

	Year 7	Year 8	Year 9
<p>Autumn half term 1 Sequential knowledge and skills</p>	<p>Football/Badminton- Boys</p> <p>Hockey/Gymnastics – Girls</p> <p>Games - Spatial awareness, hand/eye coordination, through passing and receiving, principles of attack and defence to outwit opponents, basic rules of the game and key transferable skills including collaboration, communication, self regulation, determination, resilience and dealing with success and failure.</p> <p>Gymnastics - Floor routines and introduction of levels. Sequence to music. Physical literacy including body tension and control. The benefits to health and well-being and how this contributes to other sports Effective communication through peer assessment</p> <p>Badminton – Ready position (side on stance), Service, Clear shots, Drives, Drop shots and Smash (Singles and Doubles basic rules)</p>	<p>Basketball/Trampolining – Boys</p> <p>Hockey/Rugby - Girls</p> <p>Games - Spatial awareness, hand/eye coordination, through passing and receiving, increasingly advanced principles of attack and defence to outwit opponents (tactics), rules of the game and lifeskills including collaboration, communication (demonstrated through leadership of warm ups/basic activities), self regulation, determination, resilience and dealing with success and failure.</p> <p>Trampolining – Building on Gymnastics in Year 7. Basic shapes to more advanced shapes depending on ability. Linking shapes and performing a 10 bounce routine. Refinement of sequences through peer assessment.</p> <p>Effective communication through peer assessment</p>	<p>Badminton/Football - Boys Hockey/Trampolining - Girls</p> <p>Games - Spatial awareness and how to exploit space, hand/eye coordination, through passing and receiving, increasingly advanced principles of attack and defence to outwit opponents(more advanced tactics), rules of the game (officiating) and lifeskills including collaboration, communication (demonstrated through leadership opportunities), self regulation, determination, resilience and dealing with success and failure.</p> <p>Trampolining – Building on Gymnastics in Year 7 and trampolining in year 8. More advanced shapes depending on ability. Linking shapes and performing a 10 bounce routine. Refinement of sequences through peer assessment.</p>
<p>Assessment Content and methods used to judge learning</p>	<p>Hands and Feet Observation - Pupils selecting and performing basic techniques and skills with control and accuracy in practice situations whilst displaying some control in competitive situations.</p>	<p>Hands and Feet Observation - Pupils selecting, linking and performing a range of skills (some advanced) for most activities with control and accuracy when in practice situations and frequently in competitive situations.</p>	<p>Hands and Feet Observation - Pupils selecting, linking and performing a full range of advanced skills with consistency for the majority of activities when in practice and competitive situations.</p>

<p>Questioning/observation of basic tactics applied in small sided games used to outwit opponents.</p> <p>Observation – Pupils to demonstrate effective movement and balance with increased consistency in sports like gymnastics.</p> <p>Summative assessment – To assess pupils in a game of Football, Hockey, Badminton</p> <p>Summative assessment - To assess pupils performing a gymnastic routine to music</p> <p>Minds</p> <p>Questioning /Observation– Pupils to demonstrate a basic knowledge and understanding of the basic rules of each sport, and the structure and function of the musculoskeletal system.</p> <p>Questioning – Pupils can describe some basic tactics and how they can be used to outwit an opponent</p> <p>Questioning/peer assessment – Pupils describe a strength and an area for improvement in their own or an others’ performance suggesting how it can be improved</p> <p>Questioning/summative assessment at the end of each sport – Pupil set goals, with limited support, in order to develop future performance</p>	<p>Questioning/observation of pupils using a range of tactics to outwit opponents in a variety of activities</p> <p>Observation – Pupils to demonstrate a 10 bounce routine with increased consistency, fluency and body control.</p> <p>Summative assessment – To assess pupils in a game of Rugby, Hockey and Basketball</p> <p>Summative assessment – In trampolining pupils will perform a set routine (differentiated at the appropriate level)</p> <p>Minds</p> <p>Questioning/Observation – Pupils to demonstrate good knowledge and understanding of Physical Education and Sport across a range of topics including rules, how sport can contribute to a healthy active lifestyle and the effects of exercise on the body in the immediate, short and long term.</p> <p>Questioning – Pupils demonstrate an understanding of a range of tactics that can be used to outwit an opponent in a range of activities</p> <p>Questioning/peer assessment - Pupils can compare and contrast their own performance to that of others’ and explain ways to improve</p>	<p>Questioning/observation of pupils using and adapting advanced tactics to outwit opponents in the majority of activities.</p> <p>Observation – Pupils to demonstrate a 10 bounce routine with increased consistency, fluency and body control.</p> <p>Summative assessment – To assess pupils in a game of Badminton, Football and Hockey . In trampolining pupils will perform a set routine (differentiated at the appropriate level)</p> <p>Summative assessment – To assess pupils performing a 10 bounce routine appropriate to their level of ability</p> <p>Minds</p> <p>Questioning/Observation – Pupils to demonstrate outstanding knowledge and understanding of Physical Education and Sport across a range of topics including rules, how sport can contribute to a healthy active lifestyle and the effects of exercise on the body in the immediate, short and long term.</p> <p>Questioning – Pupils demonstrate and explains a range of advanced tactics to outwit an opponent in a wide range of activities</p> <p>Questioning/peer assessment - Pupils can analyse their own and others’ performances and make judgements on how to make it</p>
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<p>Autumn half term 2 Sequential knowledge and skills</p>	<p>Rugby/Gymnastics - Boys Netball/Football - Girls</p> <p>Games as Autumn 1 Gymnastic as Autumn 1</p>	<p>Football/Rugby - Boys Netball/Trampolining-Girls</p> <p>Trampolining & Games as Autumn 1 plus:</p> <p>Football & Netball – Recap of year 7 Rules, developed understanding of tactics and strategic decisions, refining basic technique and progressing into advanced techniques. Active role in leadership and teamworking situations.</p>	<p>Trampolining/Hockey- Boys HRE/Netball- Girls</p> <p>Games & Trampolining as Autumn 1 plus.</p> <p>HRE- Health related fitness (Mixed) – Physical literacy including performing functional movements with good mechanics, consistency and with increased levels of intensity. Working at maximum levels.</p>
<p>Assessment Content and methods used to judge learning</p>	<p>See assessment criteria for Autumn half term 1 for games plus:</p>	<p>See assessment criteria for Autumn half term 1</p>	<p>See assessment criteria for Autumn half term 1</p>

	<p>Summative assessment – To assess pupils in a game of Football, Netball, Rugby.</p> <p>Summative assessment - To assess pupils performing a gymnastic routine to music</p>	<p>Summative assessment – To assess pupils in a game of Football, Rugby and Netball</p> <p>Summative assessment - To assess pupils performing a 10 bounce routine in trampolining.</p>	<p>Summative assessment – To assess pupils in a game of Rugby, Hockey and Handball</p> <p>Summative assessment- To assess pupils performing in a range of fitness tests looking at different components of fitness.</p>
<p>Spring half term 3 Sequential knowledge and skills</p>	<p>Table Tennis/Hockey – Boys Dance/ Orienteering - Girls</p> <p>Games as Autumn 1 plus: Table Tennis – basic rules including service rules, backhand push, forehand push, forehand drive, backhand drive, smash</p> <p>Orienteering – Correctly orientating a map, using key features on the map to navigate, teamwork (collaboration), problem solving (deciding the quickest/best route)</p> <p>Dance- exploring and communicating ideas, concepts and emotions, movement to music. Work in collaboration to choreograph music considering themes, gestures and different dance styles.</p>	<p>Hockey/Table Tennis- Boys Football/Dance- Girls</p> <p>Games as Autumn 1/2 plus:</p> <p>Table Tennis – Retrieval practice of Table Tennis skills and rules taught in year 7. Introduction of spin for the more able. Outwitting opponents through basic tactics and understanding how to assess an opponents strengths and weaknesses to gain an advantage.</p> <p>Dance- Recap of themes and concepts covered in year 7, further refining technique and understanding compositional ideas. Taking greater responsibility in collaboration whilst developing of formations.</p>	<p>Girls- Table Tennis/Football Boys- Rugby/Handball</p> <p>Games as Autumn 1 plus:</p> <p>Table Tennis - Retrieval practice of Table Tennis skills taught in year 8. Introduction of doubles rules. Officiating.</p> <p>Rugby- Recap of safety and techniques used in previous years, developing understanding of rules and knowledge of tactics that can be used to outwit opponents.</p>
<p>Assessment Content and methods used to judge learning</p>	<p>Hands and Feet</p> <p>Observation - Pupils selecting and performing basic techniques and skills with control and accuracy in practice situations whilst displaying some control in competitive situations.</p> <p>Observation/Peer assessment/ Questioning – Pupils perform a range of basic functional</p>	<p>Hands and Feet</p> <p>Observation - Pupils selecting, linking and performing a range of skills (some advanced) for most activities with control and accuracy when in practice situations and frequently in competitive situations.</p> <p>Observation/Peer assessment/ Questioning – Pupils perform a range of advanced movements</p>	<p>Hands and Feet</p> <p>Observation - Pupils selecting, linking and performing a full range of advanced skills with consistency for the majority of activities when in practice and competitive situations.</p>

	<p>movements with good technique showing some consistency</p> <p>Summative assessment - To assess pupils in a game of Hockey and Table Tennis</p> <p>Summative assessment – To time pupils around the Carmel College Orienteering course</p> <p>Summative assessment – To observe pupils performing a group dance to music.</p> <p>Minds Questioning / observation – To identify how sport and physical activity can contribute to a healthy lifestyle</p> <p>Peer assessment - Pupils describe a strength and an area for improvement in their own or an others’ performance suggesting how it can be improved</p> <p>Questioning – Pupils can describe some basic tactics and how they can be used to outwit an opponent</p> <p>Social Observation - Pupils leading warm ups with increased levels of confidence and effective communication skills</p> <p>Observation – Pupils can suggest ways how to make an activity easier or harder</p>	<p>with developing technique showing some consistency</p> <p>Summative assessment - To assess pupils in a game of Football, Hockey & Table Tennis</p> <p>Summative assessment – To observe pupils performing a group dance to music.</p> <p>Minds Questioning / observation – To explain how the effects of sport and physical activity can contribute to a healthy lifestyle and the improvement of fitness</p> <p>Questioning/peer assessment - Pupils can compare and contrast their own performance to that of others’ and explain ways to improve</p> <p>Questioning – Pupils demonstrate an understanding of a range of tactics that can be used to outwit an opponent in a range of activities</p> <p>Social Observation - Pupils leading warm ups (all activities) and drills/exercises (football) with good levels of confidence and effective communication skills</p> <p>Observation – Pupils can accurately suggest ways of how to make an activity easier or harder to create challenge for all performers (leadership in football)</p>	<p>Summative assessment - To assess pupils in a game of Handball, Rugby, Table Tennis, Football</p> <p>Minds Questioning / observation – To demonstrate outstanding knowledge of how the effects of sport and physical activity can contribute to health and fitness whilst applying this to everyday life.</p> <p>Questioning/peer assessment - Pupils can analyse their own and others’ performances and make judgements on how to make it even better using appropriate technical terminology</p> <p>Questioning – Pupils demonstrate and explains a range of advanced tactics to outwit an opponent in a wide range of activities</p> <p>Social Observation - Pupils leading warm ups (all activities) and drills/exercises (football) with excellent levels of confidence and effective communication skills</p> <p>Observation – Pupils can effectively plan how to make an activity easier or harder to provide challenge for all performers (leadership in football)</p> <p>Observation - Pupils officiating in small sided games with the more able officiating in larger games</p>
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<p>Spring half term 4 Sequential knowledge and skills</p>	<p>Dance/Orienteering- Boys Table Tennis/Badminton- Girls</p> <p>Dance/Orienteering and Table Tennis as Autumn 3.</p> <p>Badminton as Autumn 1</p>	<p>HRE/ Handball - Boys Badminton/Table Tennis - Girls</p> <p>Games as spring half term 1& 3, recap on year 7 skills and knowledge. Plus</p> <p>Health Related Exercise: Physical literacy including performing exercises with fluency and consistency and with increased levels of intensity. Working at maximum levels. Understanding methods of training and phases of an effective warm up.</p>	<p>Table Tennis/HRE- Boys Badminton/Rugby- Girls</p> <p>As spring half term 3 for Rugby and Badminton, half term 2 for HRE and half term 1 for Badminton</p>
<p>Assessment Content and methods used to judge learning</p>	<p>See assessment criteria for Spring half term 3 for Dance, Orienteering and Table Tennis and Autumn half term 1 for Badminton.</p>	<p>Hands & Feet</p> <p>Observation - Pupils selecting, linking and performing a range of skills (some advanced) for most activities with control and accuracy when in practice situations and frequently in competitive situations.</p> <p>Observation/Peer assessment/ Questioning – Pupils perform a range of advanced movements</p>	<p>See assessment criteria for Spring half term 3 (Table Tennis & Rugby), Autumn half term 1 (Badminton) and Autumn half term 2 (HRE)</p>

		<p>with developing technique showing some consistency</p> <p>Summative assessment - To assess pupils in a game of Handball, Badminton & Table Tennis</p> <p>Summative assessment – To assess pupil performing a range of fitness tests.</p> <p>Minds Questioning / observation – To explain how the effects of sport and physical activity can contribute to a healthy lifestyle and the improvement of fitness.</p> <p>Questioning/peer assessment - Pupils can compare and contrast their own performance to that of others’ and explain ways to improve</p> <p>Questioning – Pupils demonstrate an understanding of a range of tactics that can be used to outwit an opponent in a range of activities</p> <p>Social Observation - Pupils leading warm ups with good levels of confidence and effective communication skills</p> <p>Observation – Pupils can accurately suggest ways of how to make an activity easier or harder to create challenge for all performers</p>	
	Athletics	Athletics	Athletics

<p>Summer half term 5 Sequential knowledge and skills</p>	<p>Athletics – Develop basic technique in sprint events (100/200/300/400m), middle distance events with a focus on pacing (800/1500m), jumping events (Long/Triple/High) and throwing events (Discus/Shot/Javelin) Basic performance analysis Collaboration in Relay races Determination and Resilience particularly in the longer running events Rules of the athletics events</p> <p>Components of Fitness linked to different athletic events.</p>	<p>Athletics – Retrieval practice of events taught in Year 7 plus more advanced techniques e.g shuffle step in Shot Putt, Run up and cross step in Javelin, Spin in discus (where space permits) Basic tactics in middle distance events, throws and jumps to outwit opponents. Effects of exercise on the body linked to aerobic and anaerobic events</p>	<p>Athletics – Retrieval practice of events taught in Year 8 More advanced tactics in middle distance events, throws and jumps to outwit opponents. Collaboration/determination/resilience through working in home teams to increase levels of competition.</p>
<p>Assessment Content and methods used to judge learning</p>	<p>Hands and Feet</p> <p>Observation - Pupils selecting and performing basic techniques and skills with control and accuracy in practice situations whilst displaying some control in competitive situations.</p> <p>Questioning/observation - to apply basic tactics to outwit opponents.</p> <p>Summative: To perform at maximum levels (Athletics)</p> <p>Minds</p> <p>Questioning /Observation– Pupils to demonstrate a basic knowledge and understanding of the basic rules of each sport, and identify the immediate and short term effects of exercise on the body</p> <p>Questioning - Can link components of fitness to the different athletic activities.</p>	<p>Hands and Feet</p> <p>Observation – Pupils demonstrate a range of skills and techniques in pressured and competitive situations</p> <p>Questioning/observation - to apply a range of tactics to outwit opponents.</p> <p>Summative: To perform at maximum levels (Athletics)</p> <p>Minds</p> <p>Questioning/Observation – Pupils to demonstrate good knowledge and understanding of Physical Education and Sport across a range of topics including rules, how sport can contribute to a healthy active lifestyle and the effects of exercise on the body in the immediate, short and long term.</p>	<p>Hands and Feet</p> <p>Observation – Pupils demonstrate a range of skills and techniques in pressured and competitive situations</p> <p>Questioning/observation - to apply and adapt tactics to outwit opponents in the majority of activities.</p> <p>Summative: To perform at maximum levels (Athletics)</p> <p>Minds</p> <p>Questioning/Observation – Pupils to demonstrate outstanding knowledge and understanding of Physical Education and Sport across a range of topics including rules, how sport can contribute to a healthy active lifestyle and the effects of exercise on the body in the immediate, short and long term.</p>

	<p>Social Pupils engage in healthy behaviours showing determination and resilience</p>	<p>Questioning – Can describe the components of fitness used in each athletic event.</p> <p>Social Pupils consistently engage in healthy behaviours showing determination and resilience</p>	<p>Questioning – Can rank the top three components of fitness for each athletic event and can justify their choice.</p> <p>Social Pupils support and encourage others to engage in healthy behaviours showing determination and resilience</p>
<p>Summer half term 6 Sequential knowledge and skills</p>	<p>Boys Cricket/Softball Girls Cricket/ Rounders</p> <p>Striking & Fielding Softball/Rounders/Cricket - Basic bowling technique, Fielding technique including throwing and catching and decision making and batting technique (striking the ball) Basic rules of the games</p>	<p>Boys -Cricket/Softball Girls- Rounders</p> <p>Striking & Fielding Softball/Rounders/Cricket - More advanced bowling technique introducing variation in speed, direction, trajectory of the ball and spin, Fielding technique including throwing and catching and decision making (more focus will be placed on which base/post to throw to and why) and batting technique (striking the ball) including aiming for space and hitting towards weaker fielders or away from slower runners who are at a post/base Basic rules of the games</p>	<p>Boys Cricket/Softball Girls- Rounders</p> <p>Striking & Fielding Softball/Rounders/Cricket - Retrieval practice of Year 8 plus more advanced tactics e.g hustling bases when batting (softball), knowing when and when not to run in rounders, placing your best catchers on 2nd and 4th base to prevent runs being scored and the best throwers in the deep (outfield) Introduction of more advanced rules and officiating of games.</p>
<p>Assessment Content and methods used to judge learning Assessment</p>	<p>Hands and Feet</p> <p>Observation - Pupils selecting and performing basic techniques and skills with control and accuracy in practice situations whilst displaying some control in competitive situations.</p> <p>Questioning/observation - to apply basic tactics to outwit opponents.</p>	<p>Hands and Feet</p> <p>Observation - Pupils selecting and performing a wider range of techniques and skills with control and accuracy in practice situations whilst displaying control in competitive situations.</p> <p>Questioning/observation - to apply more advanced tactics with some consistency to outwit opponents.</p>	<p>Hands and Feet</p> <p>Observation - Pupils selecting and performing advanced techniques and skills with control and accuracy in both practice and competitive situations</p> <p>Questioning/observation - to apply advanced tactics and pre-determined strategies to outwit opponents with consistency.</p>

	<p>Summative: To perform in small sided games of cricket or larger games of softball/rounders.</p> <p>Minds</p> <p>Questioning /Observation– Pupils to demonstrate a basic knowledge and understanding of the basic rules of each sport,</p> <p>Questioning – Pupils can describe some basic tactics and how they can be used to outwit an opponent</p> <p>Questioning/peer assessment – Pupils describe a strength and an area for improvement in their own or an others’ performance suggesting how it can be improved</p> <p>Social</p> <p>Questioning / observation – Pupils to develop collaboration and effective teamwork whilst demonstrating empathy, praise, motivation, leadership and resilience</p>	<p>Summative: To perform in small sided games of cricket or larger games of softball/rounders.</p> <p>Minds</p> <p>Questioning /Observation– Pupils to demonstrate a good knowledge and understanding of the basic rules of each sport.</p> <p>Questioning – Pupils can describe some tactics and how they can be used to outwit an opponent and why these would be used, not just when.</p> <p>Questioning/peer assessment – Pupils describe a strength and an area for improvement in their own or an others’ performance suggesting how it can be improved</p> <p>Social</p> <p>Questioning / observation – Pupils to develop collaboration and effective teamwork whilst demonstrating empathy, praise, motivation, leadership and resilience</p>	<p>Summative: To perform in small sided games of cricket or larger games of softball/rounders.</p> <p>Minds</p> <p>Questioning /Observation– Pupils to demonstrate a sound knowledge and understanding of the rules of each sport.</p> <p>Questioning – Pupils can describe tactics and how & when they can be used to outwit an opponent, utilising this knowledge to form a plan as part of a team.</p> <p>Questioning/peer assessment – Pupils describe a strength and an area for improvement in their own or an others’ performance suggesting methods that could be used to improve</p> <p>Social</p> <p>Questioning / observation – Pupils to develop collaboration and effective teamwork whilst demonstrating empathy, praise, motivation, leadership and resilience</p>
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