**PE**

**YEAR 7**

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| **SOW** | **Net Sports**  **(Badminton/ Table Tennis)** | **Invasion Games**  **(Football, netball, hockey, rugby)** | **Gymnastics/ Dance** | **Outdoor Adventurous Activities** | **Striking and fielding**  **(Rounders/ Cricket)** | **Athletics** | **Health Related Fitness** |
| **Knowledge** | Pupils will develop knowledge of the rules and regulations of the activity, gaining understanding of effective tactics and strategies that can be used in competitive situations to outwit opponents.  Pupils will gain knowledge on how to warm up successfully for their net activity.  Finally, pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve. | Pupils will develop knowledge of the rules and regulations of the activity, gaining understanding of effective tactics and strategies that can be used in competitive situations to outwit opponents.  Pupils will gain knowledge on how to warm up successfully for their invasion activity.  Finally, pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve. | Pupils will look at how their body is used to create and develop performances. This will be mainly floor routines and looking at how to move around the gymnastic floor.  Pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve. They should be able to use their knowledge and understanding of the sport to analyse the performance of others too.  Pupils will gain knowledge on how to warm up successfully for their gymnastic/ dance activity. | What Orienteering is.  The 8 cardinal points/directions of the compass.  Maps are always drawn to the **North.**  Maps are a representation of the real world around us.  **Features** on a map as shown in the map **Legend.**  How to hold a map and **Orientate** it correctly.  Map **scale** and distance.  How to use a compass.  What **bearings** are.  How an Orienteering course is structured. The **Start**, **Controls** and **Finish.**  Pupils will gain knowledge on how to warm up successfully for their OAA activity. | Pupils will develop knowledge of the rules and regulations of the activity, gaining understanding of effective tactics and strategies that can be used in competitive situations to outwit opponents.  Pupils will gain knowledge on how to warm up successfully for their striking and fielding activity.  Finally, pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve. They should be able to use their knowledge and understanding of the sport to analyse the performance of others too. | Pupils will develop a knowledge for a variety of track and field events. Pupils will begin to understand the different aspects of taking part in each event. Pupils will look at specific techniques for each event and what it requires to be successful; e.g. foot planting technique and body formation differences for long distance running and sprinting.  Pupils will gain knowledge on how to warm up successfully for their athletics activity.  Pupils will gain the importance of H&S when taking part in their activity. This will be particularly important when taking part in throwing events.  Finally, pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve. | Pupils will develop their knowledge and understanding of how the body responds to exercise i.e. changes in heart rate and recovery time  Pupils will gain knowledge of the different fitness tests and the components of health or skill related fitness which they test.  Pupils will gain understanding of how to complete a fitness programme recording their own progress such as reps and sets completed.  Pupils will gain knowledge on how to warm up successfully for their fitness activity.  Pupils will gain knowledge of how to use equipment safely and effectively in lessons.  Finally, pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve. |
| **Skills** | Pupils will look at developing the following skills:  **Service** - Both backhand and forehand serves (to the front and back of the court in badminton)  **Return** - Forehand and backhand  **Overhead clear** (badminton)  **Net shot** (badminton)  **Smash**  Drop shot (badminton)  Moving opponent around the court with a variety of shots | **Football**: Turning Passing Ball control Heading Shooting Tackling  **Netball:** Positions, passing/receiving, footwork, attacking, defending, shooting  **Rugby:** Passing the ball, receiving a pass, catching a high ball, kicking the ball, tackling and scrummaging  **Hockey**: Correct grip, Dribbling /Indian dribble, Push pass, Slap pass, Hit, Black & Jab tackle, Rules of the sport | **Floor exercises**  Forward Roll  Backward Roll  Cartwheel  Handstand  Bridge  **Balances**  1, 2 & 3 point balances. Maintaining equilibrium using different parts of the body.  **Levels**  Pupils to look at how levels work in gymnastics and how they can include them within their small routines.  **Flexibility & Strength**  Developing flexibility through stretching exercises  Core strengthening exercises  Upper body strengthening exercises  Building overall body strength and conditioning  **Routines and performances**  Sequencing skills together in a routine  Performing routines on different apparatus  Focus on execution, presentation and performance  **Body positions and shapes**  Tuck  Pike  Straddle | Reading a map while on the move.  Orientating a map correctly  Communicating with a partner effectively.  Pacing yourself in order to run different distances.  Using a compass correctly.  Identifying prominent features in the landscape in order to find a direction of travel. | Striking: using an implement (bat) to hit an object (ball) with power and timing.  Fielding: retrieving, catching, throwing, or stopping and object (generally the ball) with speed.  Running: moving between designated areas (bases or wickets) with speed.  Communication and cooperation: using verbal and non-verbal cues to coordinate with teammates or opponents. | Pupils will look at the following skills for throwing:  Grip: Pupils to look at grip to maximise control and power.  Stance: Foot position and balance to generate force.  Power: Pupils to look at body position to maximise power and technique for the various throws.  Release:  Pupils are taught the optimal release point to maximise their distance.  Pupils will look at the following skills for jumping:  Approach:  Pupils to learn how to approach a jump building speed and maintain stride patterns.  Takeoff:  Practice technique which should include foot sequence which may include hops and skips.  Flight: Pupils learn how to transition smoothly from the takeoff to flight phase, maintaining a strong body position.  Landing: Practice a safe and balanced landing, avoiding falling.  Pupils will look at the following skills for running:  Stride length:  Pupils will work on developing efficient stride length to improve balance and frequency.  Body Position:  They will learn to maintain an upright posture while running, with a slight forward lean from the ankles, promoting forward momentum.  Pacing:  They will learn to control their pace and distribute their energy throughout the race | Pupils will look at developing the following skills:  - Using equipment safely and effectively  - Calculating heart rate  - Recording and monitoring progress with a variety of fitness tests and comparing to normative data  - Performing exercises safely  - Following a warm up |
| **Vocabulary** | Backhand serve  Forehand serve  Overhead clear  Net shot  Smash  Forehand return  Backhand return  Singles  Doubles  Tactics  Strengths  Weaknesses | Passing  Marking  Possession  Intercept  Attacking  Defending  Shooting  Basic positioning  Tactics Strengths  Weaknesses  Rules & Regs | Transition  Tuck  Pike  Straddle  Aesthetically Pleasing  Execution  Conditioning  Roll  Presentation | Map  Orientate  Compass  Control  Feature (line/area)  Map Legend  Thumbing  Terrain  Pacing  North  South  East  West  Teamwork  Communication  Decision  Map reading  Solver  Solution  Strategy | Fielder  Batter  Rounder  Innings  Base  Post  Obstruction  Duration  Fielding  Out  Catch  Umpire  Strike  Bowl  Wicket | Long distance  Sprinting  Throwing  Jumping  Safety line  Stride  Power  Baton  Take off  Landing | Maximum heart rate  Recovery rate  Cardiovascular Endurance  Flexibility  Speed  Muscular strength  Muscular endurance  Reps  Sets  Weight training |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes | Generic for all year groups due to the pupils completing the sport half termly. | No, there is currently no KO for gymnastics. | Yes, although some slight amendments are needed to update the sheet. | Yes, although positions within the two sports could be outlined in more detail. | Yes, but needs to be amended slightly due to sports we do not have access to such as Hammer Throw and include the H&S aspects of these events. | Yes. |
| **How does this knowledge link to/build on prior knowledge?** | Students will have limited knowledge of badminton and table tennis from KS2 curriculum and may be new to the sport completely | Learning is reinforced every lesson. Warm ups can link to the last lesson focus, including vocabulary, which enhances their learning before, during and after the lesson. | Students will have taken part in gymnastics in KS2 PE. | Terminology on the GKO sheet directly relates to vocabulary used in lessons and so will reinforce learning. | Following the national curriculum from KS2 where students learn the basics of throwing and catching, they are now putting those learnt skills into a competitive environment. | Students will have taken part in KS2 Sports Day. Although students will have used age appropriate equipment in their Primary school they will have still looked at technique.  Athletics club is also available afterschool. | Students may have some knowledge regarding heart rate and how to measure it successfully.  All components of health and skill related fitness will be new to students |
| **Is knowledge embedded consistently across the SOW?** |  | Yes. | Yes. | Yes. | Yes. | Yes, technique and safety regulations are consistently discussed in all lessons. | Yes |
| **Is all of the vocabulary embedded throughout the SOW?** | Yes, students are consistently spoken to about thesport and correct terminology is used throughout the entirety of all lessons. | Yes. | Yes, students are consistently spoken to about the sport and correct terminology is used throughout the entirety of all lessons. | Yes. | Yes. | Yes, students are consistently spoken to about the sport and correct terminology is used throughout the entirety of all lessons. | Yes, students are consistently spoken to about the fitness activity and correct terminology is used throughout the entirety of all lessons. |
| **What (if any) additional vocabulary is needed to access this SOW?** | N/A | N/A | Tuck  Pike  Straddle  Aesthetically pleasing | N/A | N/A | Shot Putt  Javelin  Discus  Long Jump  Triple Jump  High Jump | N/A |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes, once students grasp the knowledge of what is needed to perform the correct technique, they will see higher volumes of success in their performance. | Yes, they can start to understand the skills to make sure their technique is correct and can use these to enhance their learning. | Yes, once students grasp the knowledge of what is needed to perform the correct technique, they will see higher volumes of success in their performance. | Yes. | Yes. | Yes, once students grasp the knowledge of what is needed to perform the correct technique, they will see higher volumes of success in their performance. | Yes, once students grasp the knowledge of what is needed to perform the correct technique, they will see higher volumes of success in their performance. |

**Year 8**

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| **SOW** | **Net Sports**  **(Badminton/ Table Tennis)** | **Invasion Games**  **(Football, netball, hockey, rugby)** | **Gymnastics/ Dance** | **Outdoor Adventurous Activities** | **Striking and fielding**  **(Rounders/ Cricket)** | **Athletics** | **Health Related Fitness** |
| **Knowledge** | Pupils will continue to develop knowledge of the rules and regulations of the activity, gaining understanding of effective tactics and strategies that can be used in competitive situations to outwit opponents.  Pupils will gain knowledge on how to lead a warm up successfully for their net activity either individually or part of a small group.  Finally, pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve. They will also be able to analyse the performance of peers and suggest methods for improvement | Pupils will continue to develop their knowledge of invasion games by understanding more rules and regulations, as well as positions and play.  Pupils will still continue to gain confidence in being able to identify their strengths and weakness and be able to give reasons why.  They should be able to watch their peers and also give some feedback on what went well and what they need to improve on. | Pupils will continue to develop their knowledge of how to use their body to move effectively across the floor.  Pupils will continue to gain confidence surrounding their own performance i.e. strengths, areas for development and areas to improve.  They should be able to use their knowledge and understanding of the sport to analyse the performance of others too. | What Orienteering is.  The 8 cardinal points/directions of the compass.  That maps are always drawn to the **North.**  Maps are a representation of the real world around us.  **Features** on a map as shown in the map **Legend.**  How to hold a map and **Orientate** it correctly.  Map **scale** and distance.  How to use a compass  What **bearings** are.  How an Orienteering course is structured. The **Start**, **Controls** and **Finish.** | Pupils will develop knowledge of the rules and regulations of the activity, gaining understanding of effective tactics and strategies that can be used in competitive situations to outwit opponents.  Pupils will gain knowledge on how to warm up successfully for their striking and fielding activity.  Pupils will begin to learn critical positionings in order to outwit opponents. They will begin to improve their communication in order to direct teammates to appropriate positions within the pitch.  Finally, pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve. They should be able to use their knowledge and understanding of the sport to analyse the performance of others too. | Pupils will develop their knowledge further in the varied track and field events. Pupils will extend their understanding of the different aspects of taking part in each event. Pupils will look at the specific techniques for each event and what it requires to be successful.  Pupils will look at specific warm up techniques which are required for the different athletic activities.  Pupils will recall the importance of H&S when taking part in their activity. This will be particularly important when taking part in throwing events.  Finally, pupils will assess their own performance, looking at their specific areas of strengths and weaknesses. | Pupils will continue to develop their knowledge and understanding of how the body responds to exercise i.e. changes in heart rate with different intensity exercises and recovery time with different levels of fitness  Pupils will build on their knowledge of the different fitness tests and the components of health or skill related fitness which they test.  Pupils will gain understanding of how to build a basic fitness programme in the gym recording their own progress such as reps and sets completed.  Pupils will gain knowledge on how to lead a warm up successfully with a partner  Pupils will gain knowledge of how to use equipment safely and effectively in lessons.  Finally, pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve. They will also be able to analyse the performance of peers and suggest methods for improvement |
| **Skills** | Pupils will look at building on the skills they learnt in Year 7 and apply them more effectively both in isolation and competitive situations  **Service** - Both backhand and forehand serves (to the front and back of the court in badminton)  **Drive** - Forehand and backhand  **Overhead clear** (badminton)  **Net shot -** forehand and backhand  (badminton)  **Smash**  **Drop shot** (badminton)  Moving opponent around the court with a variety of shots  Shot sequencing in order to outwit an opponent | Pupils will look at building on the skills they learnt in Year 7 and apply them more effectively both in isolation and competitive situations  **Football**: - Turning, Passing, Ball control/Possession, Volleying, Shooting, Tackling, Goalkeeping  **Netball:**Positions, passing/receiving, footwork, attacking, defending, shooting.  **Rugby:** Scrum, Kick, Line-out | In addition to the year 7 content. The year 8 will look at the following:  **Routines and combinations**  Creating and performing longer more complex routines.  sequencing skills together with fluid transitions  exploiting combinations to increase routine difficulty.  **Performance skills**  Enhancing presentation through gestures.  Synchronising routines with music.  Developing individual style and performance quality.  **Transitions**  Pupils will begin to discover transitions between movements or shapes so that they are able to make their performance flow in a natural rhythm. | Reading a map while on the move.  Orientating a map correctly  Communicating with a partner effectively.  Pacing yourself in order to run different distances.  Using a compass correctly.  Identifying prominent features in the landscape in order to find a direction of travel. | Pupils will look at building on the skills they learnt in Year 7 and apply them more effectively both in isolation and competitive situations  Striking: using an implement (bat) to hit an object (ball) with accuracy, power, timing and placement.  Fielding: retrieving, catching, throwing, or stopping and object (generally the ball) with speed, agility, coordination and awareness.  Running: moving between designated areas (bases or wickets) with speed, endurance, and decision-making.  Communication and cooperation: using verbal and non-verbal cues to coordinate with teammates or opponents. Working together with teammates to achieve a common goal. | Pupils will look at the following skills for throwing:  Grip: Pupils to look at grip to maximise control and power.  Stance: Foot position and balance to generate force.  Power: Pupils to look at body position to maximise power and technique for the various throws.  Release:  Pupils are taught the optimal release point to maximise their distance.  Pupils will look at the following skills for jumping:  Approach:  Pupils to learn how to approach a jump building speed and maintain stride patterns.  Takeoff:  Practice technique which should include foot sequence which may include hops and skips.  Flight: Pupils learn how to transition smoothly from the takeoff to flight phase, maintaining a strong body position.  Landing: Practice a safe and balanced landing, avoiding falling.  Pupils will look at the following skills for running:  Stride length:  Pupils will work on developing efficient stride length to improve balance and frequency.  Body Position:  They will learn to maintain an upright posture while running with a slight forward lean from the ankles promoting forward momentum.  Pacing:  They will learn to control their pace and distribute their energy throughout the race. | Pupils will look at developing the following skills:  - Using equipment safely and effectively  - Calculating maximum heart rate and recovery rate  - Recording and monitoring progress with a variety of fitness tests and comparing to normative data  - Performing exercises safely using gym equipment  - Leading a warm up  - Developing basic fitness programme in the gym to improve performance |
| **Vocabulary** | Backhand serve  Forehand serve  Overhead clear  Net shot  Smash  Forehand return  Backhand return  Singles  Doubles  Tactics  Strengths  Weaknesses | Passing  Marking  Possession  Intercept  Attacking  Defending  Shooting  Positional play  Tactics Strengths  Weaknesses  Rules & Regs | Apparatus  Aerial  Dismount  Routine  Execution  Hollow  Straight  Cartwheel  Roundoff | Map  Orientate  Compass  Control  Feature (line/area)  Map Legend  Thumbing  Terrain  Pacing  North  South  East  West  Teamwork  Communication  Decision  Map reading  Solver  Solution  Strategy | Fielder  Batter  Rounder  Innings  Base  Post  Obstruction  Duration  Fielding  Out  Catch  Umpire  Strike  Bowl  Wicket | Long distance  Sprinting  Throwing  Jumping  Safety line  Stride  Power  Baton  Take off  Landing | Maximum heart rate  Recovery rate  Cardiovascular Endurance  Flexibility  Speed  Muscular strength  Muscular endurance  Reps  Sets  Weight training  Normative data |
| **Does the knowledge above marry up with KO? If not, what needs to be amended?** | Yes | Generic for all year groups due to the pupils completing the sport half termly. | No, there is currently no KO for gymnastics. | Yes. | Yes, although positions within the two sports could be outlined in more detail. | Yes but needs to be amended slightly due to sports we do not have access to such as Hammer Throw and include the H&S aspects of these events. | Yes. |
| **How does this knowledge link to/build on prior knowledge?** | Pupils will look at building on the skills they learnt in Year 7 and apply them more effectively both in isolation and competitive situations | Pupils will look at building on the skills they learnt in Year 7 and apply them more effectively both in isolation and competitive situations | Students have taken part in Gymnastics in their previous year group - if not then within KS2. | Terminology on the GKO sheet directly relates to vocabulary used in lessons and so will reinforce learning.  Year 8 work will recap and reinforce knowledge and practical skills gained in Year 7. | Pupils will look at building on the skills they learnt in Year 7 and apply them more effectively both in isolation and competitive situations | Students took part in Aspire sports day in Year 7. Pupils have also accessed the athletics SOW in their Practical PE lessons during Year 7. Athletics club is also available afterschool. | Students will have a basic understanding of how the body responds to exercise from Year 7.  Pupils will also have knowledge of the different fitness tests and what components these link to. |
| **Is knowledge embedded consistently across the SOW?** | Yes | Yes. | Yes, technique and safety regulations are consistently discussed in all lessons. | Yes | Yes | Yes, technique and safety regulations are consistently discussed in all lessons. | Yes |
| **Is all of the vocabulary embedded throughout the SOW?** | Yes, students are consistently spoken to about the sport and correct terminology is used throughout the entirety of all lessons. | Yes. | Yes, students are consistently spoken to about the sport and correct terminology is used throughout the entirety of all lessons. | Yes | Yes | Yes, students are consistently spoken to about the sport and correct terminology is used throughout the entirety of all lessons. | Yes, students are consistently spoken to about the fitness activity and correct terminology is used throughout the entirety of all lessons. |
| **What (if any) additional vocabulary is needed to access this SOW?** | Drive | N/A | Dismount | N/A | N/A | Shot Putt  Javelin  Discus  Long Jump  Triple Jump  High Jump  False Start  Starting blocks | N/A |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | N/A | N/A | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes, once students grasp the knowledge of what is needed to perform the correct technique and they begin to use tactical understanding in competitive situations, they will see higher volumes of success in their performance. | Yes, the pupils recap all the knowledge from invasion games from year 7. They are able to identify, using correct terminology of each skill to perform the correct techniques. | Yes, once students grasp the knowledge of what is needed to perform the correct technique, they will see higher volumes of success in their performance. | Yes. | Yes. | Yes, once students grasp the knowledge of what is needed to perform the correct technique, they will see higher volumes of success in their performance. | Yes, once students grasp the knowledge of what is needed to perform the correct technique, they will see higher volumes of success in their performance. |

**Year 9**

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| **SOW** | **Net Sports**  **(Badminton/ Table Tennis)** | **Invasion Games**  **(Football, netball, hockey, rugby)** | **Gymnastics/ Dance** | **Outdoor Adventurous Activities** | **Striking and fielding**  **(Rounders/ Cricket)** | **Athletics** | **Health Related Fitness** |
| **Knowledge** | Pupils will gain an advanced knowledge and understanding of the rules and regulations of the activity and take on the role of officials in some lessons. Pupils will be able to use a range of effective tactics and strategies in competitive situations to outwit opponents.  Pupils will be able to lead a warm up on their own for their net activity  Finally, pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve. They will also be able to analyse the performance of peers and suggest methods for improvement | Pupils will acquire a comprehensive understanding of the rules and regulations of the activity.  The pupils should be able to apply these rules and regulations to a game situation.  Pupils have built on their knowledge of lots of different positional play, which they can use to help them be better at the activity.  Pupils will be able to demonstrate the different warm up techniques which will make them effectively ready for the activity they are taking part in.  They should be able to use their own knowledge and understanding to be able to give constructive feedback on their own performance as well as their peers. | Pupils will discover the history of Gymnastics and the evolution of the sport. This will help them improve their own performances further.  Pupils will now look at advanced techniques of how to transition from one side of the room to another whilst remaining aesthetically pleasing.  Pupils will be confident surrounding their own performance i.e. strengths, areas for development and areas to improve.  They should be able to use their knowledge and understanding to give constructive feedback to their peers on their performances, giving detailed feedback on how they can improve. | Correct attire and preparation for Orienteering  What Orienteering is.  The 8 cardinal points/directions of the compass.  That maps are always drawn to the **North.**  Maps are a representation of the real world around us.  **Features** on a map as shown in the map **Legend.**  How to hold a map and **Orientate** it correctly.  Map **scale** and distance.  How to use a compass  What **bearings** are.  How an Orienteering course is structured. The **Start**, **Controls** and **Finish.** | Pupils will acquire a comprehensive understanding of the rules and regulations governing the activity, enabling them to navigate competitive situations adeptly and employ effective tactics and strategies to outsmart opponents. Pupils will develop the knowledge and skills necessary to execute successful warm-up routines specifically tailored to their striking and fielding activity. They will learn the importance of preparing their bodies and minds for optimal performance. Pupils will delve into the intricacies of critical positioning, honing their ability to strategically outmanoeuvre opponents. Additionally, they will enhance their communication skills, learning how to effectively direct teammates to appropriate positions within the pitch, fostering collaboration and teamwork. Pupils will gain insights in the own performance, identifying their strengths and areas for development. | Pupils will have a progressive understanding of the track and field events which are available at Aspire. Pupils will be able to explain the techniques and skills required to perform each athletic event. Pupils will explain what the perfect model looks like in order to be successful.  Pupils will be able to demonstrate the different warm up techniques which will make them effectively ready for the activity they are taking part in.  Pupils will recall the importance of H&S when taking part in their activity. This is particularly important when taking part in throwing events.  Finally, pupils will assess their own performance, looking at their specific areas of strengths and weaknesses. Pupils will then describe what they need to do in order to improve performance. | Pupils will develop an advanced knowledge and understanding of how the body responds to exercise  Pupils will develop an understanding of lifestyle factors that influences pupils fitness levels  Pupils have an advanced knowledge of the different fitness tests and can describe how these are administered and the components of health or skill related fitness which they test.  Pupils will build their own fitness programme recording their own progress such as reps and sets completed.  Pupils will gain knowledge of how to lead a successful warm up themselves.  Finally, pupils will gain knowledge surrounding their own performance i.e. strengths, areas for development and strategies to improve their own fitness levels for life |
| **Skills** | Pupils will look at building on the skills they learnt in Year 8 and apply them more effectively both in isolation and competitive situations  **Service** - Both backhand and forehand serves (to the front and back of the court in badminton)  **Drive** - Forehand and backhand  **Overhead clear** (badminton)  **Net shot -** forehand and backhand  (badminton)  **Smash**  **Drop shot** (badminton)  Moving opponent around the court with a variety of shots  Shot sequencing in order to outwit an opponent  Match officiating | **Football**:  - Teaching points for the correct goalkeeping technique  - Teaching points for the correct catching technique  - Teaching points for the correct throwing technique  - Teaching points for the correct positioning  - Teaching points for the correct turns  - Teaching points for the correct passing technique  - Teaching points for the correct shooting technique  **Netball:** using different passes, understanding the footwork rule, defending techniques, importance of dodging when attacking, shooting technique, rebounding in the circle, positional play.  **Rugby:**  - Scrum  - Kick  - Line-out  **Hockey**:  - Correct grip  -Dribbling/Indian dribble  - V drag  - Push and slap pass  - Hit  - Attack vs defence  - Black & Jab tackle  - Rules of the sport | In addition to the Y7&8 SOW Y9 pupils will learn the following skills.  **Choreography**  Developing an understanding of choreography principles.  Exploring the elements of routines.  Discovering the connection between music and moving.  **Transitions**  Pupils will develop their knowledge on effective transitions to include a variety of levels when moving across the floor. | Reading a map while on the move.  Orientating a map correctly  Communicating with a partner effectively.  Pacing yourself in order to run different distances.  Using a compass correctly.  Identifying prominent features in the landscape in order to find a direction of travel.  In Year 9 the students take their orienteering skills out onto the school fields. The new environment is larger, has more natural features and is less well known.  Greater knowledge of map legend features will enable students to be successful with the task. | Striking: using an implement (bat) to hit an object (ball) with accuracy, power, timing and placement.  Fielding: retrieving, catching, throwing, or stopping and object (generally the ball) with speed, agility, coordination and awareness.  Running: moving between designated areas (bases or wickets) with speed, endurance, and decision-making.  Communication and cooperation: using verbal and non-verbal cues to coordinate with teammates or opponents. Working together with teammates to achieve a common goal. | Pupils will look at the following skills for throwing:  Grip: Pupils to look at grip to maximise control and power.  Stance: Foot position and balance to generate force.  Power: Pupils to look at body position to maximise power and technique for the various throws.  Release:  Pupils are taught the optimal release point to maximise their distance.  Pupils will look at the following skills for jumping:  Approach:  Pupils to learn how to approach a jump building speed and maintain stride patterns.  Takeoff:  Practice technique which should include foot sequence which may include hops and skips.  Flight: Pupils learn how to transition smoothly from the takeoff to flight phase, maintaining a strong body position.  Landing: Practice a safe and balanced landing, avoiding falling.  Pupils will look at the following skills for running:  Stride length:  Pupils will work on developing efficient stride length to improve balance and frequency.  Body Position:  They will learn to maintain an upright posture while running, leaning slightly forward, creating forward momentum.  Pacing:  They will learn to control their pace and distribute their energy throughout the race.  **Body Awareness**  Pupils will develop an understanding of their body position and alignment throughout each event, ensuring optimal performance and minimising injury.  **Plyometrics**  Pupils may engage in plyometric exercises to improve explosive power such as bounding and hopping, which will enhance their jumping ability.  **Strength and Flexibility**  Pupils will work on building leg and core strength. This will enhance performance and reduce risk of injury. | Pupils will look at developing the following skills:  - Using equipment safely and effectively  - Calculating maximum heart rate and recovery rate  - Recording and monitoring progress with a variety of fitness tests and comparing to normative data and peers  - Performing exercises safely using gym equipment  - Leading a warm up and gym session  - Developing basic fitness programme in the gym to improve performance of a peer |
| **Vocabulary** | Backhand serve  Forehand serve  Overhead clear  Net shot  Smash  Forehand drive  Backhand drive  Singles  Doubles  Tactics  Officiating  Strengths  Weaknesses | Passing  Marking  Possession  Intercept  Attacking  Defending  Shooting  Positional play  Formation  Tactics  Officiating Strengths  Weaknesses  Rules & Regs | Transitions  Aerial  Dismount  Routine  Execution  Hollow  Straight  Cartwheel  Roundoff  Constructive criticism  Officiating | Map  Orientate  Compass  Control  Feature (line/area)  Map Legend  Thumbing  Terrain  Pacing  North  South  East  West  Teamwork  Communication  Decision  Map reading  Solver  Solution  Strategy | Fielder  Batter  Rounder  Innings  Base  Post  Obstruction  Duration  Fielding  Out  Catch  Umpire  Strike  Bowl  Wicket  Officiating | Plyometrics  Strength  Flexibility  Pace  Stride  Body composition  Upthrust  Propel  Arch  Momentum  Alignment | Maximum heart rate  Recovery rate  Cardiovascular Endurance  Flexibility  Speed  Muscular strength  Muscular endurance  Reps  Sets  Weight training  Normative data |
| **Does the knowledge above marry up with KO?** | Yes. | Generic for all year groups due to the pupils completing the sport half termly. | There is no KO for Gymnastics. | Yes | Yes, although positions within the two sports could be outlined in more detail. | Yes but needs to be amended slightly due to sports we do not have access to such as Hammer Throw and include the H&S aspects of these events. | Yes. |
| **How does this knowledge link to/build on prior knowledge?** | Pupils will look at building on the skills they learnt in Year 8 and apply them more effectively both in isolation and competitive situations. They will also be able to take on the role of an official as they will have a more advanced understanding of the rules. | Following on from previous years, this year focuses more on positional play, which allows a more competitive element to the lessons. | Students have looked at the fundamental skills and foundations which are needed for Gymnastics and started to build on this by placing movements and balances taught into a routine. |  | Following from previous, this year focuses more on the competitive element, ensuring that students gain the maximum amount of points possible, using tactical play. | Students took part in Aspire sports day in Year 7&8. Pupils have also accessed the athletics SOW in their Practical PE lessons during Year 7&8 lessons. Athletics club is also available afterschool. | Students will have a good understanding of how the body responds to exercise from Year 8 along with how to calculate Max HR and how fitness levels can indicate recovery time.  Pupils will also have knowledge of the different fitness tests and what components these link to and understand how to link their results with normative data in order to suggest areas for improvement |
| **Is knowledge embedded consistently across the SOW?** | Yes | Yes. | Yes, technique and safety regulations are consistently discussed in all lessons. | Yes | Yes | Yes, technique and safety regulations are consistently discussed in all lessons. | Yes |
| **Is all of the vocabulary embedded throughout the SOW?** | Yes, students are consistently spoken to about the sport and correct terminology is used throughout the entirety of all lessons. | Yes. | Yes, the key words are reiterated throughout all lessons. | Yes | Yes | Yes, the key words are reiterated throughout all lessons. | Yes, students are consistently spoken to about the fitness activity and correct terminology is used throughout the entirety of all lessons. |
| **What (if any) additional vocabulary is needed to access this SOW?** | Drive | All vocabulary needed to access this sport are taught in previous year groups. | All vocabulary needed to access this sport are taught in previous year groups. | N/A | N/A | All vocabulary needed to access this sport are taught in previous year groups. | N/A |
| **What grammatical knowledge is required to access this SOW? Is this embedded across the SOW?** | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. | N/A |
| **Does remembering the knowledge help students to develop the skill? If not, what is missing?** | Yes, once students grasp the knowledge of what is needed to perform the correct technique and they begin to use tactical understanding in competitive situations, they will see higher volumes of success in their performance. | Yes. | Yes, once students grasp the knowledge of what is needed to perform the correct technique, they will see higher volumes of success in their performance. | Yes | Yes | Yes, once students grasp the knowledge of what is needed to perform the correct technique, they will see higher volumes of success in their performance. | As this is a practical lesson, grammatical knowledge is non essential. Knowledge of key terminology is most important. |
|  |  |  |  |  |  |  | Yes, once students grasp the knowledge of what is needed to perform the correct technique, they will see higher volumes of success in their performance. |