



# PHYSICAL EDUCATION YEAR 7 ROADMAP



- Subject Aim:** To provide students with a broad, balanced curriculum which offers a range of opportunities to instil a passion for a lifelong learning in sport and physical activity.

## TERM 1 Games



Students will be learning core skills and techniques in a range of sports and activities, focusing on precision, control and fluency and gaining an understanding of the basic rules, tactics and strategies needed to outwit opponents.

In team based activities including football, netball, rugby, students will develop control and accuracy in skills such as passing, shooting and tackling into practice, learning how creating space and keeping possession can help create goal-scoring opportunities.

In individual activities such as badminton and tennis students will learn a variety of ways to serve,, forehand and backhand attacking and defending shots, and how to score in both singles and doubles,

TERM 1

TERM 2

TERM 3

TERM 4

TERM 5

TERM 6

## ASSESSMENT

Students will be assessed using the Head, Heart Hands model.

'Head' includes knowledge, decision making, analysis & evaluate, leadership, problem Solving and creativity.



'Heart' includes resilience, team work, commitment, communication, and self-regulation.



'Hands' includes skill development, fitness levels, skill application, performance and tactics and composition.



## INDEPENDENT LEARNING

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines



## ENRICHMENT

- Extra-curricular clubs & teams
- School trips
- Local clubs & representative teams



Students in Year 7 will focus on learning core skills and techniques across a range of activities, building knowledge of rules and simple tactics. Developing resilience, commitment, and teamwork skills will be key throughout all activities. Students will start to understand the short-term effects of physical activity on the body.



# PHYSICAL EDUCATION YEAR 8 ROADMAP



- Subject Aim:** To provide students with a broad, balanced curriculum which offers a range of opportunities to instil a passion for a lifelong learning in sport and physical activity.

## TERM 1

### Games

Students will be further developing skills and techniques in a range of sports and activities, developing precision, control and fluency and applying these skills into more competitive situations. Students will apply different ways to attack and defend, and how different tactics and formations might be used in different situations.

In team based activities including football, netball, rugby students will adapt core skills to meet the demands of the situation, for example different passing/shooting/marketing techniques, plus the role and responsibilities of specific positions.

In individual activities such as badminton students will develop consistency and accuracy in using a variety of shots including the smash and drop shot, and umpire using the key rules in a game.

## TERM 2

### Health & Fitness

Students will further develop their understanding of Health and Fitness through different training methods and their associated components of fitness, e.g. weights, circuits and interval training. Students will start to develop an understanding of aerobic/anaerobic exercise and the effect this has on their body.

## TERM 3

### Gymnastics

Students will select, combine and perform skills including travels, linking moves and balances demonstrating varied levels of creativity to create partner-based sequences on the floor and on low level apparatus using body tension, control and counter balances.

## TERM 4

### Fielding & Striking

Students will be demonstrating control, accuracy in their bowling, batting and fielding; considering where they place the ball when batting and bowling; field effectively to put the batter under pressure, selecting tactics and team strategies which meet the needs of the situation. Students will be able to identify strengths and weaknesses in both individual and team performance.

## TERM 5

### Athletics

Students will accurately replicate effective technique across a range of running, jumping and throwing events, aiming to develop speed and power, and an understanding of pacing in middle to long distance runs. Students will adapt and modify their technique as a result of analysis of both their own and others' performances, attempting to improve personal bests.

## TERM 6

## ASSESSMENT

Students will be assessed using the Head, Heart Hands model.

'Head' includes Knowledge, Decision Making, Analysis & Evaluate, Leadership and Problem solving creativity.

'Heart' includes resilience, team work, commitment, communication, and self-regulation.

'Hands' includes skill development, fitness levels, skill application, performance and tactics and composition.



## INDEPENDENT LEARNING

Out of lessons, at home and in the community, pupils could be encouraged to:

- practise skills at home
- take part in school sport, either competitively or socially
- join clubs in the community and/or use local facilities
- watch live and recorded matches, to appreciate high-quality performance
- make up games that focus on improving technique and fitness
- read rule books and sports reports in newspapers and magazines



## ENRICHMENT

- Extra-curricular clubs & teams
- School trips
- Local clubs & representative teams



Students in Year 8 will develop an extensive range of skills and techniques and apply these in different situations across a range of activities. Students understand more complex rules and can use different tactics and strategies in both individual and team activities, with coaching and leadership skills being encouraged.

# PHYSICAL EDUCATION

## YEAR 9 ROADMAP

**Subject Aim:** To provide students with a broad, balanced curriculum which offers a range of opportunities to instil a passion for a lifelong learning in sport and physical activity.

TERM 1	 <h3>Games</h3> 	<h3>ASSESSMENT</h3>
TERM 2	<p>Pupils will further develop the fundamental principles of play using advanced techniques in the key skills across a range of sports. Selecting and applying tactics for defending and attacking will be developed through small sided games and conditional full match situations with a focus on demonstrating high quality performance.</p> <p>In <u>team based</u> activities including football, netball, rugby students will focus on developing, implementing and refining team and individual game plans to outwit opponents.</p> <p>In <u>individual activities</u> such as badminton students will develop more advanced techniques as well as implementing and refining strategic play to outwit opponents. Pupils will be able to demonstrate the essential elements of attack and defence in both singles and doubles, applying skills and adapting tactics such as front/back, side/side in doubles to outwit opponents effectively.</p>	<p>Students will be assessed using the Head, Heart Hands model.</p> <p><i>'Head'</i> includes Knowledge, Decision Making, Analysis &amp; Evaluate, Leadership and Problem solving creativity. </p> <p><i>'Heart'</i> includes resilience, team work, commitment, communication, and self-regulation. </p> <p><i>'Hands'</i> includes skill development, fitness levels, skill application, performance and tactics and composition. </p>
TERM 3	 <h3>Health &amp; Fitness</h3> 	<h3>INDEPENDENT LEARNING</h3>
TERM 4	<p>Students will apply their knowledge and understanding of the Components of Fitness and Training Methods to create a short weights training programme using the basic Principles of Training (SPOR). Students will have the opportunity to experience different training methods and explore how these may benefit different sports and fitness needs.</p> <p>In aerobic based fitness activities such as aerobics, boxercise, circuits and yoga the emphasis is on the short term effects of exercise and the benefits to mental health with the aim of inspiring lifelong physical activity.</p>	<p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> <li>• practise skills at home </li> <li>• take part in school sport, either competitively or socially</li> <li>• join clubs in the community and/or use local facilities</li> <li>• watch live and recorded matches, to appreciate high-quality performance</li> <li>• make up games that focus on improving technique and fitness</li> <li>• read rule books and sports reports in newspapers and magazines </li> </ul>
TERM 5	 <h3>Fielding &amp; Striking</h3> 	<h3>ENRICHMENT</h3>
TERM 6	<p>Students will demonstrate control, accuracy and fluency in different bowling, batting and fielding techniques in rounders, cricket and softball, planning and communicating effectively about where they place the ball, consider field positions and strategies carefully to put the batter under pressure, selecting tactics and team strategies which suit the situation.</p>	<p>Extra-curricular clubs &amp; teams </p> <p>School trips</p> <p>Local clubs &amp; representative teams</p>
	<p>Pupils will further develop and refine skills and tactical decisions in order to run, jump or throw further. Students will need to adapt &amp; refine these strategies to the need of an event and develop the skill of reflection and evaluation to improve own performances.</p>	

Students are challenged to demonstrate application of skills in competitive situations, with analysis of performance, and problem-solving skills key. Health & Fitness units enable students to experience a variety of training methods. UP NEXT - OCR LEVEL 2 SPORTS SCIENCE

