



CHS South Curriculum Intent

SUCCESSFUL: An education where imagination, curiosity and resilience enable us to ignite our learning.

CREATIVE: A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

HAPPY: Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

CHS Curriculum Area Framework for Learning PE – Years 7-8

SUBJECT	Physical Education
INTENT	<p>The curriculum area of Physical Education aims to give all students the desire and ability to be lifelong participants in physical activity. Health is put at the heart of our school and this will hopefully help students lead a lifelong love of physical activity. Innovative and exciting lessons will create informed and enthused students who will possess the motor skills, physical fitness and understanding of concepts that foster healthy lifestyles. Whether your passion is in invasion games, net & wall games, strike & field games, track & field, gymnastics, new fitness plans, or swimming, you will have the opportunity to develop these skills to the next level and competition will be provided regionally and nationally where appropriate. This development will improve student’s leadership and autonomy, as well as their physical, mental and social health; whilst exposing them to a future hobby or career.</p> <p>The curriculum is designed to promote clear differences in Physical Education, School Sport and Physical Activity.</p>

Year Group	7
Rationale/ Narrative	<p>Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities. As leaders and independent learner they will understand fitness, training methods, fair play/ team work, warm-up activities and how to re-shape tasks to suit their ability level. They will also acquire and develop new knowledge of the basic rules and methods of scoring in a variety of physical activities. It is aimed to introduce and inspire students to experience a range of sports and hopefully take up one or more physical activities as an enrichment or local community activity</p> <p>All activities are delivered by developing skills in isolation, then developed under pressure and then applied to a game real/performance.</p> <p>Each scheme is fluid based on student ability, they may follow Year 8 or 9 or KS2 curriculum</p>



In the case of poor weather alternative activities may have to be delivered from the curriculum.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE & SKILLS (Students will perform any two sports described per term and sports leadership will underpin all aspects of the curriculum)	Netball <ul style="list-style-type: none"> Ball handling Positioning A variety of passes-chest, shoulder, bounce Footwork static and dynamic 1 on 1 skills-dodge – change of speed, change of direction, Restarts: centre pass/out of court Rules: footwork, 3 seconds, offside Football <ul style="list-style-type: none"> Control (prepare to pass/shoot or dribble) A variety of passes, short/long Dribbling Shooting Rules, number of players/safety Restarts: centre kick/out of play Basketball <ul style="list-style-type: none"> Passing and receiving A variety of passes – bounce, chest, javelin Shooting progressing onto lay ups Set shot Dribbling with both hands Footwork Restarts: Tip Off/out of play Hockey <ul style="list-style-type: none"> Passing/possession: Drive and push passes Receiving the ball (from right, left, behind) Running with the ball (dribbling, feints, close control) Shooting at goal 		Hockey <ul style="list-style-type: none"> Passing/possession: Drive and push passes Receiving the ball (from right, left, behind) Running with the ball (dribbling, feints, close control) Shooting at goal Basic rules, stick side/feet Handball <ul style="list-style-type: none"> 'Ready position' show target when ready Exploit/create space Ball familiarisation A variety of passes-chest, shoulder, bounce, dummy Footwork static and dynamic Dribble Dribble pass Pass on the move 1 on 1 skills-dodge, feint, disguise Health Related Fitness <ul style="list-style-type: none"> Introduced to a range of different fitness activities that can be used to help improve fitness – circuit, interval, continuous, plyometric, aerobics, box exercise, pilates Focus on correct technique and movement standard. Be able to vary an activity to make it easier or harder Be able to measure and record resting and working heart rate Trampolining <ul style="list-style-type: none"> Basic Jumps –Tuck, Straddle, Pike, Basic landings- Seat, Front, Back Basic Twists - Half Twist, Full Twist 		Athletics – Jump: Four Phases – Run Up, Take off, Flight, Landing. Middle Distance: Pacing, Endurance, Tactics. Power/ Economic Running action. Sprint: Starting technique, SAQ work, Knee Lift, Body Position, Arm Action. Throw: Standing Throw, Side on, transfer of body weight, throwing action, Arm Speed, Trajectory of flight. Delivered through howler throw, javelin, shot and discus Generic Elements – Power Position, Jumping and Throwing Striking and fielding - <ul style="list-style-type: none"> Introduction to the safety and equipment of the games. They will investigate effective batting, bowling and fielding in cricket and rounders. Focusing initially on basic technique and being able to hit the ball or throw to the target. 	



	<ul style="list-style-type: none"> • Basic rules, stick side/feet <p><u>Handball</u></p> <ul style="list-style-type: none"> • ‘Ready position’ show target when ready • Exploit/create space • Ball familiarisation • A variety of passes-chest, shoulder, bounce, dummy • Footwork static and dynamic • Dribble • Dribble pass • Pass on the move • 1 on 1 skills-dodge, feint, disguise <p><u>Badminton</u></p> <ul style="list-style-type: none"> • Develop basic hand/eye coordination with/without a racket/shuttle • Grip and stance • Power position e.g. side on weight transfer • Basic serve -short and long Service • Clear shot – overarm • Net shots • Footwork /stance/ready position <p><u>Table Tennis</u></p> <ul style="list-style-type: none"> • Introduce rules and regulations • Grip and Serving • Forehand stroke play • Backhand stroke play • Outwitting opponents through shot variation <p><u>Health Related Fitness</u></p> <ul style="list-style-type: none"> • Introduced to a range of different fitness activities that can be used to help improve fitness – circuit, interval, continuous, plyometric, aerobics, box exercise, pilates 	<ul style="list-style-type: none"> • Half in and out of basic landing e.g. seat drop half twist to feet • 6 bounce routine <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • How to warm-up safely for gymnastics • Rolls: forward crouch and straddle; circle straddle roll; dive forward. • Rolls: backward into crouch and straddle. • Balances: shoulder; knee and elbow (crouch balance); headstand; handstand. • Cartwheel; round off. • Jumps; tuck, straddle, pike, half twist, full twist • Methods of travelling, change of speed/direction • Short sequences 	
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	<ul style="list-style-type: none"> • Focus on correct technique and movement standard. • Be able to vary an activity to make it easier or harder • Be able to measure and record resting and working heart rate 		
ASSESSMENTS	<p><u>Netball-</u> <u>STEP 1: Skills in isolation</u> Pass and move demonstrating a range of passes and correct footwork</p> <p><u>STEP 2: Skills under pressure</u> 5 attackers in one third of the netball court – after 5 passes a defender enters to try and intercept Looking for the following to be demonstrated as an attacker</p> <ul style="list-style-type: none"> - Correct footwork - Movement in to space (dodge) - Correct use of pass <p><u>STEP 3: Skills in a Game real situation</u> 5v5 to include GK, GD, C, GA,GS Demonstration of a passes, dodging and correct footwork in a game real situation</p> <p><u>Football-</u> <u>STEP 1: Skills in isolation</u></p> <ol style="list-style-type: none"> 1. Static Control 2. Static Passing 3. Movement with the ball <p><u>STEP 2: Skills under pressure</u> Space invaders (20m x 20m): defender added after 4 successful passes up to a maximum of 3 (6 v 3)</p>	<p><u>Hockey</u> <u>Step 1: Skills in Isolations</u> -Static Passing and Receiving</p> <p><u>Step 2 Skills Under-pressure</u> 4 V 1- in 10 x 10m grid.</p> <p><u>Step 3: Skills in a game real game situation</u> Small Sided 6 v 6 games, demonstrating key skills</p> <p><u>Handball</u> <u>Step 1: Skills in isolation</u> Basic passing static and on the move</p> <p><u>STEP 2: Skills under pressure</u> <i>Stage 1(5 attackers- 5 passes made unopposed)</i> <i>Stage 2-5</i> <i>1 defender will then drop into the area in order to increase the pressure after 5 successful passes. 25 passes to be made to be successful.</i> <i>Error/interception the team will start again. 3 attempts given before change of role.</i> <i>Played in 1/3 of court.</i> <i>(NO DRIBBLE allowed)</i></p> <p><u>Health Related Fitness</u> <u>STEP 1:</u> Take part in a fitness session and copy the leader. <u>STEP 2: Skills under pressure</u></p>	<p style="text-align: center;"><u>Marking Point</u></p> <p style="text-align: center;">3 Practical Assessment Activity (depending on rotation order)</p> <p><u>Striking and fielding -</u> <u>STEP 1: Skills in isolation</u> Throwing and catching over 10m distance Throwing and catching over 25m distance Two handed pick up Long barrier Batting - correct grip, stance, footwork 50% contact Demonstration of a legal bowl in selected sport</p> <p><u>STEP 2: Skills under pressure</u> Development of skills in isolation at speed and in a scoring context when under pressure from the opposing side E.g. Deep fielder to throw into a base/wicket while batter is running to score. Can you throw accurately/catch/make the decision to run as a batter</p> <p><u>STEP 3: Skills in a Game real situation</u> Three ball striking and fielding Three bowls one after the other, fielders can only respond on the third hit to try and field all three</p>



	<p><u>STEP 3: Skills in a Game real situation</u> Conditioned Game: 4 v 2 in 30m x 10m channel with 2 conditioned defenders working in 1 grid Rules: defenders limited to 1 grid/3 phases of play allowed e.g. defender makes contact/ball goes out of play/restart via kick in</p> <p><u>Basketball-</u> <u>STEP 1: Skills in isolation</u> Pass and move demonstrating a range of passes and correct footwork -Dribbling in isolation, dominant and non-dominant hand demonstrating control</p> <p><u>STEP 2: Skills under pressure</u> Passing and moving in a 3v3 Dribbling past a defender in a 1v1</p> <p><u>STEP 3: Skills in a Game real situation</u> 5v5 half court games</p> <p><u>Hockey</u> <u>Step 1: Skills in Isolations</u> -Static Passing and Receiving</p> <p><u>Step 2 Skills Under-pressure</u> 4 V 1- in 10 x 10m grid.</p> <p><u>Step 3: Skills in a game real game situation</u> Small Sided 6 v 6 games, demonstrating key skills</p> <p><u>Handball</u> <u>Step 1: Skills in isolation</u> Basic passing static and on the move</p> <p><u>STEP 2: Skills under pressure</u> <i>Stage 1(5 attackers- 5 passes made unopposed)</i> <i>Stage 2-5</i></p>	<p>Track your working heart rate, are you working hard enough</p> <p><u>STEP 3: Skills in a Game real situation</u> Choose a fitness session and take part on your own or in small groups, showing a high movement standard and track your working heart rate, making adaptations if needed.</p> <p><u>Trampolining</u> <u>STEP 1: Skills in isolation</u> Basic Jumps - Tuck - Straddle - Pike Basic landings - Seat - Front - Back Basic Twists - Half Twist - Full Twist Half in and out of basic landing e.g. seat drop half twist to feet</p> <p><u>STEP 2: Skills under pressure</u> Link a jump and basic landing position</p> <p><u>STEP 3: Skills in a Game real situation</u> Ability to complete a 6 bounce routine Straddle Seat drop To feet Tuck Pike Full twist Full Twist Straddle Seat drop</p>	<p>balls back to the relevant base/wicket before the batter gets round all bases/makes their runs</p> <p><u>Athletics -</u> <u>STEP 1: Skills in isolation</u> Assessment based on ability to replicate 5 key teaching points for each event Throw - Initial stance - Grip - Preparation - Movement - Release and recovery</p> <p>Jump - Run up - Take off - Flight - Landing - Legal jump</p> <p>Track - Starts - Posture - Pacing - Leg and arm action - Stride pattern</p> <p><u>STEP 2: Skills under pressure</u> Adapt chosen technique to maximise performance based on feedback</p> <p><u>STEP 3: Skills in a competitive situation</u></p>
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	<p><i>1 defender will then drop into the area in order to increase the pressure after 5 successful passes. 25 passes to be made to be successful. Error/interception the team will start again. 3 attempts given before change of role. Played in 1/3 of court. (NO DRIBBLE allowed)</i></p> <p><u>Badminton-</u> <u>STEP 1: Skills in isolation</u> Undertake a mid-court 10-15 shot continuous rally.</p> <p><u>STEP 2: Skills under pressure</u> Start a game with a variety of different serves – (long and high/Short and low)</p> <p><u>STEP 3: Skills in a Game real situation</u> Umpire and compete in a 5 point 1v1 half court singles game.</p> <p><u>Table Tennis</u> <u>STEP 1: Skills in isolation</u> 1v1 serving and returning 1v1 dart feed and return with forehand and back hand</p> <p><u>STEP 2: Skills under pressure</u> 1v1 forehand drills 1v1 back hand drills</p> <p><u>STEP 3: Skills in a Game real situation</u> 1v1 game to 11</p> <p><u>Health Related Fitness</u> <u>STEP 1:</u> Take part in a fitness session and copy the leader. <u>STEP 2: Skills under pressure</u> Track your working heart rate, are you working hard enough <u>STEP 3: Skills in a Game real situation</u></p>	<p>Half twist to feet Tuck Pike</p> <p><u>Gymnastics</u> <u>STEP 1: Skill in isolation</u> Independent completion of set warm-up Demonstration of at least one skill from, rolls, jumps, travel and balances</p> <p><u>STEP 2: Skills under pressure</u> Be able to link basic skills, e.g. a roll and a jump</p> <p><u>STEP 3: Skills in a Game real situation</u> Development of an 8 skill (see hands section) sequence based around floor and LOW apparatus as an individual Focus is on extension, tension and body control</p>	<p>Students will be assessed using a Bronze, Silver Gold rating dependent on the time/distance that they achieve.</p>
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	Choose a fitness session and take part on your own or in small groups, showing a high movement standard and track your working heart rate, making adaptations if needed.		
HOME LEARNING	Autumn Attendance to extra-curricular clubs	Spring Attendance to extra-curricular clubs	Summer Attendance to extra-curricular clubs
READING, WRITING, TALK	<p style="text-align: center;">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport)</p> <p>Sporting Heroes literature read on journey to and from Armitage</p> <p style="text-align: center;">TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>	<p style="text-align: center;">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport)</p> <p>Sporting Heroes literature read on journey to and from Armitage</p> <p style="text-align: center;">TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>	<p style="text-align: center;">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport)</p> <p>Sporting Heroes literature read on journey to and from Armitage</p> <p style="text-align: center;">TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>
TIER 3 VOCAB	Power Speed Agility Muscular endurance Flexibility	Cardiovascular fitness Health Resting heart rate Working heart rate Recovery heart rate	Muscular strength Balance Reaction Time Coordination Performance
PSPSMC, BRITISH VALUES	<p>Democracy</p> <ul style="list-style-type: none"> Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics. Encouraging students to take on roles as leaders and officials. <p>Students supporting each other in participation for all ethos</p>		



The Rule of Law

- Encouraging students to always follow rules and laws of games
- Use of external facilities and respect towards the public, community coaches and professionals.
- Students taking responsibility for enforcing rules of the games as leaders.
- Abiding by fair play conduct and sanctions given in games e.g. red cards.

Enforcing fair and equal rules

Mutual Respect

- Ensuring fair teams to meet a balance of competition, respect and self esteem. Students understand
- Lead learners take on responsibilities to support less able students in leadership roles.
- Challenging racism, disability and lessons being inclusive.
- Sexism challenged in broad curriculum and access to sports for both girls and boys

Individual Liberty

- Students work towards set objectives to improve self-knowledge.
- Effects of exercise are taught through curriculum and benefits to health and self-esteem
- Students develop self-confidence through individual objectives that allow success for all
- Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications

Students safety key in PE and expectations shared with students to help them understand potential safety precautions in lessons e.g. trampolining spotting support for others

Tolerance

- Sharing awareness of students when they may be fasting through religious periods.
- Catering for student's alternative kits and encouraging other students' tolerance of others religions e.g. head scarves, clothing that covers the body.
- Challenging racism, disability and lessons being inclusive.



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Year Group	8					
Rationale/ Narrative	<p>Students will select, develop and refine skills in isolation, conditioned practices and competitive situations in a range of physical activities. Students should now aim to build on the foundations of the subject knowledge gained from year 7 to further develop their competence in sport; accessing more advanced play and phases of the sport. Students should now have the confidence to consolidate knowledge and want to participate in enrichment activities or develop the ability to play 'different sports' for fun, understanding the relevant rules and regulations.</p> <p>All activities are delivered by developing skills in isolation, developed under pressure and then applied to a game real/performance.</p> <p>Each scheme is fluid based on student ability, they may follow Year 7 or 9.</p> <p>In the case of poor weather alternative activities may have to be delivered from the curriculum.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE & SKILLS	<p><u>Student will cover at least three activities.</u></p> <p><u>Netball</u></p> <ul style="list-style-type: none"> Recap of year 7 basics Defending as an individual and as a team Three stages of defense – marking the ball, intercepting and marking the player Zonal Marking Shooting – technique and how to defend Rules: Obstruction, contact, replay <p><u>Football</u></p> <ul style="list-style-type: none"> Recap of year 7 basics Defending as an individual <ul style="list-style-type: none"> Body shape Closing down Patience via jockeying and timing of tackle Block tackle As a team: - <ul style="list-style-type: none"> Communication/taking charge of the situation Closing down (go to the ball) Covering and providing depth Defensive position to show attackers down the preferred side (channel away from goal/to touch line) 		<p><u>Hockey</u></p> <ul style="list-style-type: none"> Recap of basics to include passing/running with the ball Tackling (block, lunge, jab) Evasion (stick side, non-stick side) Defending (channelling, shadowing, man to man, zonal) Interception (pass, shot) Restarts (attack, defence, corners, free hits) Application of these skills in small sided games <p><u>Handball</u></p> <p>Improve consistency, quality and use of skills in the games played.</p> <p>Defending as an individual basics and development/experiment as a team via man to man, zonal, half court</p> <ul style="list-style-type: none"> Dodging Shooting Develop a more full size version of game and associated rules/regulations e.g. contact <p><u>Trampolining</u></p> <p>Advanced twists:</p> <ul style="list-style-type: none"> back drop, half twist to front drop back drop, full twist to feet 		<p><u>Athletics –</u></p> <p>Long Jump: Four Phases – Run Up, Take off, Flight, Landing.</p> <p>400m/800m Middle Distance: Pacing, Endurance, Tactics.</p> <p>Power/ Economic Running action.</p> <p>60m Sprint: Starting technique, SAQ work, Knee Lift, Body Position, Arm Action.</p> <p>Javelin/shot/discus Throw: Development of preparation phase in to a glide or run, Side on, transfer of body weight, throwing action, Arm Speed, Trajectory of flight.</p> <p>Delivered through howler throw, javelin, shot and discus</p> <p>Generic Elements – Power Position, Jumping and Throwing</p>	



	<ul style="list-style-type: none"> - Experiment with team strategy e.g. Man to man, zonal and combinations - Defending a set piece/restart e.g. goal side <ul style="list-style-type: none"> • Counter-attacking <ul style="list-style-type: none"> - Quick forwards play - Movement into forward positions <p><u>Basketball</u></p> <ul style="list-style-type: none"> • As a team and individual: <ul style="list-style-type: none"> -develop an understanding of zone and man to man defending -understanding a partial and full court press - passing and fast breaks • Combined with cross over dribbling, pivoting and give and go within their selection and application of skills. • Apply the basic skills at speed and under pressure, lay-up, driving past players, screens • Strategic and tactical decisions based on movement of the ball into space. • -Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Use information gained from analysis of performance to influence and improve them. • Peer coaching, ‘what makes good’ questioning/demos & targeted questioning). <p><u>Hockey</u></p> <ul style="list-style-type: none"> • Recap of basics to include passing/running with the ball • Tackling (block, lunge, jab) • Evasion (stick side, non-stick side) • Defending (channelling, shadowing, man to man, zonal) • Interception (pass, shot) • Restarts (attack, defence, corners, free hits) 	<ul style="list-style-type: none"> • full twist to back drop • back drop, half twist to back drop (cradle) – early • half and full turntable • back drop, full twist to back drop (cat twist) • seat drop, full twist, seat drop (roller) • one and a half twist jump. <p>Combinations (basic):</p> <ul style="list-style-type: none"> • seat drop to front drop • front drop to seat drop • seat drop, half twist to seat drop – swivel hips <p>Development of 8 bounce routine</p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Counterbalance/partner balances • Transitions between movements • Development of core skills from year 7 • Basic vaults <ul style="list-style-type: none"> ☑ Squat vault: long and/or cross box. ☑ Straddle vault: long and/or cross box. • Advanced vaults <ul style="list-style-type: none"> ☑ Headspring; handspring ☑ Handspring half turn/half on half off. ☑ Round off over the vault. • Sequence development <p><u>Outdoor Education</u></p> <ul style="list-style-type: none"> • Students will build on team work in a variety of different activities • Students will understand the rules and safety considerations of outdoor education. • Students will orient themselves and the map by using the thumbing technique. 	<p>Striking and fielding -</p> <ul style="list-style-type: none"> • Batting – placement of the ball/shot selection • Bowling – addition of run up/variation • Fielding – increase the speed and accuracy of throwing and catching. • To develop mental capacity when scoring and calculating run rates and remaining runs. • Encouraged to evaluate matches and how they outwit opponents and reasons for this. <p>To extend knowledge of laws and umpire signals.</p>
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	<ul style="list-style-type: none"> • Application of these skills in small sided games <p><u>Handball</u> Improve consistency, quality and use of skills in the games played.</p> <p><u>Defending</u> as an individual basics and development/experiment as a team via man to man, zonal, half court</p> <ul style="list-style-type: none"> • Dodging • Shooting • Develop a fuller size version of game and associated rules/regulations e.g. contact <p><u>Badminton</u></p> <ul style="list-style-type: none"> • Develop further concepts of a winning strategy: via variation of shot/pace/height/direction/disguise • Development of playing to opponent's weaknesses and staying away from their strengths • Shot placement e.g. back hand side/angles of play/corners • Play singles/doubles and apply revised rules • Communication with partner • Positional partnerships e.g. serve dependant-short serve and follow/front/back <p><u>Table Tennis-</u></p> <ul style="list-style-type: none"> • push shot, forehand and backhand • forehand topspin drives. • serving variation (chop, backhand spin, top spin) • Introduction to doubles <p><u>Health Related Fitness</u></p> <ul style="list-style-type: none"> • Perform a range of different fitness activities, creating parts on your own 	<ul style="list-style-type: none"> • The students will understand the purpose of pacing and how to do it. • Students will understand and apply the tactics of route planning. • The students will develop an appreciation for the sport. <p><u>Health Related Fitness</u></p> <ul style="list-style-type: none"> • Perform a range of different fitness activities, creating parts on your own • Focus on pacing and rhythm. • • Be able to adapt the activity to your needs based on you working heart rate • Demonstrate an understanding of the training zone (magic numbers) 	
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	<ul style="list-style-type: none"> • Focus on pacing and rhythm. • Be able to adapt the activity to your needs based on you working heart rate • Demonstrate an understanding of the training zone (magic numbers) 								
<p>ASSESSMENTS</p>	<p>Netball <u>STEP 1: Skills in isolation</u> 1 V 1 defence drill to show 3 stages of defence</p> <p>STEP 2: Skills under pressure Three attackers – start with a back line pass – each attacker must touch the ball in each third before the group can progress to the next third. Start with one defender in each third and two in the last third</p> <p>STEP 3: Skills in a Game real situation Half-court Game</p> <p>Football- <u>STEP 1: Skills in isolation</u></p> <ol style="list-style-type: none"> 1. Static tackle (1 v 1) 2. Defending on the move (tracking) 3. Defending as a team (communication) <p>STEP 2: Skills under pressure Conditioned Game: 30m x 20m 6 v 4 Rules: attackers limited to 3 players in each grid. Success via ball slowed down for 5 secs, ball cleared or possession regained</p> <p>STEP 3: Skills in a Game real situation 6v6 game</p> <p>Basketball- <u>STEP 1: Skills in isolation</u></p>	<p>Hockey <u>STEP 1: Skills in isolation</u></p> <ol style="list-style-type: none"> 1. Static tackle (1 v 1) 2. Defending on the move <p>STEP 2: Skills under pressure Conditioned Game: 30m x 20m 6 v 4 Rules: attackers limited to 3 players in each grid. Success via ball slowed down for 5 secs, ball cleared or possession regained</p> <p>STEP 3: Skills in a Game real situation 6v6 game</p> <p>Handball <u>STEP 1: Skills in isolation</u> 1 V 1 defence drill to show defensive stance</p> <p>STEP 2: Skills under pressure 5 (no GK) v 2 v 2 v 2</p> <p>STEP 3: Skills in a Game real situation Full court (2 defenders per 1/3) Including shot on goal and goal keeper in position</p> <table border="1" data-bbox="1012 1299 1447 1372"> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">D</td> <td style="text-align: center;">D</td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">D</td> <td style="text-align: center;">D</td> </tr> </table> <p>Trampolining <u>STEP 1: Skills in isolation</u></p>	D	D	D	D	D	D	<p style="text-align: center;">Marking Point</p> <p style="text-align: center;">3 Practical Assessment Activity (depending on rotation order)</p> <p>Athletics <u>STEP 1: Skills in isolation</u> Assessment based on ability to replicate 5 key teaching points for each event</p> <p>Throw</p> <ul style="list-style-type: none"> - Initial stance - Grip - Preparation - Movement - Release and recovery <p>Jump</p> <ul style="list-style-type: none"> - Run up - Take off - Flight - Landing - Legal jump <p>Track</p> <ul style="list-style-type: none"> - Starts - Posture - Pacing
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D	D	D							



	<p>Driving past an obstacle and converting a basket on their dominant and non-dominant sides</p> <p><u>STEP 2: Skills under pressure</u> Conditioned game, half court, 5v3 Rules: attackers start on the half way line and defenders create a zone around the key. Students have to work as a team to beat the defence and convert a basket.</p> <p><u>STEP 3: Skills in a Game real situation</u> 5v5 game applying tactics such as a full and half court press, zonal and man to man defending. All rules should be applied via coaches and officials.</p> <p><u>Hockey</u> <u>STEP 1: Skills in isolation</u></p> <ol style="list-style-type: none"> 1. Static tackle (1 v 1) 2. Defending on the move <p><u>STEP 2: Skills under pressure</u> Conditioned Game: 30m x 20m 6 v 4 Rules: attackers limited to 3 players in each grid. Success via ball slowed down for 5 secs, ball cleared or possession regained</p> <p><u>STEP 3: Skills in a Game real situation</u> 6v6 game</p> <p><u>Handball</u> <u>STEP 1: Skills in isolation</u> 1 V 1 defence drill to show defensive stance</p> <p><u>STEP 2: Skills under pressure</u> 5 (no GK) v 2 v 2 v 2</p> <p><u>STEP 3: Skills in a Game real situation</u> Full court (2 defenders per 1/3) Including shot on goal and goal keeper in position</p>	<p>All the combinations Two of the basic twists</p> <p><u>STEP 2: Skills under pressure</u> Two of the advanced twists</p> <p><u>STEP 3: Skills in a Game real situation</u> Front drop Straddle Seat drop Half to seat Half to feet Tuck Pike</p> <p>Full Twist Straddle Seat drop Half twist to seat Half twist to feet Pike Back drop Half twist to feet</p> <p><u>Gymnastics</u> <u>STEP 1: Skill in isolation</u> Independent completion of set warm-up Demonstration of three partner balances Demonstration of a basic vault with control and balance</p> <p><u>STEP 2: Skills under pressure</u> Be able to link a partner balance with travel into and out of it</p> <p><u>STEP 3: Skills in a Game real situation</u> PERFORM a 10 skill sequence on and around the floor and low/medium apparatus to include 3</p>	<ul style="list-style-type: none"> - Leg and arm action - Stride pattern <p><u>STEP 2: Skills under pressure</u> Adapt chosen technique to maximise performance based on feedback</p> <p><u>STEP 3: Skills in a competitive situation</u> Students will be assessed using a Bronze, Silver Gold rating dependent on the time/distance that they achieve.</p> <p><u>Striking and fielding</u> <u>STEP 1: Skills in isolation</u> Batting – placement of the ball using traffic light system Target bowl to demonstrate accuracy Throwing and catching high and low Use of more sport specific equipment – hard rounder’s ball/wind ball</p> <p><u>STEP 2: Skills under pressure</u> Development of skills in isolation at speed and in a scoring context when under pressure from the opposing side E.g. Deep fielder to throw into a base/wicket while batter is running to score. Can you throw accurately/catch/make the decision to run as a batter</p> <p><u>STEP 3: Skills in a Game real situation</u> Looking for application of the above skills Quick cricket Rounder’s match</p>			
	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">D</td> <td style="width: 33%;">D</td> <td style="width: 33%;">D</td> </tr> </table>	D	D	D		
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	<p>Badminton <u>STEP 1: Skills in isolation</u> Undertake drop shot rally of at least 5</p> <p><u>STEP 2: Skills under pressure</u> Demonstration of diagonal serve and knowledge of serving rules in double play</p> <p><u>STEP 3: Skills in a Game real situation</u> Umpire and compete in a 5 point doubles match</p> <p>Table Tennis <u>STEP 1: Skills in isolation</u> Self-set top spin forehand shot Self-set top spin backhand shot Dart feed and return with chop</p> <p><u>STEP 2: Skills under pressure</u> Shot combination, 1v1 One active player to demonstrate shots</p> <p><u>STEP 3: Skills in a Game real situation</u> 1v1 to 11 Double game</p> <p>Health Related Fitness <u>STEP 1: Skills in isolation</u> Follow a training session provided on Interval, Fartlek, continuous and /or circuit adapting to your needs</p> <p><u>STEP 2: Skills under pressure</u> Track your working heart rate and be able to explain if you are working hard enough</p> <p><u>STEP 3: Skills in a Game real situation</u> Set up a circuit provided to you and carry out the 6 stations completing two rounds, linking key muscles to each station</p>	<p>partner relationships. Routine can include music</p> <p>Outdoor Education <u>STEP 1: Skills in isolation</u> Students find the way through 1-15 cones set on a basketball court/astro</p> <p><u>STEP 2: Skills under pressure</u> Students part complete the orienteering course using set instructions from the teacher to spell words.</p> <p><u>STEP 3: Skills in a Game real situation</u> Students orienteer themselves around the school orienteering course as quickly as possible</p> <p>Health Related Fitness <u>STEP 1: Skills in isolation</u> Follow a training session provided on Interval, Fartlek, continuous and /or circuit adapting to your needs</p> <p><u>STEP 2: Skills under pressure</u> Track your working heart rate and be able to explain if you are working hard enough</p> <p><u>STEP 3: Skills in a Game real situation</u> Set up a circuit provided to you and carry out the 6 stations completing two rounds, linking key muscles to each station</p>	



CHS SOUTH: CURRICULUM

HOME LEARNING	Autumn 1 Attendance to extra-curricular clubs	Spring 1 Attendance to extra-curricular clubs	Spring 1 Attendance to extra-curricular clubs
READING, WRITING, TALK	<p style="text-align: center;">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>Sporting Heroes literature read on journey to and from Armitage</p> <p style="text-align: center;">TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>	<p style="text-align: center;">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>Sporting Heroes literature read on journey to and from Armitage</p> <p style="text-align: center;">TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>	<p style="text-align: center;">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>Sporting Heroes literature read on journey to and from Armitage</p> <p style="text-align: center;">TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>
TIER 3 VOCAB	Sportsmanship Gamesmanship Deviance Bicep Triceps	Antagonistic pairs of muscles Quadriceps Hamstrings Methods of Training FITT	Slow twitch muscle fibres Fast twitch muscle fibres Lactic acid Mental Rehearsal Exercise
PSPSMC, BRITISH VALUES	<p>Democracy</p> <ul style="list-style-type: none"> • Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics. • Encouraging students to take on roles as leaders and officials. <p>Students supporting each other in participation for all ethos</p> <p>The Rule of Law</p> <ul style="list-style-type: none"> • Encouraging students to always follow rules and laws of games • Use of external facilities and respect towards the public, community coaches and professionals. • Students taking responsibility for enforcing rules of the games as leaders. • Abiding by fair play conduct and sanctions given in games e.g. red cards. <p>Enforcing fair and equal rules</p> <p>Mutual Respect</p> <ul style="list-style-type: none"> • Ensuring fair teams to meet a balance of competition, respect and self esteem. Students understand 		



	<ul style="list-style-type: none"> • Lead learners take on responsibilities to support less able students in leadership roles. • Challenging racism, disability and lessons being inclusive. • Sexism challenged in broad curriculum and access to sports for both girls and boys <p>Individual Liberty</p> <ul style="list-style-type: none"> • Students work towards set objectives to improve self-knowledge. • Effects of exercise are taught through curriculum and benefits to health and self-esteem • Students develop self-confidence through individual objectives that allow success for all • Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications <p>Students safety key in PE and expectations shared with students to help them understand potential safety precautions in lessons e.g. trampolining spotting support for others</p> <p>Tolerance</p> <ul style="list-style-type: none"> • Sharing awareness of students when they may be fasting through religious periods. • Catering for student’s alternative kits and encouraging other students’ tolerance of others religions e.g. head scarves, clothing that covers the body. • Challenging racism, disability and lessons being inclusive.
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Year Group	Year 9 Core PE					
Rationale/ Narrative	<p>Students will develop and refine skills in advanced competitive situations in a range of physical activities. They will also develop and reflect on their selection of techniques in varying game situations. Students will acquire and develop their ability to apply basic and advanced strategies and tactics, to outwit opponents. Students will have more focus on how to compete and participate in longer and more strenuous games, with less time on SSG which were focused on in Years 7&8. It is aimed to instil a passion for a chosen sport(s) with the hope that it is the beginning of lifelong participation in physical activities. In addition, new methods of training which are relevant and current, such as aerobics, dance, Zumba and HIIT training methods will be introduced to help students build confidence in more commercial activities post 16.</p> <p>In the case of poor weather alternative activities may have to be delivered from the curriculum.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE & SKILLS (Students will perform any two sports described per	<p>Netball <i>To apply techniques specific to the full version of the game effectively, safely and efficiently.</i></p> <p>Ability to engage in a full version of the game Catching: one handed, two handed, with feet grounded, in flight. ☑ Passing: one handed (shoulder, high shoulder, underarm, bounce); two handed (chest, overhead, bounce).</p>		<p>Badminton <i>To apply techniques specific to the full version of the game effectively, safely and efficiently.</i></p> <p>Skills and knowledge Grips and their uses. ☑ Clears: defensive and attacking. ☑ Drop shots: fast/slow. ☑ Service: – high – low</p>		<p>Athletics – (some skills will be retaught from Y8&Y7 due to lesson time and weather constraints) <u>Students to specialise in one track and one field event</u> Long Jump: Four Phases – Run Up, Take off, Flight, Landing. Students to now take a more independent approach to line out their run. 400m/800m Middle Distance: Pacing, Endurance, Tactics.</p>	



term and sports leadership will underpin all aspects of the curriculum)

☑ Footwork: landing on one foot; landing on two feet; pivot; running pass.
 ☑ Shooting: one hand; two hands; running shot; forward step shot; backward step shot.
 ☑ Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
 ☑ Defending: marking the player; marking the ball; third stage defending; blocking; inside the circle; outside the circle (i.e. defending the circle edge against the pass in).
 ☑ Intercepting: pass; shot.
 Use of Banding/order of play
 Set play – back line/ centre pass

Football

Control in pressurised situations: use of chest, thigh, feet and head.

Passing:

- short pass – including use of both feet; use of the inside and the outside of the foot
- long pass (along the ground, lofted pass) – skills to include use of both feet, outside of the foot and the chip pass
- body pass – use of head and chest.

Shooting: power shots (short and long range); shots with inside and outside of foot (swerving shots); first time shots (volleys and half volleys); heading; shooting on the move; penalty kicks and direct free kicks.

Tackling: block tackle; side tackle; sliding tackle.

Dribbling: close control; use of either foot; feints; changes of pace and direction.

- flick
- drive
- low backhand
- flick backhand.
- ☑ Smash: forehand.
- ☑ Sidearm strokes: forehand and backhand drives and push returns.
- ☑ Net shots: forehand and backhand.
- ☑ Underarm strokes: both on the backhand and forehand the underarm clear; block return of the smash.
- Ability to engage in a full version of the game**
Stroke restriction and court restriction drills.
- ☑ Structured rallies and plays.
- ☑ Tactics – for singles, level doubles and mixed doubles.
- ☑ Positioning in attack and defence; ie formations: front and back; side by side.
- ☑ Correct choice and use of the appropriate stroke when attacking or defending.
- ☑ Variation:
 - in the length of shots
 - in the pattern of play
 - in the angle of shots.
- ☑ Anticipation.
- ☑ Deception.
- ☑ Serving strategy, ie the service and the receiving of service in relation to the above points.

Sports Leadership

- Perform more advanced sports specific warm ups & cool down routines
- Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.
- Develop an understanding of how to progress a skill practice
- Have the ability to identify weaknesses in skill acquisition and implement steps to improve

Power/ Economic Running action. Students to now independently pace their run without guidance from teacher.

60m Sprint: Starting technique, SAQ work, Knee Lift, Body Position, Arm Action. Students to now develop a more relaxed and economical running action

Javelin/shot/discus Throw: Development of preparation phase in to a glide or run, Side on, transfer of body weight, throwing action, Arm Speed, Trajectory of flight.

Delivered through howler throw, javelin, shot and discus

Generic Elements – Power Position, Jumping and Throwing

Striking and fielding -

- **Batting:** develop a variety of attacking and defensive shots including fault correction ad played to the most appropriate delivery e.g. pull shot to a ball that pitches short and on leg side.

Bowling: consistency, variety of pace, direction and so on

Fielding: positions of usefulness, linked more closely to bowling style, walking in, more specialised roles 2nd base, wicket keeper, slips and so on

Tactical awareness: playing to strengths, exploit weaknesses

Multi skills framework

- To learn how to work together as a team in a range of different sporting situations
- To perform fundamental passing and control skills in isolation in a range of different activities.



Heading: defensive and attacking; for distance and for accuracy.

Jockeying: pressurising and attacking; closing down a player.

Basketball

- Development the fundamental principles of play when selecting and applying tactics for defending and attacking.
- Passing, Receiving, outwitting defenders, Dribbling, and shooting will be developed through small, sided games and conditional situations.
- Accurately replicate a range of lay-up variations to outwit opponents.
- Development of ways to outwit opponents with the use of defending skills. i.e., zone and man to man defence.
- Provide opportunities to make decision in a range of situations

Multi skills framework

- To learn how to work together as a team in a range of different sporting situations
- To perform fundamental passing and control skills in isolation in a range of different activities.
- Apply these skills in pressured situations through small sided games and conditional situations.
- Learn to use basic principles of play when selecting and applying tactics for defending and attacking.
- Outwitting and opponent will be developed through small sided games and conditional situations.

Health Related Fitness
Students should be taught:

- how preparation, training and fitness relate to and affect performance
- how to design and carry out activity and training programmes that have specific purposes
- how to monitor and develop their own training, exercise and activity programmes in and out of school.

How fit am I now?
Quick recap on testing and record Pre test scores/to then review at end of unit.

Develop expertise in 2 types of fitness in order to plan/deliver 2 x 20 minute sessions to 5 peers

Planning: Parq-what is it, sheets/set up/design/Warm ups

Principles of training: How to make exercises Specific to the sport, meet individual needs, progressive-overload and the importance of rest.

Evaluation: via teacher/peer assessment against GCSE PE criteria.

Am I getting fitter/better/used to it-how do I know?
Use of Music, video, other presentation resources to be encouraged.

Outdoor Education

- Develop confidence, leadership and resourcefulness through a range of activities
- Take part in further activities in a range of environments which present mental and physical challenges, which encourage pupils to work as a team, building trust and developing

- Apply these skills in pressured situations through small sided games and conditional situations.
- Learn to use basic principles of play when selecting and applying tactics for defending and attacking.
- Outwitting and opponent will be developed through small sided games and conditional situations.



	<p><u>Badminton</u> <i>To apply techniques specific to the full version of the game effectively, safely and efficiently.</i></p> <p>Skills and knowledge Grips and their uses. ☑ Clears: defensive and attacking. ☑ Drop shots: fast/slow. ☑ Service: – high – low – flick – drive – low backhand – flick backhand. ☑ Smash: forehand. ☑ Sidearm strokes: forehand and backhand drives and push returns. ☑ Net shots: forehand and backhand. ☑ Underarm strokes: both on the backhand and forehand the underarm clear; block return of the smash. Ability to engage in a full version of the game Stroke restriction and court restriction drills. ☑ Structured rallies and plays. ☑ Tactics – for singles, level doubles and mixed doubles. ☑ Positioning in attack and defence; ie formations: front and back; side by side. ☑ Correct choice and use of the appropriate stroke when attacking or defending. ☑ Variation: – in the length of shots – in the pattern of play – in the angle of shots. ☑ Anticipation. ☑ Deception. ☑ Serving strategy, ie the service and the receiving of service in relation to the above points.</p>	<p>skills to solve problems, either individually or as a group.</p> <ul style="list-style-type: none"> • Further development of using different features in map reading <p><u>Gymnastics</u> Development of group work Develop of choreography skills Advanced agilities: ☑ Rolls: forward into straight leg pike. ☑ Handspring. ☑ Headspring. ☑ Somersaults: front and back. ☑ Flic flac (back flip). ☑ Backward roll to handstand; handstand forward roll. ☑ Walkover forward/backward.</p> <p>Time awareness Spatial awareness</p> <p><u>Trampolining</u></p> <ul style="list-style-type: none"> • Performance of set warm up. • Performance of set skills • All the combinations, • Two of the advanced twists • Two of the basic somersaulting moves <p>Full Twist/Back Somersault Straddle Seat drop Half twist to seat Half twist to feet Pike Back drop Half to feet Tuck Half Twist/Front somersault</p>	
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	<p>Hockey</p> <ul style="list-style-type: none"> • Opportunities to referee/coach will develop communication and decision-making skills • Further development of the ability to outwit opponents and teams using a range of skills • Further development of the ability to outwit opponents and teams using strategies and tactics. • Pupils will learn to choose, combine, and perform more advanced hockey skills applying fluency, a greater accuracy and higher quality of technique. <p>Table Tennis</p> <ul style="list-style-type: none"> • Development of the skills necessary to replicate shots with control and accuracy. • Serves, forehand backhand (topspin and slice), short and deep shots will be developed through game play and conditional situations. • Pupils will learn to choose, combine, and perform more advanced table tennis skills applying fluency, a greater accuracy and higher quality of technique. 	<p>Hockey</p> <ul style="list-style-type: none"> • Opportunities to referee/coach will develop communication and decision-making skills • Further development of the ability to outwit opponents and teams using a range of skills • Further development of the ability to outwit opponents and teams using strategies and tactics. • Pupils will learn to choose, combine, and perform more advanced hockey skills applying fluency, a greater accuracy and higher quality of technique. <p>Table Tennis</p> <ul style="list-style-type: none"> • Development of the skills necessary to replicate shots with control and accuracy. • Serves, forehand backhand (topspin and slice), short and deep shots will be developed through game play and conditional situations. • Pupils will learn to choose, combine, and perform more advanced table tennis skills applying fluency, a greater accuracy and higher quality of technique. 	
ASSESSMENTS	Effort grade awarded for lesson engagement	Effort grade awarded for lesson engagement	Effort grade awarded for lesson engagement
READING, WRITING, TALK	<p style="text-align: center;">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p>	<p style="text-align: center;">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p>	<p style="text-align: center;">READ</p> <p>Sports performance reviews/ analysis pages (bbc.co.uk/sport)</p> <p>Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p>

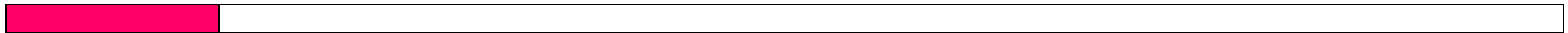


CHS SOUTH: CURRICULUM

	<p>Sporting Heroes literature read on journey to and from Armitage</p> <p>TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>	<p>Sporting Heroes literature read on journey to and from Armitage</p> <p>TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>	<p>Sporting Heroes literature read on journey to and from Armitage</p> <p>TALK</p> <p>Communication skills, peer assessment, leading warm ups, commentary and umpiring/ refereeing through sports</p>
<p>PSPSMC, BRITISH VALUES</p>	<p>Democracy</p> <ul style="list-style-type: none"> • Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics. • Encouraging students to take on roles as leaders and officials. <p>Students supporting each other in participation for all ethos</p> <p>The Rule of Law</p> <ul style="list-style-type: none"> • Encouraging students to always follow rules and laws of games • Use of external facilities and respect towards the public, community coaches and professionals. • Students taking responsibility for enforcing rules of the games as leaders. • Abiding by fair play conduct and sanctions given in games e.g. red cards. <p>Enforcing fair and equal rules</p> <p>Mutual Respect</p> <ul style="list-style-type: none"> • Ensuring fair teams to meet a balance of competition, respect and self esteem. Students understand • Lead learners take on responsibilities to support less able students in leadership roles. • Challenging racism, disability and lessons being inclusive. • Sexism challenged in broad curriculum and access to sports for both girls and boys <p>Individual Liberty</p> <ul style="list-style-type: none"> • Students work towards set objectives to improve self-knowledge. • Effects of exercise are taught through curriculum and benefits to health and self-esteem • Students develop self-confidence through individual objectives that allow success for all • Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications <p>Students safety key in PE and expectations shared with students to help them understand potential safety precautions in lessons e.g. trampolining spotting support for others</p> <p>Tolerance</p> <ul style="list-style-type: none"> • Sharing awareness of students when they may be fasting through religious periods. • Catering for student's alternative kits and encouraging other students' tolerance of others religions e.g. head scarves, clothing that covers the body. • Challenging racism, disability and lessons being inclusive. 		



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Year Group	9 Pathways					
Rationale/ Narrative	Students will be introduced to the foundations of Physical Education. They will develop the understanding of Physical Training and the basic principles of creating a personal exercise program. Students will also delve into the world of commercialisation in sport with a focus on the socio-cultural aspect around media coverage and how it used to influence participation.					
	Autumn 1 (7weeks)	Autumn 2 (7weeks)	Spring 1 (6weeks)	Spring 2 (6weeks)	Summer 1 (6weeks)	Summer 2 (7weeks)
KNOWLEDGE	<ul style="list-style-type: none"> Participation rates-socio economic Commercialization in sport Sporting behavior Deviance in sport Improving Physical Mental & Social Health Lifestyle Choices & Sedentary Lifestyles 	<ul style="list-style-type: none"> Classification of skill Massed and Distributed Practice Fixed and Variable Practice <p>Retrieval practice for all content delivered</p> <ul style="list-style-type: none"> Visual and Verbal Guidance Manual and Mechanical Guidance Different types of feedback Pathway optional specification lesson 	<p>Pathway route 1</p> <ul style="list-style-type: none"> Distinguish between different media sources and how they cover sport. <p>Pathway route 2</p> <ul style="list-style-type: none"> Components of fitness Fitness Testing Methods of training, pros cons Principles of Training <p>Retrieval Practice and revision</p> <ul style="list-style-type: none"> Long answer question 	<p>Pathway route 1</p> <ul style="list-style-type: none"> Positive relationship between the media and sport, participation and raising the profile. <p>Pathway route 2</p> <ul style="list-style-type: none"> Training Thresholds Principles of Training <p>Retrieval practice for all content delivered</p> <ul style="list-style-type: none"> long-term effects of exercise on the body 	<p>Pathway route 1</p> <ul style="list-style-type: none"> Positive impacts of the media in sport, education, and revenue <p>Pathway route 2</p> <ul style="list-style-type: none"> SMART Goal Setting Personal exercise program project PAR-Q Personal exercise program project 	<p>Pathway route 1</p> <ul style="list-style-type: none"> Negative effects of media, decline in live spectatorship, ethical appropriateness of sponsors, Widening wealth and divide in sport <p>Pathway route 2</p> <ul style="list-style-type: none"> Personal exercise program project Final project preparations, Final assessment Conclusion and evaluation to project <p>Targeted revision lessons on Autumn & Spring topics</p>
SKILLS	The students will develop the ability to select and communicate sound knowledge and understanding of health, fitness, media in sport, lifestyle, nutrition, skill selection and goal setting.		Students will build on their knowledge of commercialisation in sport and look into how to the media influences athletic development.		Students will develop their extended writing skills when writing their personal exercise program. They will learn how to evaluate and justify their points with evidence.	



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	<p>Student will also develop an understanding of how to structure answers to complex questions</p> <p>Students will also learn revise through retrieval practice lessons.</p>		<p>In addition, students will begin to learn the fundamentals of how to plan fitness and the theory behind different exercise programs</p>		<p>Students will learn how to research sport and different media sources, such as newspapers, online blogs and tv outlets.</p>
ASSESSMENTS	<p>Marking point 1</p> <ul style="list-style-type: none"> Written extended answer question <p>Discuss the view that sportsmanship is being replaced by gamesmanship in professional sport (9)</p> <p>Marking point 2</p> <ul style="list-style-type: none"> Lifestyle factors and professionals sport (9) 	<p>Marking point 3</p> <p>Autumn Written Progress Test</p>	<p>Marking point 1</p> <ul style="list-style-type: none"> Written extended answer <p>Q1. Describe how sport is covered on TV</p> <p>Q2. Discuss the suitability of using the fitness tests shown in Table 6 to assess the fitness of the canoeists for their sport.</p> <p>Marking point 2</p> <p>Q1 describe how sport is covered on written press</p> <p>Marking point 2</p> <p>Q2 Eric is a 100m sprinter. He trains regularly using Fartlek training, plyometrics and sprint interval training.</p> <p>Evaluate the likely effects of these training methods on Eric's fitness for sprinting and his sprinting performance.</p>	<p>Marking point 3</p> <ul style="list-style-type: none"> Spring Written Progress Test 	<p>Marking point 1</p> <ul style="list-style-type: none"> Complete section of PEP Describe the positive effects of sport in the media. <p>Marking point 2</p> <ul style="list-style-type: none"> Classwork assessment piece on project-evaluation of media sources or evaluation of personal exercise program. <p>Marking point 3</p> <ul style="list-style-type: none"> Summer Written Progress test
HOME LEARNING	<p>HWK 1 – Online quiz using teams based on Participation rates</p>	<p>HWK 1 – Online quiz using teams based on classification of skill</p>	<p>HWK 1 – Online quiz using teams based on components of fitness & fitness testing</p>	<p>HWK 1 – Online Quiz using teams based on last half terms knowledge</p>	<p>HWK 1 – Online quiz based on content covered in lesson</p> <p>HWK 2 – Online quiz based on content covered in lesson</p>



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	<p>HWK 2 -- Online quiz using teams based on commercialization</p> <p>HWK 3 -- Online quiz using teams based on sporting behavior</p>	<p>HWK 2 – Online quiz using teams based on types of practice</p> <p>HWK 3 – Online quiz using teams based on types of guidance</p>	<p>HWK 2 – Online quiz based on content covered in lesson</p> <p>HWK 3 – Online quiz based on content covered in lesson</p>	<p>HWK 2 – Online quiz based on content covered in lesson</p> <p>HWK 3 – Online quiz based on content covered in lesson</p>	<p>HWK 2 – Online quiz based on content covered in lesson</p> <p>HWK 3 – Online quiz based on content covered in lesson</p>	<p>HWK 3 – Make a revision resources in preparation for your progress test</p>
READING, WRITING, TALK	<p>Reading – use of a range of different resources from news articles, autobiographies, social media to encourage students to read around the topic area and enhance their knowledge</p> <p>Writing – Use of exam questions to encourage well structure answers</p> <p>Talk – Discussions based around students sharing their opinions on gamesmanship v sportsmanship</p>	<p>Students are encouraged to break down worded questions into smaller parts or identify and explore key words that are key to successfully answering exam questions.</p>	<p>Discussion which will encourage students to evaluate who they think is the fittest/most skillful</p>	<p>Peer assessment used for students to provide feedback to each other, Students encourage to use correct terminology/key words</p>	<p>Goal setting –students will discuss and share their own goals providing feedback to ensure that they meet SMART</p>	<p>Writing opportunities to consolidate findings of training program</p>
TIER 3 VOCAB	<p>Commercialisation</p> <p>Sedentary Lifestyle</p>	<p>Skill Classification</p> <p>Types of guidance</p>	<p>Media platforms</p> <p>Methods of training- such as Fartlek Training, Circuit Training</p> <p>Skill and Health Related components of fitness, agility, balance, coordination, muscular endurance, strength</p>	<p>Training Thresholds</p> <p>Principles of Training, progressive overload, FITT principle.</p>	<p>SMART-specific, measurable, achievable, Realistic, time bound</p> <p>Positive and negative connotations of media</p>	
PSPSMC, BRITISH VALUES	<p>Democracy</p> <ul style="list-style-type: none"> • Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics. • Encouraging students to take on roles as leaders and officials. <p>Students supporting each other in participation for all ethos</p> <p>The Rule of Law</p> <ul style="list-style-type: none"> • Encouraging students to always follow rules and laws of games • Use of external facilities and respect towards the public, community coaches and professionals. • Students taking responsibility for enforcing rules of the games as leaders. • Abiding by fair play conduct and sanctions given in games e.g. red cards. <p>Enforcing fair and equal rules</p> <p>Mutual Respect</p>					



- Ensuring fair teams to meet a balance of competition, respect and self esteem. Students understand
- Lead learners take on responsibilities to support less able students in leadership roles.
- Challenging racism, disability and lessons being inclusive.
- Sexism challenged in broad curriculum and access to sports for both girls and boys

Individual Liberty

- Students work towards set objectives to improve self-knowledge.
- Effects of exercise are taught through curriculum and benefits to health and self-esteem
- Students develop self-confidence through individual objectives that allow success for all
- Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications

Students safety key in PE and expectations shared with students to help them understand potential safety precautions in lessons e.g. trampolining spotting support for others

Tolerance

- Sharing awareness of students when they may be fasting through religious periods.
- Catering for student's alternative kits and encouraging other students' tolerance of others religions e.g. head scarves, clothing that covers the body.
- Challenging racism, disability and lessons being inclusive.



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