COLMERS SCHOOL & SIXTH FORM COLLEGE

Curriculum Overview 2025-2026 Subject: Physical Education

	Autumn 1= 8 weeks								Autumn 2= 7 weeks							Spring 1=6 weeks						Spring 2= 5 weeks					Summer 1= 6 weeks						Summer 2= 7 weeks						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39

BTEC LEVEL 3 SPORT – YEAR 13 (Diploma)

Year 13

Unit 3: Professional Development in Sport

- Scope and provision in the sports industry.
- Careers and jobs in the sports industry.
- Professional Training routes, CPD and legislation.
- Personal skills audit, planning development and portfolio management.
- Undertaking a recruitment activity within the professional sports industry.

Internal Assessments

Core Skills:
Presentation Techniques
Interview Skills
Self-Review skills
Career Specific Skills
Evaluation Skills
Research Skills

Unit 4: Sports Leadership

- Leadership roles, qualities and characteristics and their importance
- Psychological factors impacting leadership
- Expectations of leadership
- Practical skills required for different leadership roles.
- Effective leadership of a sport and exercise role.

Internal Assessments

Core Skills:
Planning, Performing and Evaluating
Self-review
Leadership skills

Unit 22: Business in Sport

- Features of sport and leisure industries.
- Aims and objectives and provision of industries.
- Consumer groups and stakeholders in sport.
- Business models in sport.
- Human resources, types of jobs and marketing in sport
- Finance and trends in sports leisure industries

External Exam Jan 2027

Core Skills:
Research skills
Analytical skills
Examination technique

Unit 7: Practical Sport

- NGB rules and regulations, roles and responsibilities of officials.
- Technical and tactical demands of sports.
- Safe and appropriate practical performance of sports.
- Assessment methods to review performance.
- Developments to improve performance.

Internal Assessments

Core Skills:
Practical performance
Detailed knowledge of Rules, regulations and scoring systems
Self-reflection and review
Analytical skills

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	BTEC LEVEL 3 SPORT – YEAR 12 (Diploma)																																				
Year 12	**Unit 1: Anatomy and Physiology** • Skeletal System and the effects on exercise. • Muscular System and the effects on exercise. • Cardiovascular System and the effects on exercise. • Respiratory System and the effects on exercise. • Energy Systems and the effects on exercise. External Exam Jan 2026 **Core Skills:** **Factual recall** **Command word interpretation** **Examination techniques** **Unit 2: Fitness Training & Programming for Health, Sport and Well-being** • Lifestyle factors and their effect on health. • Screening processes for training programming. • Understanding programme-related nutritional needs. • Examining training methods for different components of fitness. • Training programme design External Exam Jan 2026 **Core Skills:** **Evaluation skills** **Research skills** **Examination technique**																**Unit 6: Sports Psychology** • Personality, motivation, anxiety, stress and self-confidence • Group dynamics, cohesion, leadership and sociograms • Psychological skills, training programs Internal Assessments **Core Skills:** **Research skills** **Evaluation skills** **Presentation skills** **Practical implementation of research.** **Unit 5: Application of Fitness testing** • Fitness testing – Validity, reliability and ethical issues • Fitness testing in sport – Physical, skill, planning and administrating. • Fitness profiling and feedback for performance. Internal Assessments **Core Skills:** **Interpretation of data** **Analytical skills** **Fitness testing administration skills** **Communication skills**																**Unit 23: Acquiring Skill in Sport** • Learning, classification and characteristics of skills and abilities • Information processing, perception, decision making and feedback. • Theories of Learning • Transfer of Learning. • Types of practice, presentation of skills, styles of learning and guidance Internal Assessments **Core Skills:** **Research and interpretation skills** **Presentation and communication skills** **Evaluative skills**						

Opening Minds & Opening Doors

COLMERS SCHOOL & SIXTH FORM COLLEGE

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	BTEC LEVEL 3 SPORT – YEAR 13 (Extended Diploma)																																				
Year 13	**Unit 26: Technical and Tactical Demands of Sport** • Examine the technical skills and tactical components of sport that contribute to effective performance. • Investigate methods to measure technical and tactical performance in sport • Explore the technical and tactical performance at different stages of the performance continuum. Internal Assessments **Core Skills:** **Evaluation and Analysis skills** **Research methods and analytical skills** **Reporting and Presentation skills** **Technical and Tactical knowledge of Sports**																										**Examination re-sit opportunity** This time will be used to re-teach any unit content for an external assessment that needs sitting in the May/June series of exams													
Year 13	**Unit 8: Coaching for Performance** • Examine the technical skills and tactical components of sport that contribute to effective performance. • Investigate methods to measure technical and tactical performance in sport • Explore the technical and tactical performance at different stages of the performance continuum. Internal Assessments **Core Skills:** **Evaluation and Analysis skills** **Research methods and analytical skills** **Reporting and Presentation skills** **Technical and Tactical knowledge of Sports**								**Unit 17: Sports Injury Management** • Understand common sports injuries and their associated physiological and psychological responses • Explore common treatment and rehabilitation methods • Investigate risk factors which may contribute to sports injuries and their associated prevention strategies. Internal Assessments **Core Skills:** **Evaluation and Analysis skills** **Research methods and analytical skills** **Reporting and Presentation skills** **Rehabilitation methods and implementation** **Basic First Aid Knowledge**															**Examination re-sit opportunity** This time will be used to re-teach any unit content for an external assessment that needs sitting in the May/June series of exams													

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BTEC LEVEL 3 SPORT – YEAR 12 (Extended Diploma)

Year 12

Unit 19: Development and Provision of Sport and Physical Activity

- Demonstrate knowledge and understanding of sports development and its measurement, the role and functions of sports development organisations, and the relationship between commercialisation and the media in wider sports development.
- Apply knowledge and understanding of sports development and its measurement, sports development organisations, and the relationships between commercialisation and the media to familiar and unfamiliar contexts
- Analyse and evaluate the impact of sports development proposals in the wider sports development context
- Be able to develop a sports development proposal with appropriate justification

External Exam June 2026

Core Skills:
Research skills
Analytical skills
Examination technique
Presentation of Notes

Unit 26: Technical and Tactical Demands of Sport
Continued into Year 13

- Examine the technical skills and tactical components of sport that contribute to effective performance.
- Investigate methods to measure technical and tactical performance in sport
- Explore the technical and tactical performance at different stages of the performance continuum.

Internal Assessments

Core Skills:
Evaluation and Analysis skills
Research methods and analytical skills
Reporting and Presentation skills
Technical and Tactical knowledge of Sports

Year 12

Unit 9: Research Methods in Sport

- Understand the importance of research in sporting environments
- Examine key issues that impact on the effectiveness and quality of research in sport
- Apply appropriate research methods to a selected research problem in sport.

Internal Assessments

Core Skills:
Evaluation and Analysis skills
Reporting and Presentation skills
Research Skills

Unit 8: Coaching for Performance
Continued into Year 13

- Investigate the skills, knowledge, qualities and best practice of performance coaches
- Explore practices used to develop skills, techniques and tactics for performance
- Demonstrate effective planning of coaching for performance
- Explore the impact of coaching for performance.

Internal Assessments

Core Skills:
Evaluation and Analysis skills
Reporting and Presentation skills
Practical Coaching skills
Observational skills

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OCR SPORTS STUDIES – YEAR 11

Year 11	**Mandatory** **R184: Contemporary Issues in Sport** • Role of sport in promoting values • Sports Values • Olympics & Paralympics • Initiatives & Campaigns • Etiquette • PED's Potential Mock exams on content covered so far in NOV **Core Skills:** **Short and long answer Q Skills** **Analysis** **Recall Skills** **Application of understanding** **Apply to sporting situations**	**Mandatory** **R184: Contemporary Issues in Sport** • Implications of hosting a sports event. • Features of a sporting event • Pos & Neg pre/during & post. • Role of NGB's **Core Skills:** **Short and long answer Q Skills** **Analysis** **Recall Skills** **Application of understanding** **Apply to sporting situations**	**Mandatory** **R184: Contemporary Issues in Sport** • Technology in sport • Pos & neg of technology. • Exam revision Potential Mock exams on content covered so far in JAN **Core Skills:** **Short and long answer Q Skills** **Analysis** **Recall Skills** **Application of understanding** **Apply to sporting situations**	**Mandatory** **R184: Contemporary Issues in Sport** • Exam revision **R184 - MODERATION IN JUNE** **Core Skills:** **Short and long answer Q Skills** **Analysis** **Recall Skills** **Application of understanding** **Apply to sporting situations**	

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OCR SPORTS STUDIES – YEAR 10

	Autumn 1= 8 weeks								Autumn 2= 7 weeks							Spring 1=6 weeks						Spring 2= 5 weeks					Summer 1= 6 weeks						Summer 2= 7 weeks						
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Year 10	**OPTION 1** **R187: Increasing Awareness of Outdoor and Adventurous Activities** • Provision of Outdoor activities in the UK. • Equipment clothing and safety of OA **UNIT LINK: NGBS & Technology R184 & Safety** **Core Skills:** **Demonstrate knowledge and understanding and application of this to sports situations.** **Literacy skills** **Evaluation and Analysis skills** **Use of technical language** **OPTION 2** **R186: Media in Sport** • Different sources of media **UNIT LINK** **R184-Use of technology** **Core Skills:** **Demonstrate knowledge and understanding and application of this to sports situations.** **Literacy skills** **Evaluation and Analysis skills**								**OPTION 1** **R187: Increasing Awareness of Outdoor and Adventurous Activities** • Plan an OA session • Participate in an OA session (external trip) • Evaluate performance in OA activity **UNIT LINK: Safety, performance and evaluation in R185** **R187 MODERATION JAN** **Core Skills:** **Demonstrate knowledge and understanding and application of this to sports situations.** **Literacy skills** **Evaluation and Analysis skills** **Use of technical language** **OPTION 2** **R186: Media in Sport** • Negatives of Media in sport **R186 MODERATION JAN** **Core Skills:** **Demonstrate knowledge and understanding and application of this to sports situations.** **Literacy skills** **Evaluation and Analysis skills** **Use of technical language**								**Mandatory** **R185: Leadership and Performance** • Key components of performance & skills • Netball/ Basketball /Football /Table Tennis/Badminton • Complete review of performance • Lesson Planning **(Staff to complete witness statements for sports performance/Leadership)** **Core Skills:** **Demonstrate practical performance skills** **Knowledge of rules and skills** **Planning and Organisation skills** **Adaptability** **Confidence** **Communication skills** **Reflection and Reviewing skills** **Evaluation Skills**						**Mandatory** **R185: Leadership and Performance** • Key components of performance & skills • Netball/ Basketball /Football /Table Tennis/Badminton • Leadership / Safety & Risk Assessments **Core Skills:** **Demonstrate practical performance skills** **Knowledge of rules and skills** **Planning and Organisation skills** **Adaptability** **Confidence** **Communication skills** **Reflection and Reviewing skills** **Evaluation Skills**						**Mandatory** **R185: Leadership and Performance** • Delivery of Leadership session • Leadership / Teach Session / Evaluate Session • Key components of performance & skills Netball/ Basketball /Football /Table Tennis/Badminton **R187: Increasing Awareness of Outdoor and Adventurous Activities** **Resubmission of Coursework – Opportunity 2** **Mandatory** **R184: Contemporary Issues in Sport** • Issues which affect participation in sport • User Groups • Barriers • Solutions • Factors impacting on popularity • Emerging Sport **Core Skills:** **Short and long answer Q Skills** **Analysis** **Recall Skills** **Application of understanding** **Apply to sporting situations**						

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Students in PE will be taught using three principles:

1). Head – Pupils will be taught to "More" about Physical Education and Sport

2). Hands – Pupils will be taught to "Do More" within their PE lessons

3). Heart – Students will be encouraged to "Be More" through the Colmers Characteristics.

YEAR 7			
Intent		**Implementation**	**Impact**
Content to be covered by the end of the unit	**Key Skills demonstrated as a result of the content**	**Suggested activities to help achieve our intent (including extra-curricular opportunities)**	**Suggested evaluation and assessment methods (to include one formal summative assessment)**
Dance: In this unit pupils will explore a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. Pupils will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences. Student will evaluate and assess movements to improve routines. **Fitness Link** Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks in relation to Dance and how these impact on their own performances. Pupils to be able to understand the different components of Fitness in relation to Dance and how each contributes to group and individual perofrmances. To reflect on the benefits that fitness gives to an individual and implications for future life.	**Dance:** Perform dance movements with control and will show a range of well-coordinated choreographed movements to the set music. Use a sound understanding of creativity and times movement patterns well with the music. Identify the main aspects of a good performance and will work with others in the group to discuss how performance could be improved. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Understand the anatomy behind different body systems and the basic reasoning for this when taking part in Dance performances. Pupils should understand that different Dance performances demand different components of fitness Key skills include: Resilience and the understanding of physical social and emotional health benefits.	**Dance:** Warm- up activities, pair and group work. Copy and Repeat, mind mapping, discussions, observing clips and appreciating performances. Video Analysis. Analysis of own and others performances to identify strengths and weaknesses. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Pupils will make effective evaluations of strength and weaknesses in their own and others performances in Dance. Appropriate questioning on teaching points of the skills and processes developed within Dance and how different types of Dance demand different components of fitness.	**Dance:** Pupils to use of video analysis to understand the concept of dance and refine a sequence based on self-assessment feedback. Pupils will be able to evaluate their own and others' strengths and weaknesses in a performance. Be able to suggest areas for improvement. End of Unit test focusing on the muscles in the body and their names and their location. End of Unit test focusing on skeletal system and Muscles and rules of different activities. **Fitness Link** Gain skills necessary to compete in a number of Dance Performances. Gain knowledge of the nature of fitness within Dance and make effective evaluations of strength and weaknesses within Dance.
Invasion Games: Football/Netball. In this unit pupils will build on the fundamental skills required to perform at maximum levels in competitive games. These include catching, throwing, passing, kicking and shooting. Development of the basic principles of attack and defence in a variety of different invasion games. In all games activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition.	**Invasion Games: Football/Netball.** Demonstrate basic movements including running, jumping, passing, kicking, shooting and catching techniques applied with some coordination and control. Use basic techniques in a small sided game and will pass and shoot with reasonable accuracy. Show a basic tactical awareness and react to opponent's pressure in a small sided game. Pupils will also focus on the Heart strand evident during that term, (Please see below)	**Invasion Games: Football/Netball.** Pair and team activities focusing on a variety of skills and techniques. Small sided conditioned games, Q and A and coaching and leadership opportunities. Analysis of own and others performances to identify strengths and weaknesses. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**Invasion Games: Football/Netball.** Be able to understand the concept of an invasion game and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment.

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Fitness Link In this unit pupils will learn and accurately replicate specific fitness components when playing Invasion Games. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks in relation to Invasion Games. Pupils will be able to understand how different components of fitness impact on their own ability. To reflect on the benefits that different components of fitness give to an individual whilst playing Invasion Games. Analysing and evaluating own and others fitness in Basketball.	**Fitness Link** Understand the anatomy behind different body systems and the basic reasoning for this. Pupils should understand that different Invasion Games skills and game play demand different components of fitness. Highlight the possible health benefits gained from taking part in Invasion Games and discuss the need to stay healthy and active. Key skills include: Resilience and the understanding of physical social and emotional health benefits.	**Fitness Link** Pupils will make effective evaluations of strength and weaknesses in their own and others performances in Invasion Games. Appropriate questioning on teaching points of the skills and processes developed within different games.	**Fitness Link** Gain skills necessary to understand the key components of fitness when playing Invasion Games. Gain knowledge of the nature of fitness within Invasion Games and make effective evaluations of strength and weaknesses within the each type of game.
Badminton In this unit pupils will focus on how to use basic principles of badminton. They will learn how to use the V grip to hold the racket correctly. Students will learn the dimensions of the court and the names of key equipment. Students will learn to serve and play basic half court games. Students will learn how to score and umpire using basic hand signals. **Fitness Link** In this unit pupils will learn and accurately replicate specific fitness components when playing Badminton. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks in relation to Badminton. Pupils will be able to understand how different components of fitness impact on their own Badminton ability. To reflect on the benefits that different components of fitness give to an individual whilst playing Badminton. Analysing and evaluating own and others fitness in Badminton.	**Badminton** Show a developing ability to read the flight of the shuttle and move into the necessary space to replicate chosen shot. Accurately replicates other core skills when needed, these would include jumping, sprinting, balance, reaction time. Can maintain a rally. Begin to understand importance of strategy and tactics when attacking. **Fitness Link** Understand the anatomy behind different body systems and the basic reasoning for this. Pupils should understand that different Badminton skills and game play demand different components of fitness. Highlight the possible health benefits gained from taking part in Badminton and discuss the need to stay healthy and active. Key skills include: Resilience and the understanding of physical social and emotional health benefits.	**Badminton** Pair work, competitive situations, drills, Q and A. Use of reciprocal Sheets. Clips of techniques and knowledge and understanding of rules and regulations. Extra- Curricular club to enhance. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Pupils will make effective evaluations of strength and weaknesses in their own and others performances in Badminton. Appropriate questioning on teaching points of the skills and processes developed within Badminton.	**Badminton** To understand the concept of net/court games and make effective evaluations of strengths and weaknesses in basic performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement improvements. **Fitness Link** Gain skills necessary to understand the key components of fitness when playing Badminton. Gain knowledge of the nature of fitness within Badminton and make effective evaluations of strength and weaknesses within the game.
Gymnastic Activities In this unit pupils will explore core skills individually and in combination. Will focus on movement, transfer of weight and developing stability when holding their own body position and when supporting a partner. Pupils incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.	**Gymnastic Activities** Identify the main aspects of a good performance including movement, transfer of weight and balance, and will work with others in the group to discuss how performance could be improved. Perform most gymnastic movements with control and will attempt to link elements together. Physical literacy is developing.	**Gymnastic Activities** Pair work, group work, reciprocal task cards. Use of demonstrations and partner support. Creation of sequences, analysis of work through appreciation and video footage. Extra- Curricular club and community clubs to enhance movement vocabulary and skill level. Students will also be taught theoretical concepts through our Heads programme, (See below).	**Gymnastic Activities** Pupils will focus on the development process of gymnastic core skills. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement. Use of media to observe and improve the performance of self and others.

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Fitness Link Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks in relation to Gymnastics and how these impact on their own success. Pupils to be able to understand the different components of Fitness in relation to Gymnastics and how each contributes to success. To reflect on the benefits that fitness gives to an individual and implications for future life.	**Fitness Link** Understand the anatomy behind different body systems and the basic reasoning for this when taking part in Gymnastic activities. Pupils should understand that different Gymnastic activities demand different components of fitness Key skills include: Resilience and the understanding of physical social and emotional health benefits.	Extra-curricular clubs and competitions **Fitness Link** Pupils will make effective evaluations of strength and weaknesses in their own and others performances in Gymnastics. Appropriate questioning on teaching points of the skills and processes developed within Gymnastics and how different activities demand different components of fitness.	**Fitness Link** Gain skills necessary to compete in a number of Gymnastic activities. Gain knowledge of the nature of fitness within Gymnastics activities and make effective evaluations of strength and weaknesses within Gymnastics.
Basketball In this unit pupils will build on the fundamental skills required to perform at maximum levels in small sided games. Development of the basic principles of attack and defence in basketball. In all games activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition **Fitness Link** In this unit pupils will learn and accurately replicate specific fitness components when playing Basketball. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks in relation to Basketball. Pupils will be able to understand how different components of fitness impact on their own Basketball ability. To reflect on the benefits that different components of fitness give to an individual whilst playing Basketball. Analysing and evaluating own and others fitness in Basketball.	**Basketball** Control the ball and subsequently move/travel with the ball fluently. Skills are consistent and performed much quicker in response to opposition pressure and make a significant impact on the game played **Fitness Link** Understand the anatomy behind different body systems and the basic reasoning for this. Pupils should understand that different Basketball skills and game play demand different components of fitness. Highlight the possible health benefits gained from taking part in Basketball and discuss the need to stay healthy and active. Key skills include: Resilience and the understanding of physical social and emotional health benefits.	**Basketball** Warm- up activities and ball familiarisation. Dribbling, passing and shooting activities and small game situations. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Pupils will make effective evaluations of strength and weaknesses in their own and others performances in Basketball. Appropriate questioning on teaching points of the skills and processes developed within Basketball.	**Basketball** Be able to understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use observation to analyse individual's techniques. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning) **Fitness Link** Gain skills necessary to understand the key components of fitness when playing Basketball. Gain knowledge of the nature of fitness within Basketball and make effective evaluations of strength and weaknesses within the game.
Leadership In this unit pupils will understand the qualities of a good leader, how to lead a warm up. Different ways that you can communicate with others, how to design and lead an activity or game and how to adapt a game to include everyone **Fitness Link** Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks relating to Leadership and the sports they are delivering.	**Leadership** An understanding of how to how to develop qualities as a leader. Develops communication skills, teamwork, leadership and adaptations to situations. Improves confidence. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Understand the anatomy behind different body systems and the basic reasoning for this when leading different activities. Pupils should understand that different activities demand different components of fitness	**Leadership** Understanding different leaders, leading and taking part in warmups and activities Designing warm up and skills activities and understanding WWW and EBI Become a PE Leader Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**Leadership** Assessment of coaching ideas and techniques, evaluating the effectiveness of different teaching styles and ideas for modified games and drills. Effective use of creativity and collaboration. **Fitness Link** Gain skills necessary to understand the key components of fitness when Leading different activities. Gain knowledge of the nature of fitness within different activities and make effective evaluations of strength and weaknesses within the activity they are leading.

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To reflect on their others fitness within leading activities and assess where they are strong and where they need to improve.	Key skills include: Resilience and the understanding of physical social and emotional health benefits.	**Fitness Link** Pupils will be able to make effective evaluations of strength and weaknesses of others performances. Appropriate questioning on teaching points of the skills and processes developed within Leadership.	
Rounders/Cricket In this unit pupils will replicate and improve skills in batting, bowling and fielding. Pupils will work on improving the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and running between bases to score runs. Pupil should develop physical literacy/body movement competence and begin to accurately score games. **Fitness Link** In this unit pupils will learn the different fitness components in relation to different skills required in Rounders/Cricket. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks relating to striking skills. To reflect on their own fitness within Striking events and assess where they are strong and where they need to improve.	**Rounders/Cricket** Pupils will learn to apply and use a range of techniques for batting, bowling and fielding during game play. Pupils will implement strategic and tactical decisions based on the hitting/movement of the ball into space and choice of skill execution. Opportunities to lead small groups will develop communication and decision making skills. Use rounders to develop mental capacity through scoring, calculating runs needed and other simple mathematical calculations. **Fitness Link** Understand the anatomy behind different body systems and the basic reasoning for this when taking part in Striking events. Pupils should understand that different Striking events demand different components of fitness Key skills include: Resilience and the understanding of physical social and emotional health benefits.	**Rounders/Cricket** Warm – up games, observations and analysis of others. Group work, individual skills. Team games in competitive situations. Work on scoring and working out runs required to win etc Rounders club cricket clubs afterschool and interschool competitions and tournaments. **Fitness Link** Pupils will make effective evaluations of strength and weaknesses in their own and others performances. Appropriate questioning on teaching points of the skills and processes developed within Striking and how different Striking activities demand different components of fitness.	**Rounders/Cricket** Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess their own performance and implement Able to score and make basic umpiring calls. **Fitness Link** Gain skills necessary to compete in a number of Striking events. Gain knowledge of the nature of fitness within Striking events and make effective evaluations of strength and weaknesses within Rounders/Cricket.
Athletics In this unit pupils will accurately replicate running, jumping and throwing skills for events in order to improve performances. Will explore variations in technique and use the information to become more technically proficient. Pupils will engage in performing and improving personal bests in relation to speed, height and distances. **Fitness Link** In this unit pupils will learn the different fitness components in relation to different Athletics events. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks relating to specific events. To reflect on the benefits that fitness events give to an individual athletic events and implications for future life. Analysing and leading others.	**Athletics** Understand the benefits of athletic based movements to fitness and of being healthy and active. Understand the importance of heart rate and recall large muscle group names. Suggest any athletics clubs within the school timetable and promote community links. Pupils will develop the skills necessary to compete and achieve in a number of athletic events. Be able to recognise that different types of activities require different components of fitness. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Understand the anatomy behind different body systems and the basic reasoning for this when taking part in Athletic events. Pupils should understand that different Athletic events demand different components of fitness	**Athletics** Warm up practices to include SAQ and endurance running at the beginning of the lesson. Individual targets to improve own ability and achievements. Competitions in each event. Analysing clips and coaching each other. Sports day and links to school and outside clubs. Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Pupils will make effective evaluations of strength and weaknesses in their own and others performances. Appropriate questioning on teaching points of the skills and processes developed within Athletics and how different activities demand different components of fitness.	**Athletics** Assessment for learning will be achieved through teacher and peer feedback. Success criteria will also be conveyed through modelling and links to model performers. **Fitness Link** Gain skills necessary to compete in a number of Athletic events. Gain knowledge of the nature of fitness within Athletic events and make effective evaluations of strength and weaknesses within Athletics.

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	Key skills include: Resilience and the understanding of physical social and emotional health benefits.		
OAA To develop and using new skills and techniques in a variety of contexts. To develop student's ability to respond effectively to problems and physical challenges, both individually and in cooperation with others. To analyse, plan and carry out tasks safely in a changing environment showing basic leadership and management skills. **Fitness Link** Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks in relation to OAA and how this impacts on their own success. To reflect on the benefits that fitness gives to an individual and implications for future life.	**OAA.** In this unit pupils will learn the different ways in which they can solve problems working either independently, with a partner or as a member of a team. Pupils will learn the basic principles of communication, teamwork, trust, organisation and time management. Pupils will also learn about feedback and how to use this to improve performance. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Understand the anatomy behind heart rate fluctuations and the basic reasoning for this when taking part in OAA activities. Pupils should understand that different OAA activities demand different components of fitness Key skills include: Resilience and the understanding of physical social and emotional health benefits.	**OAA** Pupils will engage in a variety of different activities designed to test their skills allowing them to make the necessary links between the problem solving skills and the physical skills designed on the unit. Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Pupils will make effective evaluations of strength and weaknesses in their own and others performances. Appropriate questioning on teaching points of the skills and processes developed within OAA and how different activities demand different components of fitness.	**OAA** Assessment in this unit will largely be done through appropriate questioning and through teacher and peer feedback. The success of various tasks will be self-evident and allow the pupils to reflect on their own and others performance. **Fitness Link** Gain skills necessary to compete in a number of OAA activities. Gain knowledge of the nature of fitness within OAA activities and make effective evaluations of strength and weaknesses within OAA

YEAR 8

Intent		Implementation	Impact
Content to be covered by the end of the unit	**Key Skills demonstrated as a result of the content**	**Suggested activities to help achieve our intent (including extra-curricular opportunities)**	**Suggested evaluation and assessment methods (to include one formal summative assessment)**
Dance In this unit pupils will further explore a range of dance movements focusing on gestures, formations, body shapes and contrasts in dynamic and rhythmic patterning. Pupils will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences. Student will improve ability to evaluate and assess movements and refine routines. **Fitness Link** Within this unit pupils will be encouraged to experience specific fitness-based skills in a range of different Dance performances. To further develop an ability to evaluate and assess fitness to produce successful outcomes. Pupils will further investigate ways of warming up and the importance of health through completion of physical tasks.	**Dance** Pupils will develop movements and use creativity to develop a fluent dance sequence. Pupils will compose and perform a dance sequence showing an understanding of style, artistic intention and accompaniment. Pupils will develop and refine skills and compositional ideas based on decisions about movements, gestures and timing. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Pupils will develop the skills necessary to compete various skills they use during Dance performances and routines. To develop an experience of a range of activities that involves sustained physical work and shorter burst of energy. Using fitness activities to	**Dance** Warm- up activities, pair and group work. Copy and Repeat, mind mapping, discussions, observing clips and appreciating performances. Video Analysis. Worksheets. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Understand how different training methods, e.g. Circuit training, Continuous training help us participate and compete in Dance performances. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**Dance** To develop the ability to refine a sequence based on feedback or as part of self assessment. Pupils will be able to evaluate their own and others strengths and weaknesses through the use of video analysis. Be able to suggest areas for improvement. **Fitness Link** Pupils will gain knowledge of the nature of fitness based within Dance and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment and target setting. Appropriate questioning on teaching points of the fitness elements and processes developed within these activities.

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	encourage reflective learning. Leading warm ups will aim to develop fitness knowledge.		
Invasion Games: Football/Netball. In this unit pupils will focus on developing team attacking and defending strategies and techniques using a set of core skills. Pupils will experience a range of skill variations focussed in in year7 with intent to outwit the opposition. Develop a sound knowledge of positions and rules surrounding footwork and contact. Pupils should begin to analyse performances and adapt elements to improve **Fitness Link** Within this unit pupils will be encouraged to experience specific fitness-based skills in a range of different Invasion Games. To further develop an ability to evaluate and assess fitness to produce successful outcomes. Pupils will further investigate ways of warming up and the importance of health through completion of physical tasks.	**Invasion Games: Football/Netball.** Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Develop knowledge of the major rules and laws involved. Use an understanding of the principles of attack when planning their approaches to competitive games. Work effectively in a small team to choose and put into practice tactics for attacking and defending. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Pupils will develop the skills necessary to compete various skills they use during Invasion game play. To develop an experience of a range of activities that involves sustained physical work and shorter burst of energy. Using fitness activities to encourage reflective learning. Leading warm ups will aim to develop fitness knowledge.	**Invasion Games: Football/Netball.** Conditioned games, Skill sessions, modified games and analysis of performance. Potential use of worksheets to assess technique and give feedback. Encouragement to be physically active outside school and join outside clubs Extra-curricular clubs and competitions Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Understand how different training methods, e.g. Circuit training, Continuous training help us participate and compete in Invasion Games. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**Invasion Games: Football/Netball.** Pupils will understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use this information to better performance as part of assessment for learning. (Peer/self-coaching) **Fitness Link** Pupils will gain knowledge of the nature of fitness based within Football and Netball and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment and target setting. Appropriate questioning on teaching points of the fitness elements and processes developed within these activities.
Badminton: In this unit pupils will focus on how to use basic principles of attack and defence to plan strategies and tactics for badminton. Pupils will replicate basic backhand and forehand shots, overhead clears and movement skills necessary to outwit opponents with increasing pressure. To develop physical literacy. Pupil should begin to accurately score and officiate mini badminton games. **Fitness Link** Within this unit pupils will be encouraged to experience specific fitness-based skills in a range of different Badminton scenarios. To further develop an ability to evaluate and assess fitness to produce successful outcomes. Pupils will further investigate ways of warming up and the importance of health through completion of physical tasks.	**Badminton:** Show a developing ability to read the flight of the shuttle and move into the necessary space to replicate chosen shot. Use different speeds and can manoeuvre/manipulate the shuttle into a number of different positions. Accurately replicates other core skills when needed, these would include jumping, sprinting, balance, reaction time. Can maintain a rally. Begin to understand importance of strategy and tactics when attacking. **Fitness Link** Pupils will develop the skills necessary to compete various skills they use during Badminton game play. To develop an experience of a range of activities that involves sustained physical work and shorter burst of energy. Using fitness activities to encourage reflective learning. Leading warm ups will aim to develop fitness knowledge.	**Badminton** Pair work, competitive situations, drills, Q and A. Use of reciprocal Sheets. Clips of techniques and knowledge and understanding of rules and regulations. Extra- Curricular club to enhance Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Understand how different training methods, e.g. Circuit training, Continuous training help us participate and compete in Badminton. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**Badminton** To understand the concept of net/court games and make effective evaluations of strengths and weaknesses in performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assessment own performance and implement **Fitness Link** Pupils will gain knowledge of the nature of fitness based within Badminton and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment and target setting. Appropriate questioning on teaching points of the fitness elements and processes developed within these activities.
Gymnastics In this unit pupils will use key gymnastic skills, including, shapes, balances, rotations in combination with other movements and apparatus. Pupils will incorporate control, creativity and aesthetics into	**Gymnastics** Pupils will develop the skills necessary to develop fluent flight-based performances. Students should be able to link individual skills as part of a group, both on the floor and using low/high apparatus.	**Gymnastics** Command style activities delivered with a great emphasis on safety. Pair and group work. Demonstrations and constructive feedback. Performances that are scaffolded to produce	**Gymnastics** Targeted questioning will focus on the development process of gymnastic flight skills. Pupils will be able to evaluate their own and others strengths and weaknesses in a

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flight-based sequences. Students will further develop an ability to evaluate and assess movements to produced refined outcomes. **Fitness Link** Within this unit pupils will be encouraged to experience specific fitness-based skills in a range of different Gymnastic activities. To further develop an ability to evaluate and assess fitness to produce successful outcomes. Pupils will further investigate ways of warming up and the importance of health through completion of physical tasks.	Pupils will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne. To apply travel movements, rotational moves as part of a fluent sequence. **Fitness Link** Pupils will develop the skills necessary to compete various skills they use during Gymnastics. To develop an experience of a range of activities that involves sustained physical work and shorter burst of energy. Using fitness activities to encourage reflective learning. Leading warm ups will aim to develop fitness knowledge.	different outcomes. Extra-curricular clubs and competitions Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Understand how different training methods, e.g. Circuit training, Continuous training help us participate and complete different Gymnastic activities. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	performance. Be able to suggest areas for improvement. Use of computing to improve peer & self-assessment skills. **Fitness Link** Pupils will gain knowledge of the nature of fitness based within Gymnastic Activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment and target setting. Appropriate questioning on teaching points of the fitness elements and processes developed within these activities.
Basketball In this unit pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply core basketball skills using them tactically with the intention of outwitting their opponents. Pupils will gain an improved knowledge of small sided competitive games and rules than underpin the game **Fitness Link** Within this unit pupils will be encouraged to experience specific fitness-based skills in a range of different Basketball Skills and game play. To further develop an ability to evaluate and assess fitness to produce successful outcomes. Pupils will further investigate ways of warming up and the importance of health through completion of physical tasks.	**Basketball** Pass using variations in distance and height. Accurately replicates core fundamental skills consistently and with improving confidence even under pressure. Demonstrate a sound level of tactical awareness and respond to changing situations by adapting and refining their skills and techniques. Identify space and uses this to advance team onto opponents' territory. **Fitness Link** Pupils will develop the skills necessary to compete various skills they use during Basketball. To develop an experience of a range of activities that involves sustained physical work and shorter burst of energy. Using fitness activities to encourage reflective learning. Leading warm ups will aim to develop fitness knowledge.	**Basketball** Warm – Up activities: Student led. Passing, Receiving, outwitting defenders, Dribbling, and shooting. Development and assessment of progress is through small sided games and conditional situations. Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Understand how different training methods, e.g. Circuit training, Continuous training help us participate in Basketball. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**Basketball** Pupils will understand the concept of games activities and make effective evaluations of strengths and weaknesses in performance. Pupils will have the opportunity to use this information to better performance as part of assessment for learning **Fitness Link** Pupils will gain knowledge of the nature of fitness based within the skills of Basketball and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment and target setting. Appropriate questioning on teaching points of the fitness elements and processes developed within these activities.
Leadership In this unit pupils will understand the components required for a good warm up. Different adaptions to be inclusive for all others, how to design and lead an activity or game and how to adapt a game to include everyone **Fitness Link** Within this unit pupils will be encouraged to experience specific fitness-based skills in a range of different activities they lead. To further develop an ability to evaluate and assess fitness to produce successful outcomes. Pupils will further investigate ways of warming up and the importance of health through completion of physical tasks.	**Leadership** An understanding of how to design a successful lesson plan and deliver effectively to a group of peers or KS2 primary school children. Develops communication skills, teamwork, leadership and adaptations to situations. Improves confidence. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Pupils will develop the skills necessary to compete various activities they are lead in. To develop an experience of a range of activities that involves sustained physical work and shorter burst of energy. Using fitness activities to encourage reflective	**Leadership** Understanding and developing a range of warm up activities using limited equipment, creating different games to incorporate key skills. Designing lesson plans and understanding WWW and EBI Become a PE Leader Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads **Fitness Link**	**Leadership** Assessment of ideas and techniques, evaluating the effectiveness of different teaching styles and ideas for modified games and drills. Effective use of voice and communication. **Fitness Link** Pupils will gain knowledge of the nature of fitness based within the activities they lead and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment and target setting. Appropriate questioning on teaching points of the fitness elements and processes developed within these activities.

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	learning. Leading warm ups will aim to develop fitness knowledge.	Understand how different training methods, e.g. Circuit training, Continuous training help take part in different activities. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	
Cricket/Rounders In this unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Bowling with a run up and showing variation in line and length. Pupils will develop the ability to place the ball in a target area using pull and drive shots and refining game strategies with the intention of outwitting an opponent. **Fitness Link** Within this unit pupils will be encouraged to experience specific fitness-based skills in Cricket/Rounders. To further develop an ability to evaluate and assess striking fitness to produce successful outcomes. Pupils will further investigate ways of warming up and the importance of health through completion of physical tasks.	**Cricket/Rounders** Pupils will develop the fundamental principles of play when replicating core skills and movement needed including; batting, bowling and fielding. To develop a more detailed understanding of terminology, rules –the importance of the crease and umpire signals like wide and no ball, during a competitive game situation. Pupils will develop an understanding of how to outwit opponents using strategies and tactics during game play such as placing the ball and changing the field placements. **Fitness Link** Pupils will develop the skills necessary to compete in Cricket and Rounders. To develop an experience of a range of activities that involves sustained physical work and shorter burst of energy. Using fitness activities to encourage reflective learning. Leading warm ups will aim to develop fitness knowledge.	**Cricket/Rounders** Individual and group practices within command and reciprocal style teaching activities. Competitive and non-competitive drills and practices. Beat the ball fielding drill to stress importance of accuracy under pressure and teamwork when fielding. Games, worksheets and analysis of what went well and what went wrong. **Fitness Link** Understand how different training methods, e.g. Circuit training, Continuous training help take part in Cricket and Rounders. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**Cricket/Rounders** To understand the concept of striking games and make effective evaluations of strengths and weaknesses in performance. Observation and peer assessment. Provide opportunities for pupils to assess their own performance and implement strategies for improvement. Develop observation skills on peer performances and improve quality of feedback given. **Fitness Link** Pupils will gain knowledge of the nature of fitness based within Striking events and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment and target setting. Appropriate questioning on teaching points of the fitness elements and processes developed within these sports.
Athletics In this unit, pupils will begin to use knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness, different body systems and their relationship to performance. Pupils will perform and improve core skills and personal/team bests in relation to speed, height, distance and accuracy. Develop confidence in movement and challenge mental capacity **Fitness Link** In this unit pupils will be encouraged to experience specific fitness-based skills in a range of different Athletic events. To further develop an ability to evaluate and assess Athletic fitness to produce successful outcomes. Pupils will further investigate ways of warming up and the importance of health through completion of physical tasks.	**Athletics** Pupils will develop the skills necessary to compete and achieve in a number of athletic events. Pupils will develop athletic skills and accurately replicate techniques to achieve an outcome. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Pupils will develop the skills necessary to compete in a number of Athletic activities. To develop an experience of a range of activities that involves sustained physical work and shorter burst of energy. Using fitness activities to encourage reflective learning. Leading warm ups will aim to develop fitness knowledge.	**Athletics** Different activities include, individual attempts at a range of different athletics events. Recording of times and distances. Use of ICT to compare to model performers and to show different techniques used for a range of events. Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Understand how different training methods, e.g. Circuit training, Continuous training help complete various Athletic disciplines. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**Athletics** Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Success criteria conveyed through targets based on times/distances etc. Pupils will be able to use information gained from analysis of performance to influence and improve their own technique **Fitness Link** Pupils will gain knowledge of the nature of fitness based within Athletic events and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment and target setting. Appropriate questioning on teaching points of the fitness

			elements and processes developed within Athletics.
OAA To develop communication and teamwork skills in a variety of different challenges. To further develop the ability to respond effectively to problem solving tasks and physical challenges. To stimulate a mental challenge using learning and thinking skills throughout. **Fitness Link** In this unit pupils will be encouraged to experience specific fitness-based skills in a range of different OAA contexts. To further develop an ability to evaluate and assess OAA and techniques to produced refined outcomes. Pupils will further investigate ways of warming up and the importance of health through completion of physical tasks.	**OAA** Pupils will gain the necessary skills to navigate a simple map and solve problems and challenges. They will use tactics and strategies in competition and communicate well as a team. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Pupils will develop the skills necessary to compete in a number of OAA activities. To develop an experience of a range of activities that involves sustained physical work. Using fitness activities to encourage reflective learning. Leading warm ups will aim to develop communication skills.	**OAA** Identify features on a map, and use the skills developed in Year 7 to work effectively as an individual and as a team to solve problems and win competitive activities against others. Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Understand how different training methods, e.g. Circuit training, Continuous training help complete various OAA activities. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**OAA** Pupils will gain knowledge of the nature of adventurous activities and make effective evaluations of strength and weaknesses in their own and others performances. Appropriate questioning on teaching points of the skills and processes developed as individuals and teams. Suggest alternative approaches and used + try out different approaches to achieved the desired outcome. **Fitness Link** Pupils will gain knowledge of the nature of fitness based within OAA activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment and target setting. Appropriate questioning on teaching points of the fitness elements and processes developed.

YEAR 9

Intent		Implementation	Impact
Content to be covered by the end of the unit	**Key Skills demonstrated as a result of the content**	**Suggested activities to help achieve our intent (including extra-curricular opportunities)**	**Suggested evaluation and assessment methods (to include one formal summative assessment)**
Dance Students will be given a range of different stimuli to use to create a mind map. This will look at the four key areas of Laban: RADS Actions, relationships, dynamics and space. They will develop a motif comprising of the actions derived from their chosen theme. The motif will be developed and should include or be developed to include the 5 actions: travel/stepping/pathways balance/stillness, rotation/turning/weight transference, jumps/elevations and gestures. These will be performed in isolation and within a solo of group dance of between 2-3 minutes. showing technical and expressive skills such as posture/placement, alignment, flow, energy, coordination, balance, strength, control, mobility, focus and projection.	**Dance** The health benefits of taking part in dance and the vital part of a warm-up. Students will be creative and learn how to communicate through movement vocabulary. They will develop techniques and develop skills in appreciation and the formation of a dance. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Pupils will develop the skills necessary to compete in individualised training program in Dance performances. They will develop a range of different activities/stations that involve sustained physical	**Dance** Students will be able to observe other dance pieces and grade them according to the criteria. This will enable them to understand how to achieve different grades for dance and what key elements are needed. Pupils will copy and perform different warm-ups to increase their movement repertoire. They will also perform short pieces that will focus on different choreographic devices. They will add these to their own motifs. Video analysis and observations will be key to assess and improve. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**Dance** The performance must demonstrate their ability to develop and apply appropriate skills, techniques and original ideas with refinement, precision, control and fluency. Each group will be able to appreciate other dances and give comments. They will be given a tick sheet to mark off the key components needed to be included. These include: dynamics, rhythm and timing, us of personal space, shape of body, levels and directions and pathways, posture, energy and coordination, focus and projection. **Fitness Link** Pupils will gain knowledge of the nature of fitness-based activities and make effective

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Fitness Link Within this unit pupils focus on identifying their strengths and weaknesses related to Components of Fitness within Dance performances. Different types of fitness activities and training activities will take place. Fitness knowledge obtained during the Key Stage is applied to create a plan that is specific to the needs of the individual and their sport.	work and relates to the specific fitness component in Dance. Demonstration of accurate technique, depth of understanding and related performance will be assessed.	**Fitness Link** Individual Fitness tests are understood in relation to Dance routines and how they impact on overall performance and can be used to assess strengths and areas for development.	evaluations of strength and weaknesses in their own and others performances in Dance performances. Use of self-assessment and target setting. Success criteria conveyed through pupil or teacher modelling. Appropriate questioning on teaching points of the skills and processes developed.
Invasion Games: Football/Netball In this unit pupils will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, play a number of positions and physically exert themselves throughout. **Fitness Link** Within this unit pupils focus on identifying their strengths and weaknesses related to Components of Fitness within Football and Netball. Different types of fitness activities and training activities will take place. Fitness knowledge obtained during the Key Stage is applied to create a plan that is specific to the needs of the individual and their sport.	**Invasion Games: Football/Netball** Pupils will further develop the fundamental principles of play when selecting and applying core skills. Pupils will continue to develop the ability to outwit opponents and teams using strategies and tactics. Continual development and refinement of skills will contribute to producing an improved performance & technique. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Pupils will develop the skills necessary to compete in individualised training program in Invasion Games. They will develop a range of different activities/stations that involve sustained physical work and relates to the specific fitness component in Football and Netball. Demonstration of accurate technique, depth of understanding and related performance will be assessed.	**Invasion Games: Football/Netball** Conditioned games, Skill sessions, modified games and analysis. Use of Q and A to assess technique and give feedback. Extra-curricular clubs and competitions, workshops **Fitness Link** Individual Fitness tests are understood in relation to Football and Netball and how they impact on overall performance and can be used to assess strengths and areas for development.	**Invasion Games: Football/Netball** Be able to understand the concept of attack and defence and make effective evaluations of strengths and weaknesses of a team's performance. Appropriate questioning on teaching points will develop peer and self-assessment skills. Deeper questioning will allow for the stretch. **Fitness Link** Pupils will gain knowledge of the nature of fitness-based activities and make effective evaluations of strength and weaknesses in their own and others performances in Football and Netball. Use of self-assessment and target setting. Success criteria conveyed through pupil or teacher modelling. Appropriate questioning on teaching points of the skills and processes developed.
Badminton: In this unit pupils will focus on replicating and developing 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. Pupil will further develop confidence to get the shuttle to land in a target area so that the opponent cannot return it. Pupil should independently be able to score and officiate badminton games. **Fitness Link** Within this unit pupils focus on identifying their strengths and weaknesses related to Components of Fitness within Badminton. Different types of fitness activities and training activities will take place. Fitness knowledge obtained during the Key Stage is applied to create a plan that is specific to the needs of the individual and their sport.	**Badminton:** Pupils will replicate shots with a developing control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Techniques will be further tested through its use in small sided games and assessed against expected learning outcomes. **Fitness Link** Pupils will develop the skills necessary to compete in individualised training program in Badminton. They will develop a range of different activities/stations that involve sustained physical work and relates to the specific fitness component in Badminton. Demonstration of accurate technique, depth of understanding and related performance will be assessed.	**Badminton:** Warm up drills, small modified conditioned games and drills. Reciprocal cards and demonstrations of key teaching points. Ladders, singles and doubles tournaments. Extra-curricular activities available **Fitness Link** Individual Fitness tests are understood in relation to Badminton and how they impact on overall performance and can be used to assess strengths and areas for development.	**Badminton** To develop the ability to make effective evaluations of strengths and weaknesses in performance. Provide opportunities for pupils to self-assess own performance and implement strategies for improvement. Develop observation skills on peer performances and improve quality of feedback given. **Fitness Link** Pupils will gain knowledge of the nature of fitness-based activities and make effective evaluations of strength and weaknesses in their own and others performances in Badminton. Use of self-assessment and target setting. Success criteria conveyed through pupil or teacher modelling. Appropriate questioning on teaching points of the skills and processes developed.

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Gymnastics In this unit pupils will continue to develop key gymnastic skills, including, shapes, balances, rotations in combination with other movements and apparatus. Pupils will further increase control, creativity and aesthetics into more consistent flight-based. Students will further develop an ability to evaluate and assess movements and sequences to produced refined outcomes with awareness of gymnastic scoring systems. **Fitness Link** Within this unit pupils focus on identifying their strengths and weaknesses related to Components of Fitness within Gymnastics. Different types of fitness activities and training activities will take place. Fitness knowledge obtained during the Key Stage is applied to create a plan that is specific to the needs of the individual and their sport.	**Gymnastics** Pupils will further develop the skills necessary to develop fluent flight-based performances. Students should be able to link individual skills using low and high apparatus. Pupils will be able to demonstrate correct take-off and landing technique, as well as a clear body shape whilst airborne. To apply travel movements, rotational moves as part of a fluent sequence. **Fitness Link** Pupils will develop the skills necessary to compete in individualised training program in Gymnastic activities. They will develop a range of different activities/stations that involve sustained physical work and relates to the specific fitness component in Gymnastics. Demonstration of accurate technique, depth of understanding and related performance will be assessed.	**Gymnastics** Command style activities delivered with a great emphasis on safety. Pair and group work. Demonstrations and constructive feedback. Extra-curricular clubs and competitions Performances that are scaffolded to produce different outcomes. **Fitness Link** Individual Fitness tests are understood in relation to Gymnastic performance and how they impact on overall performance and can be used to assess strengths and areas for development.	**Gymnastics** Pupils to focus on the development process of gymnastic flight skills. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement and through the use of computing to improve peer & self-assessment skills. **Fitness Link** Pupils will gain knowledge of the nature of fitness-based activities and make effective evaluations of strength and weaknesses in their own and others performances in Gymnastics. Use of self-assessment and target setting. Success criteria conveyed through pupil or teacher modelling. Appropriate questioning on teaching points of the skills and processes developed.
Basketball To focus on developing, implementing and refining team and individual game plans to outwit opponents. Students will be expected to use core skills, implement them in different competitive situations and refine unsuccessful attempts. To understand games rules, play a number of roles and physically exert themselves throughout. **Fitness Link** Within this unit pupils focus on identifying their strengths and weaknesses related to Components of Fitness within Basketball. Different types of fitness activities and training activities will take place. Fitness knowledge obtained during the Key Stage is applied to create a plan that is specific to the needs of the individual and their sport.	**Basketball** Through the implementation, students will be able to understand, use and recall the following knowledge relating to basketball. Principles of attack and defence. Using deception to create space and opportunities for others. Decision making for skill execution Working effectively as a team while applying a set of game rules **Fitness Link** Pupils will develop the skills necessary to compete in individualised training program in Basketball. They will develop a range of different activities/stations that involve sustained physical work and relates to the specific fitness component in Basketball. Demonstration of accurate technique, depth of understanding and related performance will be assessed.	**Basketball** Develop possession and attack as a team. Replication of advanced skills (Passing variations, Shooting techniques, use of dribble in tight spaces.) Understanding of set plays, ways to create scoring opportunities and implementation of rules Developing Reflective learners/Creative thinkers/Self managers **Fitness Link** Individual Fitness tests are understood in relation to Basketball and how they impact on overall performance and can be used to assess strengths and areas for development.	**Basketball** Be able to understand the concept of attack and make effective evaluations of strengths and weaknesses of a team's performance. Appropriate questioning on teaching points will develop peer and self-assessment skills. Deeper questioning will allow for the stretch and challenge of gifted and talented pupils. **Fitness Link** Pupils will gain knowledge of the nature of fitness-based activities and make effective evaluations of strength and weaknesses in their own and others performances in Basketball. Use of self-assessment and target setting. Success criteria conveyed through pupil or teacher modelling. Appropriate questioning on teaching points of the skills and processes developed.
Leadership In this unit pupils will recap on the structure of a session and create a sports lesson of their choice. They will need to take into account, numbers, equipment, safety, activities, timing. In pairs they will lead a sports session for their peers. Pupils will also gain knowledge of designing and creating a tournament table. This is then implemented. **Fitness Link**	**Leadership** Planning and application of intent, leadership qualities, Organisation skills, teamwork and use of plans, space and equipment. A risk assessment completed and a knowledge of how to organise and engage a group of pupils in a particular sporting activity. Pupils will also focus on the Heart strand evident during that term, (Please see below)	**Leadership** Booklet utilised for each student with lesson plan structure and ideas for warm-ups and key activities. Evaluations of each session will be given and peer feedback utilised. Students given opportunities to run primary school festivals organised by the sports partnership. Attend extra-curricular clubs Students will also be taught theoretical concepts through our Heads programme, (See below).	**Leadership** To evaluate written lesson plans and the content with attention to detail: organisation plans, key teaching points and varied appropriate activities. Observations of the sessions in action with leaders communicating well and delivery a safe and engaging lesson. Overall evaluations address strengths and weaknesses. **Fitness Link**

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Within this unit pupils focus on identifying their strengths and weaknesses related to Components of Fitness when leading different activities. Different types of fitness activities and training activities will take place. Fitness knowledge obtained during the Key Stage is applied to create a plan that is specific to the needs of the individual and their sport.	**Fitness Link** Pupils will develop the skills necessary to compete in individualised training program in Leadership activities. They will develop a range of different activities/stations that involve sustained physical work and relates to the specific fitness component in the activities they lead. Demonstration of accurate technique, depth of understanding and related performance will be assessed.	**Fitness Link** Individual Fitness tests are understood in relation to Leading different activities and how they impact on overall performance and can be used to assess strengths and areas for development.	Pupils will gain knowledge of the nature of fitness-based activities and make effective evaluations of strength and weaknesses in their own and others performances when leading individual and team activities. Use of self-assessment and target setting. Success criteria conveyed through pupil or teacher modelling. Appropriate questioning on teaching points of the skills and processes developed.
Cricket/Rounders In this unit pupils will demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents as a batter and bowler. Development of decision-making skills will be encouraged through game play. Pupil should independently be able to score and officiate cricket/ rounders games. **Fitness Link** Within this unit pupils focus on identifying their strengths and weaknesses related to Components of Fitness within Striking activities. Different types of fitness activities and training activities will take place. Fitness knowledge obtained during the Key Stage is applied to create a plan that is specific to the needs of the individual and their sport.	**Cricket/Rounders** Pupils will replicate shots with a developing control and accuracy. Bowling action, batting action and throwing and catching skills will be developed through game play and conditional situations. Techniques will be further tested through its use in small sided games and assessed against expected learning outcomes. Pupils will learn to use core rounders skills and adapt these skills to contribute to producing an improved performance. **Fitness Link** Pupils will develop the skills necessary to compete in individualised training program in Striking Games. They will develop a range of different activities/stations that involve sustained physical work and relates to the specific fitness component in Cricket/Rounders. Demonstration of accurate technique, depth of understanding and related performance will be assessed.	**Cricket/Rounders** Individual skills in isolations. Drills to improve technique in both batting and fielding. Reciprocal sheets and observation analysis sheet to improve peer to peer coaching and to enhance the delivery of the PEP in Year 10. Pupils can identify successful shots and good balls and record these down. This will highlight strengths and weaknesses in games play. **Fitness Link** Individual Fitness tests are understood in relation to Cricket and Rounders and how they impact on overall performance and can be used to assess strengths and areas for development.	**Cricket/Rounders** Provide opportunities for pupils to self-assess own performance and implement strategies for improvement. Develop observation skills on peer performances and improve quality of feedback given. More able clearly and confidently call no balls / wides. **Fitness Link** Pupils will gain knowledge of the nature of fitness-based activities and make effective evaluations of strength and weaknesses in their own and others performances in Striking games. Use of self-assessment and target setting. Success criteria conveyed through pupil or teacher modelling. Appropriate questioning on teaching points of the skills and processes developed.
Athletics In this unit, pupils will further enhance replication and performance across all disciplines. Pupils to gain a more detailed understanding of fitness and its effect on performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions. Pupils will perform core skills and record personal/collective bests. Pupil will develop knowledge of the immediate effects of exercise and physically exert themselves throughout. **Fitness Link** Within this unit pupils focus on identifying their strengths and weaknesses related to Components of Fitness within Athletics. Different types of fitness activities and training activities will take place. Fitness knowledge obtained during the Key Stage is applied to create a plan that is specific to the needs of the individual and their sport.	**Athletics** Pupils to continue to improve their own personal performance. Pupils will develop advanced skills necessary to compete and achieve in all athletic events. To gain further experience at jumping events, aiming for height/distance. Throwing events, aiming for distance. Running disciplines, time taken to cover distance. In all events, demonstration of accurate technique and related performances will be assessed. Highlight athletic events and the relevant components of fitness needed. i.e. coordination, reaction time, speed, balance, power and agility. Pupils will also focus on the Heart strand evident during that term, (Please see below) **Fitness Link** Pupils will develop the skills necessary to compete in individualised training program in Athletics. They will develop a range of different activities/stations that involve sustained physical work and relates to the specific fitness component in Athletics.	**Athletics** Individual and team performances, command style teaching for throwing events. Individual challenges to work towards personal bests. Demonstration of different techniques to trail and improve on. Extra-Curricular activities and Sports day. Students will also be taught theoretical concepts through our Heads programme, (See below). **Fitness Link** Individual Fitness tests are understood in relation to Athletics and how they impact on overall performance and can be used to assess strengths and areas for development.	**Athletics** Recording results of different athletics disciplines, looking at national and international standards. Set targets with different grades for measurements and times achieved. **Fitness Link** Pupils will gain knowledge of the nature of fitness-based activities and make effective evaluations of strength and weaknesses in their own and others performances in Athletics. Use of self-assessment and target setting. Success criteria conveyed through pupil or teacher modelling. Appropriate questioning on teaching points of the skills and processes developed.

	Demonstration of accurate technique, depth of understanding and related performance will be assessed.		
OAA To further develop an ability to respond effectively to challenges set using a range of teamwork and character skills. To encourage the use of communication and cooperation skills in a variety of contexts. To develop critical thinkers and promote leadership opportunities. **Fitness Link** Within this unit pupils focus on identifying their strengths and weaknesses related to Components of Fitness within OAA. Different types of fitness activities and training activities will take place. Fitness knowledge obtained during the Key Stage is applied to create a plan that is specific to the needs of the individual and their sport.	**OAA** Through the implementation, students will be able to understand, use and recall the following knowledge relating to outdoor adventurous activities. Developing solutions as part of a team. Understanding of terminology. Application of map skills in a range of contexts. To accurately reflect and feedback to each other on how to improve outcomes. **Fitness Link** Pupils will develop the skills necessary to compete in individualised training program in OAA. They will develop a range of different activities/stations that involve sustained physical work and relates to the specific fitness component in OAA. Demonstration of accurate technique, depth of understanding and related performance will be assessed.	**OAA** Acquiring and developing orienteering skills Refine skills and techniques to overcome challenges. Apply strategies and tactics in teams / small groups. Knowledge and understanding of health and fitness **Fitness Link** Individual Fitness tests are understood in relation to OAA and how they impact on overall performance and can be used to assess strengths and areas for development.	**OAA** Pupils will gain knowledge of the nature of adventurous activities and make effective evaluations of strength and weaknesses in their own and others performances. Appropriate questioning on teaching points of the skills and processes developed as individuals and teams. Suggest alternative approaches and used + try out different approaches to achieved the desired outcome. **Fitness Link** Pupils will gain knowledge of the nature of fitness-based activities and make effective evaluations of strength and weaknesses in their own and others performances in OAA. Use of self-assessment and target setting. Success criteria conveyed through pupil or teacher modelling. Appropriate questioning on teaching points of the skills and processes developed.

YEAR 10

Intent		Implementation	Impact
Content to be covered by the end of the unit	**Key Skills demonstrated as a result of the content**	**Suggested activities to help achieve our intent (including extra-curricular opportunities)**	**Suggested evaluation and assessment methods (to include one formal summative assessment)**
Games: Football/Netball/Basketball Pupils will experience a range of different invasion games: This could include football, basketball, handball, dodgeball and bench ball. They will be able to lead warm-ups and understand rules and key terminology. They will be able to set up their own games and organise mini competition.	**Games: Football/Netball/Basketball** Key skills: Pupils will develop teamwork skills, communication, leadership and resilience. They will be guided towards participating in clubs outside of school and how the range of skills can fit in with Gatsby careers.	**Games: Football/Netball/Basketball** These lessons will incorporate a range of drills for the specific games and focus on a skill for example attacking, passing, shooting. There will be opportunities to coach and referee games. Pupils will be encouraged to attend extra-curricular clubs and represent the school teams.	**Games: Football/Netball/Basketball** Pupils will be assessed on their improvements throughout the unit of work and their knowledge and understanding
Badminton: In this unit pupils will focus on replicating and developing more advanced techniques as well as implementing and refining strategic play to outwit opponents.	**Badminton:** Pupils will replicate shots with a developing control and accuracy. Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations.	**Badminton:** Warm up drills, small modified conditioned games and drills. Reciprocal cards and demonstrations of key teaching points. Ladders,	**Badminton:** To develop the ability to make effective evaluations of strengths and weaknesses in performance. Provide opportunities for pupils to self-assess own performance and implement

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Pupils will be able to demonstrate the essential elements of attack and defence. Pupils will further develop confidence to get the shuttle to land in a target area so that the opponent cannot return it. Pupil should independently be able to score and officiate badminton games.	Techniques will be further tested through its use in small sided games and assessed against expected learning outcomes.	singles and doubles tournaments. Extra-curricular activities available.	strategies for improvement. Develop observation skills on peer performances and improve quality of feedback given.
Cricket/Rounders In this unit pupils will demonstrate advanced skills with some consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents as a batter and bowler such as the use of spin when bowling. Students will experience the role of wicket keeper in game situations and aiming to stump out batsmen. Development of decision-making skills will be encouraged through game play. Pupil should independently be able to score and officiate cricket/ rounders games.	**Cricket/Rounders** Pupils will replicate shots with a developing control and accuracy such as hitting over the fielders and scoring boundaries. Wicket keeper / Back stop will become far more influential in the games – taking stumpings, run outs and directing fieldiers. Bowling action, batting action and throwing and catching skills will be advanced through game play and conditional situations. Techniques will be further tested through its use in small sided games and assessed against expected learning outcomes. Pupils will learn to use core cricket/rounders skills and adapt these skills to contribute to producing an improved performance for them team – more run outs, rounders / runs.	**Cricket/Rounders** Individual skills in isolation then in pressure situations – timed, competitive, targets to hit etc. Drills to improve technique in both batting and fielding. With a focus on bat stop / wicket keeper role. Improve peer to peer coaching – such as stance needed for a wicket keeper / bat stop facing slow / fast / spin bowling. Pupils can identify successful shots and good balls that are hard for batters to hit. This will highlight strengths and weaknesses in games play. Set up practices that encourage batters to hit 6s/4/s/whole and half rounders – emphasise the importance of scoring runs, attacking shots as a batsmen.	**Cricket/Rounders** Give students opportunities to see examples from you tube of outstanding wicket keepers / bat stop in rounders. Batting - Look into how players create power for shots to hit the ball a long way – timing, speed of hands, good body position / stance. More able can hit 6s / whole rounders consistently - also the use of the backhand in rounders to deceive the fielders. When is the right time to hot 6s/high powerful shots in the game, bring in tactics of batting.
Athletics The content taught will include learning how to perform the different field and track events in an unopposed practice. A variety of field and track events will be taught and the students will select their preferred event to improve on. The key skills will incorporate the run up and take off, flight and landing for the jumps and the initial stance, grip, preparation, movement, release and recovery in the throwing events. The track events will focus on key skills taught will include starts, posture, pacing, leg and arm action, coordination and stride pattern. Students will learn the key rules and tactics for the relevant events to enable them to maximise their performances.	**Athletics** Athletics is an individual sport, this would involve achieving personal gains and successes, being resilient and understanding how to improve both strength, endurance and key elements of fitness and nutrition. Pupils will also focus on the Heart strand evident during that term, (Please see below)	**Athletics** The content will be taught through a series of drills and practices to enable the student to understand and apply the technique. An extra-curricular club will run throughout the summer term. A sports day is held in the summer months. Students will also be taught theoretical concepts through our Heads programme.	**Athletics** Students will ultimately be assessed on the quality of appropriate skills, techniques and decision making processes in one event that will meet the challenges during a conditioned and competitive situation. The students will need to take into account the external factors such as the weather and deciding entry points and starting heights and lengths. In the tack events the students must judge their pace and adhere to specific rules
Fitness Pupils will learn different methods of Fitness, this would include Pilates, Yoga, aerobics/Dance workout and Circuit Training. They will understand how to	**Fitness** Pupils will be able to gain confidence in demonstrating exercises and teaching others as well as developing their physical and mental wellbeing	**Fitness** These sessions will be delivered as classes where pupils are involved in copying, demonstrating and also designing exercises to music. Pupils start	**Fitness** Pupils will be assessed on their ongoing improvements throughout the term and their individual fitness programs.

technically perform the movements with control, fluency and safety. They will be taught the different key sections including a warm-up, cool down and a range of exercises in the appropriate order.		to design and develop their own fitness plans to continue at home.	
YEAR 11			
Intent		**Implementation**	**Impact**
Content to be covered by the end of the unit	**Key Skills demonstrated as a result of the content**	**Suggested activities to help achieve our intent (including extra-curricular opportunities)**	**Suggested evaluation and assessment methods (to include one formal summative assessment)**
Games: Football/Netball/Basketball Pupils will experience a range of different invasion games: This could include football, basketball, handball, dodgeball and bench ball. They will be able to lead warm-ups and understand rules and key terminology. They will be able to set up their own games and organise mini competition.	**Games: Football/Netball/Basketball** Key skills: Pupils will develop teamwork skills, communication, leadership and resilience. They will be guided towards participating in clubs outside of school and how the range of skills can fit in with Gatsby careers.	**Games: Football/Netball/Basketball** These lessons will incorporate a range of drills for the specific games and focus on a skill for example attacking, passing, shooting. There will be opportunities to coach and referee games. Pupils will be encouraged to attend extra-curricular clubs and represent the school teams.	**Games: Football/Netball/Basketball** Pupils will be assessed on their improvements throughout the unit of work and their knowledge and understanding
Badminton Students will learn to execute a range of shots. These include serves both low, short, high and deep. The clear shot both forehand and backhand and attacking and defending, drop shot and the various drive shots both cross court and down the line. Students will need to know the different grips for these shots and where to stand on the court. Students will show these skills in isolation but also in a competitive environment, where their movement and application of tactics will be key.	**Badminton** Students will be given opportunities to lead Warm-ups and drills as well as officiate games. They will be using communication and team work and have a good understanding of rule and tactics.	**Badminton** Students will be given the assessment criteria and will work through each lesson, focusing on a particular skill and a tactic that can be used in a game situation. Video analysis will be utilised to show excellent technique and stance. Drills will be developed and pupils will be challenged and compete against similar abilities. An extra-curricular club will run alongside this unit of work as well as practice moderations and different schools. There is also a link to a local Badminton club.	**Badminton** Students will be assessed on their skill in isolation and the quality of the execution of those skills. Their decision making to meet the challenges in a formal and competitive situation will be observed. Appropriate choice of shot in relation to situation, movement pressure and deception will be assessed during games. Factors that impact strengths and weaknesses will be taken into account. The students will be tested on the rules and tactics of the game.
Fitness Pupils will learn different methods of Fitness, this would include Pilates, Yoga, Aerobics/Dance workout and Circuit Training. They will understand how to technically perform the movements with control, fluency and safety. They will be taught the different key sections including a warm-up, cool	**Fitness** Pupils will be able to gain confidence in demonstrating exercises and teaching others as well as developing their physical and mental wellbeing.	**Fitness** These sessions will be delivered as classes where pupils are involved in copying, demonstrating and designing exercises to music. A fitness program is designed by the pupils to actively continue at home. Pupils can actively get ideas from a range of online resources.	**Fitness** Pupils will be assessed on their ongoing improvements throughout the term and their individual fitness programs.

down and a range of exercises in the appropriate order.			

Students in PE will be taught using three key principles

1). Head – Pupils will be taught to "More" about Physical Education and Sport

2). Hands – Pupils will be taught to "Do More" within their PE lessons

3). Heart – Students will be encouraged to "Be More" through the Colmers Characteristics.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Ambitious:** Be Aspirational Motivational Overcoming Barriers Determined	**Hard Working:** Ready to learn (Kit/Equip) Consistent effort Showing Improvement Inspiring others	**Collaborative:** Teamworking Communicating Engaging Encouraging	**Inclusive:** Listening to others Empathy Fair play Embracing opportunities	**Courageous:** Bravery to overcome challenges Showing mental strength Overcome your fears Being tenacious	**Reflective:** Strengths Areas for development Performance Analysis Actions to Improve
	Ambitious:	**Hard Working:**	**Collaborative:**	**Inclusive:**	**Courageous:**	**Reflective:**

COLMERS SCHOOL & SIXTH FORM COLLEGE

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Year 8	Be Aspirational Motivational Overcoming Barriers Determined	Ready to learn (Kit/Equip) Consistent effort Showing Improvement Inspiring others	Teamworking Communicating Engaging Encouraging	Listening to others Empathy Fair play Embracing opportunities	Bravery to overcome challenges Showing mental strength Overcome your fears Being tenacious	Strengths Areas for development Performance Analysis Actions to Improve
Year 9	**Ambitious:** Be Aspirational Motivational Overcoming Barriers Determined	**Hard Working:** Ready to learn (Kit/Equip) Consistent effort Showing Improvement Inspiring others	**Collaborative:** Teamworking Communicating Engaging Encouraging	**Inclusive:** Listening to others Empathy Fair play Embracing opportunities	**Courageous:** Bravery to overcome challenges Showing mental strength Overcome your fears Being tenacious	**Reflective:** Strengths Areas for development Performance Analysis Actions to Improve
Year 10	**Ambitious:** Be Aspirational Motivational Overcoming Barriers Determined	**Hard Working:** Ready to learn (Kit/Equip) Consistent effort Showing Improvement Inspiring others	**Collaborative:** Teamworking Communicating Engaging Encouraging	**Inclusive:** Listening to others Empathy Fair play Embracing opportunities	**Courageous:** Bravery to overcome challenges Showing mental strength Overcome your fears Being tenacious	**Reflective:** Strengths Areas for development Performance Analysis Actions to Improve
Year 11	**Ambitious:** Be Aspirational Motivational Overcoming Barriers Determined	**Hard Working:** Ready to learn (Kit/Equip) Consistent effort Showing Improvement Inspiring others	**Collaborative:** Teamworking Communicating Engaging Encouraging	**Inclusive:** Listening to others Empathy Fair play Embracing opportunities	**Courageous:** Bravery to overcome challenges Showing mental strength Overcome your fears Being tenacious	**Reflective:** Strengths Areas for development Performance Analysis Actions to Improve

Opening Minds & Opening Doors