

Physical Education Yr 7 – Exploring Physical Literacy

Unit 1	Unit 2	Unit 3	Unit 4
Competence	Confidence	Knowledge and understanding	Motivation
Delivered through badminton, netball, football, fitness	Delivered through hockey, basketball, football, Dance, Netball.	Delivered through basketball, dance, hockey,	Delivered through cricket, rounders, softball, athletics.

Physical Education is being delivered through a concept-based curriculum and not a collection of activities. Each unit will be delivered through at least 2 different activity areas, dependant on the needs of the group, the facilities available and prior learning. Each unit will run for a minimum of 9 weeks, following the same format outlined below.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Explore & excite	Concept 1	Concept 2	Concept 3	Revisit & Consolidate	Concept 4	Concept 5	Concept 6	Revisit & Consolidate
Introduction to concepts and activities being used.	Formative Assessment		Following formative assessment, what skills, techniques or concepts need to be re-taught? Consider what misconceptions need to be addressed and what additional practice is required? Initial Summative judgement	Formative Assessment		Following formative assessment, what skills, techniques or concepts need to be re-taught? Consider what misconceptions need to be addressed and what additional practice is required? Final Summative judgement		

Physical Education Intent: The PE curriculum intent is to instil an internalised desire to participate in a healthy active lifestyle which is embraced and continued throughout life.

	Key knowledge and skills	Expert knowledge and skills	Assessed Pieces	Key Vocabulary	Co-curricular links
Unit 1 Competence	<ol style="list-style-type: none"> Students will understand how PE can develop their competence Students will understand the difference between skills and techniques and how they apply to PE. Students will have the opportunity to explore the 	<ul style="list-style-type: none"> Students will be able to show that they can apply the knowledge and skills in more than one physical activity. Students will be performed skills 	Continual Teacher observations: The curriculum has been planned to apply to holistic assessment frameworks. On-going formative assessment will	Badminton: Backhand, forehand, ace, backcourt, baseline, tram line, service line, clear, drop shot, smash, serve, return, kill,	

	<p>concept of practice and how it can support learning and development in PE.</p> <ol style="list-style-type: none"> 4. Students will learn how to analyse performance in order to provide meaningful and constructive feedback to improve competence in others. 5. Students will receive feedback and be tasked with acting on that feedback to demonstrate progress 6. Students will understand the term performance in relation to PE and demonstrating competence. 	<p>and tactics with increased fluency, control, and precision.</p> <ul style="list-style-type: none"> • Students will begin to suggest methods to improve performance. • Students will be able to perform with good competence in more than one activity. 	<p>inform summative judgements</p> <p>Peer discussions and feedback: Peer discussions and feedback will enable students to support each others development, understand current strengths and areas of development and further embed learning.</p>	<p>shuttle, net shot, let, racket, rally,</p> <p>Football: Attacker, corner, defender, direct, indirect, dummy, far post, near post, foul, free kick, give & go, 1, 2, goal keeper, outswinger, inswinger, obstruction, marking ,offside, one touch, sweeper, throw in, volley, nut meg,</p>	
Unit 2 Confidence	<ol style="list-style-type: none"> 1. Students will understand what confidence is and work on building and improving confidence through participation in Sport and Physical Activity. 2. Students will understand what is meant by the term 'attitudes' and demonstrate and understanding of how attitudes can have an impact on all challenges faced. 3. Students will gain an understanding of positive approaches to PE to ensure they get the most from their curriculum. 4. Students will gain insight and understanding to the term comfort zones. They will analyse what they deem to be their own comfort zones 	<ul style="list-style-type: none"> • Students will be able to show that they can apply the knowledge and skills in more than two physical activities. • Students will be performed skills and tactics with increased fluency, control and precision. • Students will be confident in suggesting ways to improve and be able to design their own practices to 	<p>Questioning: During every lesson there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide formative assessment opportunities to gauge depth of understanding.</p>	<p>Fitness Aerobic, Agility, anaerobic, balance, beats per minute, body composition, cardiovascular, circuit, continuous, coordination, endurance, fartlek, flexibility, heart rate, frequency, interval, lactic acid, training, muscular endurance, power, recover, repetitions sets, resistance, speed, strength,</p> <p>Netball,</p>	

	<p>and consider the advantages of pushing themselves out of these zones.</p> <ol style="list-style-type: none"> 5. Students will understand the term 'failure' and analyse the role it has in learning in day-to-day experiences and in sport. 6. Students will gain insight and understanding to the term comfort zones. They will analyse what they deem to be their own comfort zones and consider the advantages of pushing themselves out of these zones 	<p>improve performance.</p> <ul style="list-style-type: none"> • Students will be able to perform with good competence in more than two activities. • Students will be able to show they can perform with confidence in two activities. 		<p>Centre, wing attack, wing defence, goal shooter, goal keeper, wing defence, goal defence, third pivot, chest pass, footwork, rebound</p> <p>Hockey: Dangerous pay, dribble, drive, foul, slap, hit push, tackle, jockey, flick, scoop, free hit, obstruction, reverse.</p>	
<p>Unit 3 Knowledge and Understanding</p>	<ol style="list-style-type: none"> 1. Students will gain an understanding of the fundamental differences between Sport, PE & Physical Activity. 2. Students will understand what is meant by the term 'fitness' and understand its importance in PE, sport and everyday life. 3. Students will gain an insight to and an understanding of the benefits that PE can have on their physical health. 4. Students will gain an insight to and an understanding of the benefits that PE can have on their mental & emotional health 5. Students will gain an insight to understanding the benefits that PE can have on their 	<ul style="list-style-type: none"> • Students will be able to show that they can apply the knowledge and skills in more than three physical activities. • Students will be perform skills and tactics with increased fluency, control and precision. • Students will be able to lead small groups and begin to officiate and judge activities with confidence. • Students will be able to perform with good 		<p>Basketball Assist, backboard, basket, block, bounce, double dribble, drive, foul, free throw, guard, hoop, jump shot, lay up, possession, rebound set shot, 3 point, travelling, turn over, violation, zone, back court, side-line, baseline.</p> <p>Dance: Travelling, stillness, gestures, choreography, canon, direction, duet, elevation,</p>	

	<p>social health and well-being, in and out of school.</p> <p>6. Students will develop a better understanding of their own emotions and analyse when these emotions might change based on different situations and scenarios.</p>	<p>competence in more than four activity.</p> <ul style="list-style-type: none"> Students will be able to show they can perform with confidence in three activities. 		<p>motif, pathway, posture, repetition, solo, group, performance, stimuli, style, timing, unison</p> <p>Athletics: Athlete, baton, false start, lap, middle distance, relay, throw, jump, sprint, pacing</p> <p>Cricket: Attacking, batting, bowling, fielding, catch, out, runs innings, no ball, wide, run out, stumped, wicket keeper.</p> <p>Rounders: Rounder, half rounder, no ball, body ball, bowling batting, first, second, third, forth, innings, obstruction, stumped, box, batter, posts, base,</p> <p>Softball: Back stop, base, Bases loaded, bat, plate, bowling, ball</p>	
Unit 4 Motivation	<ol style="list-style-type: none"> Students will have an understanding of intrinsic motivation and the positive benefits of being intrinsically motivated. Students will gain an understanding of extrinsic motivation and the positive benefits of being extrinsically motivated. Students will continue to develop and demonstrate the tools required to set meaningful and impactful goals. Students will have an opportunity to celebrate progression, over outcome and reflect on how this is transferable in other aspects of their lives. Students will understand what persistence is and demonstrate it when faced with a challenge. Students will reflect on prior learning from 'persistence' and understand the meaning of the term determination and how to demonstrate it. 	<ul style="list-style-type: none"> Students will be able to show that they can apply the knowledge and skills in more than four physical activities. Students will be perform skills and tactics with increased fluency, control and precision. Students will be able to officiate activities, will be able to take the role of a coach of small groups. Students will be able to perform with good competence in more than five activities. Students will be able to show they can perform with confidence in four activities. 			

				caught, diamond, double out, foul ball, home run, obstruction, out, home, first, second, third, runs, safe, fielding, order, walk. Innings	
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Physical Education Yr 8 – Exploring Personal Development

Unit 1	Unit 2	Unit 3	Unit 4
Communication	Resilience	Emotional Intelligence	Intra Personal Skills
Delivered through football, badminton, netball	Delivered through netball, basketball, dance, hockey, football, badminton.	Delivered through hockey, dance, basketball, fitness, netball.	Delivered through cricket, rounders, softball, athletics.

Physical Education is being delivered through a concept based curriculum and not a collection of activities. Each unit will be delivered through at least 2 different activity areas, dependant on the needs of the group, the facilities available and prior learning. Each unit will run for a minimum of 9 weeks, following the same format outlined below.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Explore & Excite	Concept 1	Concept 2	Concept 3	Revisit & Consolidate	Concept 4	Concept 5	Concept 6	Revisit & Consolidate
Introduction to concepts and activities being used.	Formative Assessment			Following formative assessment, what skills, techniques or concepts need to be re-taught? Consider what misconceptions need to be addressed and what additional practice is required? Initial Summative judgement	Formative Assessment			Following formative assessment, what skills, techniques or concepts need to be re-taught? Consider what misconceptions need to be addressed and what additional practice is required? Final Summative judgement

Physical Education Intent: The PE curriculum intent is to instil an internalised desire to participate in a healthy active lifestyle which is embraced and continued throughout life.

	Key knowledge and skills	Expert knowledge and skills	Assessed Pieces	Key Vocabulary	Co-curricular links
Unit 1 Communication	<ol style="list-style-type: none"> Students will understand a range of verbal communication techniques and to develop the ability to communicate effectively. Students will understand a range of non-verbal communication techniques and to develop the ability to communicate effectively. 	<ul style="list-style-type: none"> Students will be able to show that they can apply the knowledge and skills in more than one physical activity. Students will be able to perform skills and tactics with 	Continual Teacher observations: The curriculum has been planned to apply to holistic assessment frameworks.	Badminton: Backhand, forehand, ace, backcourt, baseline, tram line, service line, clear, drop shot, smash, serve,	

	<ol style="list-style-type: none"> 3. Students will understand what active listening is and how to develop active listening skills. 4. Students will begin to understand a range of conflict management skills and to develop strategies to solve conflicts and disagreements 5. Students will reflect on the advantages of asking questions in the learning process and in developing a deeper understanding for concepts. 6. Students will develop an understanding of the role of feedback as part of effective communication. 	<p>increased fluency, control and precision.</p> <ul style="list-style-type: none"> • Students will begin to suggested methods to improve performance. • Students will be able to perform with good competence in more than one activity. 	<p>On-going formative assessment will inform summative judgements</p> <p>Peer discussions and feedback: Peer discussions and feedback will enable students to support each others</p>	<p>return, kill, shuttle, net shot, let, racket, rally,</p> <p>Football: Attacker, corner, defender, direct, indirect, dummy, far post, near post, foul, free kick, give & go, 1, 2, goal keeper, outswinger, inswinger, obstruction, marking ,offside, one touch, sweeper, throw in, volley, nut meg,</p>	
Unit 2 Resilience	<ol style="list-style-type: none"> 1. Students will develop an understanding of the term 'resilience' and be encouraged to demonstrate this concept. 2. Students will understand what is meant by failure and demonstrate how it can aide learning 3. Students will gain an understanding of how marginal gains can lead to big improvements over time 4. Students will understand what persistence is and demonstrate it when faced with a challenge. 5. Students will understand the role of and advantages of being proactive alongside determination and perseverance. 6. Students will understand the difference between a fixed and growth mindset. 	<ul style="list-style-type: none"> • Students can use imaginative ways to solve problems, overcome challenges and entertain audiences. • Students can draw on what they know about strategy, tactics and composition in response to changing circumstances • Students can analyse and comment on how skills, techniques and ideas have been used in their own and others' work. • Students can suggest ways to 	<p>development, understand current strengths and areas of development and further embed learning.</p> <p>Questioning: During every lesson there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide</p>	<p>Fitness Aerobic, Agility, anaerobic, balance, beats per minute, body composition, cardiovascular, circuit, continuous,</p>	

		improve with detail on the why and how.	formative assessment opportunities to gauge depth of understanding.	coordination, endurance, fartlek, flexibility, heart rate, frequency, interval, lactic acid, training, muscular endurance, power, recover, repetitions sets, resistance, speed, strength,	
Unit 3 Emotional Intelligence	<ol style="list-style-type: none"> 1. Students will understand what emotional intelligence is and the importance of it in their lives. 2. Students will understand how to recognise their own and others' emotions and why this is an important part of emotional intelligence. 3. Students will develop their understanding of emotions and how it might impact behavior 4. Students will develop their ability to label particular emotions that they have felt at particular times in their lives. 5. Students will develop their understanding of how to appropriately express how they are feeling. 6. Students will develop their understanding of how to appropriately regulate how they are feeling 	<ul style="list-style-type: none"> • Students understand how the different components of fitness affect performance and explain how different types of exercise contribute to your fitness and health. • Students can explain the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing, and carry out their own physical activity programmes based on their own choices and preferences. • Students can plan, organise and lead practices and activities safely, helping others to improve their performance. 		<p>Netball, Centre, wing attack, wing defence, goal shooter, goal keeper, wing defence, goal defence, third pivot, chest pass, footwork, rebound</p> <p>Hockey:</p>	

<p>Unit 4 Intra personal skills</p>	<ol style="list-style-type: none"> 1. Students will understand what is meant by the term empathy and consider appropriate reactions to different feelings presented by others. 2. Students will understand what is meant by and how to demonstrate patience. Students will also have an opportunity to reflect on the importance of demonstrating importance, in different settings 3. Students will learn about adaptability; the benefits of change and having an open mindset. They will be given the opportunity to reflect on when and why you need to be adaptable, in PE and other settings. 4. Students will learn about coping with pressure as a stress management tool, they will learn how the body responds to stress/pressure and learn some coping strategies to use in different life settings. 5. Students will learn what constitutes as positive work ethic and why it is so important in a variety of different settings. They will consider their own ambitions and life goals. 	<ul style="list-style-type: none"> • Students are able to apply the principles of advanced strategies, tactics and compositional ideas in your own and others' work, and modify them in response to changing circumstances. • Students can reach judgements independently • Students can describe their involvement in regular, safe physical activity for the benefit of your health and wellbeing. • When leading practices and activities, they can apply basic rules, conventions and/or compositional ideas consistently and with confidence. 		<p>Dangerous pay, dribble, drive, foul, slap, hit push, tackle, jockey, flick, scoop, free hit, obstruction, reverse.</p> <p>Basketball Assist, backboard, basket, block, bounce, double dribble, drive, foul, free throw, guard, hoop, jump shot, lay up, possession, rebound set shot, 3 point, travelling, turn over, violation, zone, back court, side-line, baseline.</p> <p>Dance: Travelling, stillness, gestures, choreography, canon, direction, duet, elevation, motif, pathway, posture,</p>	
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repetition,
solo, group,
performance,
stimuli, style,
timing, unison

Athletics:

Athlete, baton,
false start, lap,
middle
distance, relay,
throw, jump,
sprint, pacing

Cricket:

Attacking,
batting,
bowling,
fielding, catch,
out, runs
innings, no
ball, wide, run
out, stumped,
wicket keeper.

Rounders:

Rounder, half
rounder, no
ball, body ball,
bowling
batting, first,
second, third,
forth, innings,
obstruction,
stumped, box,
batter, posts,
base,

				Softball: Back stop, base, Bases loaded, bat, plate, bowling, ball caught, diamond, double out, foul ball, home run, obstruction, out, home, first, second, third, runs, safe, fielding, order, walk. Innings	
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Physical Education Yr 9 – Exploring Character Development

Unit 1	Unit 2	Unit 3	Unit 4
Sporting Values	Redefining competition	Problem solving	Power of Positivity
Delivered through badminton ,netball, football, fitness	Delivered through netball, dance, hockey, football, basketball, fitness, badminton	Delivered through dance, hockey, basketball, fitness, netball	Delivered through cricket, rounders, softball, athletics.

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Unit 1Sporting Values	<ol style="list-style-type: none"> Students will learn respect through sports and sporting etiquette. They will learn what the term means, and how to demonstrate respect. Students will follow on from the lesson on respect and continue to reflect on the importance of and how to show good etiquette. 	<ul style="list-style-type: none"> Students will show very good, advanced skill and technique for the activity in competitive type practice situations and in the competitive situation itself. Students will also demonstrate a clear 	Continual Teacher observations: The curriculum has been planned to apply to holistic assessment frameworks.	Badminton: Backhand, forehand, ace, backcourt, baseline, tram line, service line, clear, drop shot, smash, serve, return,	

	<ol style="list-style-type: none"> 3. Students will learn the value and importance of rules and its role in ensuring fairness. 4. Students will consider determination and resilience and when/how it is importance to continue trying. 5. Students will have the chance to reflect on the importance of Equality in different settings. 6. Students will learn about what courage is and attempt to reflect on what may look like in PE and different settings. 	<p>understanding of the rules when taking part and very good application of strategies and tactics and positional sense as appropriate for the activity.</p> <ul style="list-style-type: none"> • Students will be able to evaluate performances, indicating strengths and areas for development, and be able to give some positive feedback. • As a leader, you will be confident in most situations, displaying good organisational and communication skills. 	<p>On-going formative assessment will inform summative judgements</p> <p>Peer discussions and feedback: Peer discussions and feedback will enable students to support each other's development, understand current strengths and areas of development and further embed learning.</p>	<p>kill, shuttle, net shot, let, racket, rally,</p> <p>Football: Attacker, corner, defender, direct, indirect, dummy, far post, near post, foul, free kick, give & go, 1, 2, goal keeper, outswinger, inswinger, obstruction, marking, offside, one touch, sweeper, throw in, volley, nut meg,</p>	
Unit 2 Redefining Competition	<ol style="list-style-type: none"> 1. Students will have an understanding of the self-determination theory (SDT) and begin to reflect on their own personal motivations. 2. Students will understand and experience the power of autonomy, competence and flow to individual motivations in line with the self-determination theory. 3. Students will understand good sportsmanship and the importance of demonstrating good behaviours after competition. 4. Students will understand the term self-motivation and focus on improving individual self-motivation through a range of challenging activities 	<ul style="list-style-type: none"> • Students will show excellent advanced skills and techniques for the activity in competitive type practice situations. • Students will also demonstrate a very clear understanding of the rules when taking part and an excellent application of strategies and tactics and positional sense as appropriate for the activity. • Students will thorough knowledge and very clear understanding of the rules /laws /regulations and safety issues related to 	<p>Questioning: During every lesson there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide</p>	<p>Fitness Aerobic, Agility, anaerobic, balance, beats per minute, body composition, cardiovascular, circuit, continuous, coordination, endurance, fartlek, flexibility, heart</p>	

	<ol style="list-style-type: none"> 5. Students will understand the meaning of term persistence and to improve individual persistence 6. Students will understand the positive impact of balancing competition with cooperation. 	<p>the selected physical activity.</p> <ul style="list-style-type: none"> • Students can plan advanced skills practices and fitness sessions aiming to improve the performance of the group/team or individual. • Students will be an inspirational leader, and confident, highly organised, and display excellent communication skills. 	<p>formative assessment opportunities to gauge depth of understanding.</p>	<p>rate, frequency, interval, lactic acid, training, muscular endurance, power, recover, repetitions sets, resistance, speed, strength,</p> <p>Netball, Centre, wing attack, wing defence, goal shooter, goal keeper, wing defence, goal defence, third pivot, chest pass, footwork, rebound</p>	
<p>Unit 3 Problem Solving</p>	<ol style="list-style-type: none"> 1. Students will understand what problem solving is and how to identify potential problems to ensure success through a range of problem solving techniques. 2. Students will learn how to identify and analyse 'issues' from different perspectives, considering ways to tackle the problem. 3. Students will understand the importance of cooperation and being a good team player. 4. Students will have a chance to practice and reflect on planning skills. 5. Students will have a chance to continue to develop skills taught in this unit, this time by enhancing their decision-making skills. 6. Students will understand what is meant by the term 'reflection' and to be able to apply this knowledge to PA, Sport and further aspects of life. 	<ul style="list-style-type: none"> • Students can demonstrate a very good standard of technical, tactical and psychological aspects related to your physical activity. • Students can produce consistent performances in a variety of competitive formats and are able to cope with the pressure of expectation to achieve successes at their level of performance/participation. • Students can produce a high level of performance in leading a group, team or individual in one physical activity context during the length of the assessment period. • Students can recognise and act upon the strengths and 		<p>Hockey: Dangerous pay, dribble, drive, foul, slap, hit push, tackle, jockey, flick, scoop, free hit, obstruction, reverse.</p> <p>Basketball Assist, backboard, basket, block, bounce, double dribble, drive,</p>	

		<p>weaknesses of the group, team or individual and are proficient in communicating, displaying very good organisational abilities and motivational skills.</p> <ul style="list-style-type: none"> • Student analysis has technical accuracy and depth, and the range of information is very good. 		<p>foul, free throw, guard, hoop, jump shot, lay up, possession, rebound set shot, 3 point, travelling, turn over, violation, zone, back court, side-line, baseline.</p>	
<p>Unit 4 Power of Positivity</p>	<ol style="list-style-type: none"> 1. Students will understand how a fixed mindset will limit success. 2. Students will understand the differences between a growth and a fixed-mindset and demonstrate the traits of a growth mindset. 3. Students will develop and demonstrate the tools required to think and act positively. 4. Students will continue to develop and demonstrate the tools required to think and act positively. 5. Students will understand the importance of a positive attitude and the impact it can have upon team dynamics. 6. Students will continue to develop and demonstrate the tools required to think and act positively. 	<ul style="list-style-type: none"> • Students can produce a very high level of consistent performance in both the short-term and the long-term training. • Students produce dominant performances in a variety of competitive formats and are able to respond to, and use, the pressure of expectation to achieve successes. • Students are able to fully recognise and act upon the strengths and weaknesses of the group, team or individuals and are highly proficient in communicating • can use both varied and appropriate forms of analysis, you have been able to demonstrate and discuss with others full and extensive application of your own performance in a range of scenarios. 		<p>Dance: Travelling, stillness, gestures, choreography, canon, direction, duet, elevation, motif, pathway, posture, repetition, solo, group, performance, stimuli, style, timing, unison</p> <p>Athletics: Athlete, baton, false start, lap, middle distance, relay, throw, jump, sprint, pacing</p> <p>Cricket: Attacking, batting, bowling,</p>	

				<p>fielding, catch, out, runs innings, no ball, wide, run out, stumped, wicket keeper.</p> <p>Rounders: Rounder, half rounder, no ball, body ball, bowling batting, first, second, third, forth, innings, obstruction, stumped, box, batter, posts, base,</p> <p>Softball: Back stop, base, Bases loaded, bat, plate, bowling, ball caught, diamond, double out, foul ball, home run, obstruction, out, home, first, second, third, runs, safe, fielding, order, walk. Innings</p>	
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