



# TARLETON

## ACADEMY

FACIMUS NOSTRAE FUTURAE

## KS3 CURRICULUM JOURNEY

**KS2 – PRIOR KNOWLEDGE/SKILLS** -Use running, jumping, throwing and catching in isolation and in combination  
 ♣ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending  
 ♣ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  
 ♣ Perform dances using a range of movement patterns  
 ♣ Take part in outdoor and adventurous activity challenges both individually and within a team  
 ♣ Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### KS3

| YEAR 7   | YEAR 8  | YEAR 9   |
|--|---|--|
| <p><b>SEQUENCING</b></p> <p>Teaching of core skills and application within performance incorporating composition, tactics and rules</p>  | <p><b>SEQUENCING</b></p> <p>Development of advanced skills and use of these skills to gain a strategic advantage for a more competent performance</p>   | <p><b>SEQUENCING</b></p> <p>Use prior learning to evaluate your own and others performance to adapt skills, compositional ideas, strategies and tactics</p>  |
| <p><b>CORE QUESTIONS</b></p> <p>Have you seen this skill before?<br/>           Do you know the key teaching points?<br/>           Can you show me the key teaching points?<br/>           When might you apply this skill?<br/>           How might we progress this skill in Year 8/9?<br/>           What rules do you know?</p> | <p><b>CORE QUESTIONS</b></p> <p>Have you seen this skill before?<br/>           Why is this skill more advanced than Y7?<br/>           Do you know the key teaching points?<br/>           Can you show me the key teaching points?<br/>           When might you apply this skill?<br/>           How might it give you an advantage?<br/>           How might we progress this skill in Year 9?<br/>           What rules do you know?</p> | <p><b>CORE QUESTIONS</b></p> <p>What skills/key teaching points are you good at?<br/>           What skills/key teaching points are weaker?<br/>           How will getting better at the skill make you a better competitor?<br/>           What is your partner good/weaker at?<br/>           What skills can you use to take advantage of their weaknesses?<br/>           Are you better using a simpler skill more consistently or trying a harder skill and it not being as consistent?<br/>           Why?</p> |



#### KS3

| YEAR 7   | YEAR 8   | YEAR 9   |
|--|--|--|
| <p><b>DECLARATIVE KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Core Skills in a variety of sports</li> <li>Knowledge of rules</li> <li>Knowledge of compositional ideas</li> <li>Knowledge of basic tactics</li> <li>Knowledge of Muscles and Bones</li> <li>Knowledge of Components of diet</li> <li>Knowledge of Cardiovascular System</li> <li>Knowledge of Warm Up and Cool Down Procedures</li> <li>Knowledge of Components of Fitness</li> </ul> | <p><b>DECLARATIVE KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Advanced skills in a variety of sports</li> <li>Knowledge of more advanced rules</li> <li>Knowledge of skills to gain a strategic advantage</li> <li>Knowledge of what makes a competent performance</li> <li>Knowledge of more advanced tactics</li> <li>Knowledge of advanced muscles and bones</li> <li>Knowledge of micronutrients</li> <li>Knowledge of respiratory system</li> <li>Knowledge of principles of training</li> </ul> | <p><b>DECLARATIVE KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Knowledge of prior skills</li> <li>Knowledge of how to evaluate their own performance</li> <li>Knowledge of how to evaluate the performance of others</li> <li>Knowledge of antagonistic pairs and muscle movement</li> <li>Knowledge of skeletal system functions</li> <li>Knowledge of short- and long-term effects of exercise</li> <li>Knowledge of evaluating components of fitness</li> <li>Knowledge of evaluating principles of training</li> </ul> |
| <p><b>PROCEDURAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Application of key teaching points</li> <li>Application of skills in performances</li> <li>Application of tactics and rules</li> </ul>   | <p><b>PROCEDURAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Application of teaching points of advanced skills</li> <li>Application of advanced skills</li> <li>Selection and application of skills to gain a strategical advantage</li> <li>Application of advanced rules and tactics</li> </ul>   | <p><b>PROCEDURAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Application of core and advanced skills</li> <li>Application of evaluation skills</li> <li>Adapting skills based on their own weaknesses</li> <li>Adapting skills based on their own strengths</li> <li>Adapting skills/tactics based on opponent strength/weakness.</li> <li>Application of rules.</li> <li>Linking skeletal and muscle movements to performance</li> <li>Application of evaluating components of fitness.</li> </ul>                       |



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## KS3 CURRICULUM JOURNEY

### KS3

| YEAR 7  | YEAR 8  | YEAR 9   |
|---|---|--|
| <p><b>ACTIVITIES – KNOW AND SHOW</b></p> <p><b>TERM 1</b> -Indoor athletics, Football, Netball, Swimming, OAA</p> <p><b>TERM 2</b> - Swimming, Trampolining, Basketball, Dance, Badminton</p> <p><b>TERM 3</b> - Athletics, Cricket, Swimming, Rounders</p>   | <p><b>ACTIVITIES – KNOW AND SHOW</b></p> <p><b>TERM 1</b> - Basketball, Football, Netball, Badminton, OAA</p> <p><b>TERM 2</b> - Handball, Trampolining, Fitness, Dance</p> <p><b>TERM 3</b> - Athletics, Cricket, Rounders</p>   | <p><b>ACTIVITIES – KNOW AND SHOW</b></p> <p><b>TERM 1</b> - Basketball, Football, Netball, Badminton, OAA</p> <p><b>TERM 2</b> - Handball, Trampolining, Fitness, Dance</p> <p><b>TERM 3</b> - Athletics, Cricket, Rounders</p>  |
| <p><b>CURRICULUM PROGRESSION</b></p> <p>The students develop a working knowledge of core skills through Y7, they will then incorporate these into performance which allows them to progress onto more advanced skills and tactics in Y8. They will also develop a knowledge of the theoretical terms used in PE, that they can then start to link to performance.</p> | <p><b>CURRICULUM PROGRESSION</b></p> <p>Students will start to learn and apply more advanced skills from their base knowledge/skill set in Y7. This will start to make them more capable of having success within competitive scenarios and giving them a better strategical advantage. They will also be looking more in depth at their strengths and weakness, linking to Y7 skills, which they will then look to evaluate in Y9.</p> | <p><b>CURRICULUM PROGRESSION</b></p> <p>Students will start to evaluate their own strengths and weakness as well as the strengths and weakness in others. This will be based on their knowledge of skills from Y7 &amp;8 but will start to lead them to think about their own strengths and weaknesses more, ready to choose a pathway that suits them in Y10 and 11, effectively giving students the skills to start to make their own choices about their own physical activity.</p> |