria Links to fitness unit</p>		<p>Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>			
<p>Striking and fielding Misconception</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To improve and build on basic skills learned in year 7 To develop more advanced tactics to be used in games. To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance. <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words: Analysis Back stop Wicket keeper Tactics Bowl Bat Strike Field Pitch Strike No ball</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication</p>	<p>Rounders and softball are the same.</p> <p>Can have as many attempts at hitting the ball in rounders.</p> <p>Can run more than once on your turn</p> <p>Can throw a ball overarm to bowl in cricket.</p> <p>Can bowl overarm in rounders</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p> <p>H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.</p>
<p>Tennis Misconception</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To improve and build on basic skills learned in year 7. To develop more advanced tactics to be used in games. To be able to perform a forehand and back hand effectively To be able to perform single and doubles To able to analyse skills and tactics, <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Analysis Tactics Serve, Forehand, Backhand, Lob, Volley, Net shot, Court.</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Literacy, Numeracy, Independence, Communication</p>	<p>Have to serve over arm. Can serve anywhere.</p> <p>Court sizes in singles and doubles.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p> <p>H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.</p>

<p>Badminton Misconception</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <p>To improve and build on basic skills learned in year 7. To develop more advanced tactics to be used in games. To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance.</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words: Analysis Tactics Serve, Forehand, Backhand, Smash, Net shot faint.</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity, Leadership, Listening, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication</p>	<p>Can use under or overarm serve.</p> <p>Can serve anywhere.</p> <p>Court sizes in singles and doubles.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p> <p>H/M/L will give different levels of detail when researching the officials of the sport. L- Basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.</p>
<p>OAA Misconceptions</p>	<p>NC links- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <ol style="list-style-type: none"> To be able to use problem solving skills as an individual and as part of a team to overcome a range of tasks. To be able to use a map/identify key highlighted areas. To understand how to orientate a map. To understand what a key is and relate it to surroundings to help identify key areas and places. To be able to compete in orienteering competition s, demonstrating ability to navigate a course correctly. <p>To improve basic skills in rugby league and union, including; passing, catching, tackling, basic kicking and tactics, rules of play and competition.</p> <p>BTEC – Unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge and ability to orientate round a set course using a map.</p> <p>Students will also be assessed on their ability to work as a team and individual solving set problems.</p> <p>Assessments will take place at the start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.</p> <p>Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.</p>	<p>Tier 3 words: Key Map Control Orientate Compass North South East West</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach</p> <p>Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication</p>	<p>OAA will not help me in later life / future careers.</p> <p>Always keep the map pointing the same direction, even if it upside down.</p> <p>Orienteering is all about being fast.</p> <p>There should always be someone who takes charge.</p> <p>The key is not important and will not help.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.</p> <p>Create a map of an area you know well. This could be the sports fields, your home and garden or local park. Identify key areas on the map using a key.</p> <p>H/M/L homework tasks will give different levels of detail when researching the rules of Rugby Union.</p> <p>Lower – Create a basic map to indicate a few areas. Basic key used</p> <p>Medium – more detailed map showing all area that are significant. Some highlighted in a key.</p> <p>Higher – Create a detailed and accurate map using a key to highlight all significant areas.</p>

Links to Unifrog for careers roles:

- Teaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher>
Coaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach>
Sports science <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist>
Player <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional>
Personal trainer <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer>

Activity (4-week block)	NC Activity specific skills BTEC Links	Assessment / moderation	Key Vocab	Careers	Misconceptions	Homework/reading tasks
Rugby Union	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To improve and build on basic skills learned in year 7 and 8 To develop more advanced tactics to be used in games. To identify strengths and weaknesses in games To discuss ways to improve their performance. <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson</p>	<p>Tier 3 words: Analysis Scrum lineout Ruck Maul Tackle Forward pass Scrum Off side Tactics Conversion</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication</p>	<p>One is better than the other Hand off in union Lineout/lift</p> <p>Tackling – body position/safety.</p> <p>Kick off rules.</p> <p>Line out rules</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p>
Rugby League	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To improve and build on basic skills learned in year 7 and 8 To develop more advanced tactics to be used in games. To identify strengths and weaknesses in games To discuss ways to improve their performance. <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson</p>	<p>Tier 3 words: Analysis Scrum lineout Ruck Maul Tackle Forward pass Scrum Off side Tactics Conversion</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication</p>	<p>One is better than the other Hand off in union Lineout/lift</p> <p>Tackling – body position/safety.</p> <p>Kick off rules.</p> <p>Line out rules</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p>

<p>Netball</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To improve and build on basic skills learned in year 7 and 8. To understand how to complete back line passes To focus on Centre pass tactics To develop more advanced tactics to be used in games. To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance. <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson</p>	<p>Tier 3 words: Attack Defence Replayed ball Tactics Penalty pass</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication</p>	<p>Netball is a non contact sport.</p> <p>Obstruction can occur when the opposing player doesn't have the ball.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p>
<p>Football</p>	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To improve and build on basic skills learned in year 7 and 8 To able to know how to create opportunities to score from crosses TO be able to keep possession in small games To develop more advanced tactics to be used in games. To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance. <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson</p>	<p>Analysis formations Pass. Dribble. Receive. Shoot. Throw in. Corner. Goal kick. Header. Off side. Tactics.</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high, Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication</p>	<p>Crowding the ball to defend</p> <p>Putting best players in attack and weakest in defence.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p>
<p>Fitness</p>	<p>N/C - analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p> <ol style="list-style-type: none"> To understand components of fitness To be able improve results from testing in year 7 and 8. E.g. - Standing long jump 	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p>	<p>Tier 3 words: Interval Continuous Fartlek Circuits Weight training Plyometrics</p> <p>Tier 2 words:</p>	<p>PE teacher Coach Personal trainer Dietician Sport science</p> <p>Employability skills Aiming high, Creativity</p>	<p>Overtraining to improve.</p> <p>Difference between skills and fitness.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p>

	<ul style="list-style-type: none"> - 12-minute Cooper run - Sit and reach - 40m sprint - Reaction time <p>3. To be able to analyse results and compare against the norms</p> <p>4. To be able to know the protocols for different tests and link them to sports.</p> <p>BTEC –unit 1 and 3</p>	<p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson</p>	<p>Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication</p>		
Trampolining	<p>N/C -develop their technique and improve their performance in other competitive sports</p> <p>To build confidence and skills on trampoline. Develop skills, including; tuck, pike straddle, twists, seat drops, front/back drop and somersaults</p> <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson</p>	<p>Tier 3 words: pike straddle twists seat drops front/back drop somersaults spotter posture</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication</p>	<p>Dangerous</p> <p>Don't need to do anything when not performing</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p>
Athletics	<p>N/C -develop their technique and improve their performance in other competitive sports.</p> <ol style="list-style-type: none"> 1. To improve technique and ability in both track and field from year 7 and 8 2. To analyse their technique and performance. 3. To understand the rules regarding foul throw and how the rules of lanes work in different track distances. 4. Try and apply advance technique in different events <p>BTEC –unit 2 All criteria Links to fitness unit</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words Analysis Track Sprint Endurance False start Field Shot Discus Javelin High jump Long jump Triple jump</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication</p>	<p>Can change lanes in all track events</p> <p>Can throw using any technique.</p> <p>No tactics needed</p> <p>Just have to be strong to throw.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p>

			Plan Suggest Summarise Review			
Striking and fielding	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <p>N/C - analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <ol style="list-style-type: none"> To improve and build on basic skills learned in year 7 and 8 To develop more advanced tactics to be used in games. To analyse skills and tactics To be able to identify strengths and weaknesses of yourself and partners To be able to discuss ways to improve their performance and others <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words: Analysis Back stop Wicket keeper Tactics Bowl, Bat, Strike, Field, Pitch, Strike, No ball,</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication</p>	<p>Rounders and softball are the same.</p> <p>Can have as many attempts at hitting the ball in rounders.</p> <p>Can run more than once on your turn</p> <p>Can throw a ball overarm to bowl in cricket.</p> <p>Can bowl overarm in rounders</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p>
Tennis	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To improve and build on basic skills learned in year 7 and 8 To develop more advanced tactics to be used in games. To analyse skills and tactics To be able to identify strengths and weaknesses of yourself and partners To be able to discuss ways to improve their performance and others <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words Analysis Tactics Serve Forehand Backhand Lob Volley Net shot Court</p> <p>Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills Aiming high Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication</p>	<p>Have to serve over arm. Can serve anywhere.</p> <p>Court sizes in singles and doubles.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p>

Badminton	<p>N/C links:</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 Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best Take part in competitive sports and activities outside school through community links or sports clubs. <ol style="list-style-type: none"> To improve and build on basic skills learned in year 7 and 8. To develop more advanced tactics to be used in games. To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance. <p>BTEC –unit 2 All criteria</p>	<p>During this unit students will be assessed on their knowledge of rules & regulations.</p> <p>Students will also be assessed on their skills level, techniques and tactical awareness</p> <p>Assessed at start and end of the unit.</p> <p>Students will be assessed at the start of the unit through staff discussion and observations in lesson.</p> <p>At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.</p>	<p>Tier 3 words</p> <p>Analysis Tactics Serve, Forehand, Backhand, Smash, Net shot faint.</p> <p>Tier 2 words</p> <p>Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review</p>	<p>PE teacher Coach Player Sport science</p> <p>Employability skills</p> <p>Aiming high Creativity Leadership Listening Problem solving Staying positive Teamwork Numeracy Independence Communication</p>	<p>Can use under or overarm serve.</p> <p>Can serve anywhere.</p> <p>Court sizes in singles and doubles.</p>	<p>At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).</p> <p>Complete homework sheet</p>
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Links to Unifrog for careers roles:

- Teaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher>
- Coaching <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach>
- sports science <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist>
- player <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional>
- Personal trainer <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer>
- Fitness instructor <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/fitness-instructor>
- Referee <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee>
- Leisure centre worker <https://www.unifrog.org/student/careers/sport-leisure-and-tourism/leisure-centre-assistant>