**Disciplinary Knowledge in KS3 Physical Education**

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|  | **Year 7** | **Year 8** | **Year 9** |
| **Striking & Fielding**  | * Pupils will be introduced to basic fielding techniques and concepts including how to throw, how to catch/stop the ball in both adapted and competitive situations
* Pupils will be introduced to basic striking techniques and concepts including grip, stance and timing.
 | * Pupils will develop their striking techniques including

 grip and stance in defensive and attacking shots. * Pupils will develop their fielding concepts including long and short barrier, accuracy of throwing.
* Pupils will develop their Bowling techniques including consistency, variation, height, speed, spin.
 | * Pupils will develop understanding of the application of different striking techniques including selecting an appropriate shot to a variety of balls bowled, placing shots in response to the field position and tactical situations the team is in.
* Pupils will develop understanding of the application of different fielding concepts including anticipating, adjusting position according to pace of ball and context of the game, watching accurately, returning the ball to the correct area at speed.
* Pupils will develop understanding of the application of different bowling techniques. varying height, speed and spin to outwit the batter, when bowling- showing appreciation for their field position and context of the game.
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| **Invasion Games** | * Pupils will be introduced to basic sport specific passing, shooting and defending skills. This includes passing with variation, correct weight and accuracy. Examples of sport specific passes and receiving skills include; chest pass, bounce pass, shoulder pass, short pass, long pass and volley pass, controlling the ball.
* Pupils will be introduced to rules governing the sports and develop and understanding of adhering to them both whilst observing/officiating games and whilst playing in these small sided/competitive games themselves. A sporting examples includes but is not limited to; as forward pass, high tackles and offside in rugby.
 | * Pupils will be introduced to some basic offensive tactics that can be used to score points in order to win the game. Such tactics will include, but are not limited to; dodging defenders, creating space, and decision making.
* Pupils will be introduced to some basic defensive tactics that will be used to prevent the opposition from scoring and winning the game. Such tactics will include, but are not limited to; man-to-man defence, closing space and decision making.
 | * Pupils will develop a better understanding of the application of offensive tactics and strategies to overcome opponents in direct competition through invasion games and be able to implement these with success in competitive situations, recognising when and where to use particular tactics. An example would be recognising an opportunity to pass out and in as a Netball shooter to gain a better shooting opportunity.
* Pupils will develop understanding of the application of defensive tactics and strategies to overcome opponents in direct competition through invasion games and be able to implement these with success in all competitive situations, recognising when and where to use particular tactics. An example would be recognising an opportunity to hold the GS outside of the D in Netball build up play to limit their threat.
* Pupils will further develop sport specific passing and receiving skills such as an understanding of passing to a teammates safe side in football and improved execution of skills such as a bounce pass in Netball.
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| **Net/Wall games** | * Pupils will develop understanding of the application of sport specific stroke play and relevant footwork skills examples of Stroke play includes how to perform a variety of shots such as forehand drive, backhand push in table tennis. Sport specific shots include; services, forehand, backhand, drop shots, drives /smashes.
* Pupils will be introduced to rules governing the sports and develop and understanding of adhering to them both whilst observing/officiating games and whilst playing in these small sided/competitive games themselves. A sporting examples includes rules around serving in badminton and the different court dimensions for solo and doubles games.
 | * Pupils will develop understanding of effective footwork and movement around the court/table. For example, side stepping and how to use the back foot in a forehand drive in table tennis to generate maximum power.
* Pupils will develop understanding of the application of offensive and defensive tactics and strategies to overcome opponents in direct competition through net and wall games and be able to implement these with success in all competitive situations. Such tactics include shot selection, creating and attacking space, speed, placement, defending space and exploiting opponents weaknesses.
 | * Pupils will develop sport specific stroke play, including how to perform a variety of shots. Pupils will have developed a better understanding of when to use these shots and why and how to improve their execution by adding spin or improving placement of the shot. Sport specific shots include; services, forehand, backhand, lobs/lifts/clears, drives, smashes and drop shots.
* Pupils will have developed a better tactical understanding of situations which they can utilise to help with shot selections and forming their own tactics for competitive situations. For example in singles badminton serving long to the back of the court if their opponent can’t clear the full court to create space at the front they can attack with their next shot.
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| **Performance and Aesthetic Activities** |  Athletics  Track * Students are able to perform basic techniques include; starting positions, posture whilst running, selecting appropriate pace and for relay passing and receiving the baton.

 Field * Pupils will be introduced to throwing event safety, this will include; when to throw and how to collect. Basic throwing techniques include; shot put, javelin and discus.
* Pupils will be introduced to the jumping events, looking at approach, how to take off and land.

Gymnastics * Body control and tension; pupils will be able to perform basic balancing, travelling and agility demanding skills in a controlled manner.
* Sequencing; pupil will be able to combine and link gymnastic skills individually and in small groups/pairs.

Dance* Pupils will be able to perform basic actions such as jumps, turns, gestures, travels and balances.
* Pupils will gain an understanding of relationships in choreography including formations, mirroring, direction and start and end positions.
 | Athletics  Track * Pupils are able to correctly perform techniques including; starting positions, posture whilst running, selecting appropriate pace and utilising communication and correct technique for relay passing and receiving the baton.
* Pupils will have increased fluency over hurdles and understand the amount of strides taken between hurdles.

 Field * Pupils will be reminded on safety governing the throwing events and begin to look at angle of release, starting positions and generating greater power by adding in a run up for example in Javelin.
* Pupils will further develop their technique with the jumping events, considering aerial shapes to gain more distance and utilising their full body to generate greater lift/momentum.

Dance* Pupils will work collaboratively to choregraph a routine including but not limited to; start and end position, canon/unison, formation change, gestures, change of levels, musicality.
* Pupils will develop greater ability to utilise space, considering travel and formations to maintain audience engagement.

Trampolining* Pupils will learn how to perform basic shapes such as tuck, straddle, pike and execute these with body tension, control and limited travel
* Pupils will be able to demonstrate basic moves such as half/full turns, seat drops and front drops with pleasing aesthetic techniques.
* Pupils will be able to perform a basic 10 bounce routine including but not limited to the shapes and moves listed above.

HRE* Pupils will develop an understanding of muscles and the importance physically and psychologically of warming up and cooling down.
* Pupils will participate in a variety of training methods including but not limited to, fartlek, continuous and circuit training. Beginning to relate to relevant components of fitness such as; cardiovascular endurance, strength, muscular endurance, speed, , flexibility, agility, balance, coordination, reaction time and power.
 | Athletics  Track * Pupils are able to correctly perform techniques including; starting positions, posture whilst running, selecting appropriate pace and utilising communication and correct technique for relay passing and receiving the baton. Utilising race tactics in competitive situations to outwit their opponents.
* Pupils will be able to develop individual race tactics, including leading from the front, running on the shoulder, pacing and holding the curve.

 Field * Pupils will be reminded on safety governing the throwing events. Pupils will recall information on angles of release, generating power whilst increasing fluency and technique in their throws.
* Pupils will increase their fluency and execution of complicated skills such as the triple jump and Fosbury flop in the high jump- recognising correct technique and modifying their execution appropriately.

Trampolining* Pupils will be able to demonstrate more advanced rotations, such as swivel hips, turn tables, forwards and backwards somersaults.
* Pupils will be able to perform a greater range of moves with increased fluency, such as back drops and front drops.
* Pupils will be able to perform a more advanced 10 bounce routine including shapes and movements from previous years and a more challenging advanced rotation.

HRE * Pupils will be able to lead/assist in leading a warm up/cool down with the correct stages and consider how these could be made sport specific. E.g. the use of a rondo for a skills practice in football at the end of the session to get the footballer used to the conditions of the pitch and prepare them physically and mentally for the task ahead.
* Pupils will gain an understanding of the components of fitness and be able to link the importance of these to sporting situations, developing an understanding of how each can be improved using their prior knowledge of training methods.
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| **Outdoor and Adventurous education** | * Pupils will be able to idenfiy the start and end points of an orienteering route, negotiating a coned course quickly but correctly.
* Pupils will begin to understand how to read maps, including how to interpret map symbols, learning how to ‘thumb’ a map and rotate their maps to improve their performance over the course.
 | * Pupils will be able to appropriately pace themselves throughout a larger orienteering course whilst maintaining a good level of map reading and successful navigation of the course.
* Pupils will have developed their knowledge of orienteering skills including how to take a bearing, considering compass points , map reading and map symbols, showing the ability to utilise this knowledge in isolation and whilst in competition over an orienteering course.
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