

FOOTBALL		
<p>National curriculum links KS2</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 	<p>National curriculum links KS3</p> <ul style="list-style-type: none"> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games 	
Knowledge	Links to other sports & physical activities	
<p>Hands</p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> 1. Passing (using inside of foot) using both feet 2. Receiving and controlling the ball using both feet 3. Dribbling- close control, use of inside and outside of dominant foot 4. Moving free from a defender (dodge, change of pace etc) 5. Shooting with dominant foot 	<p>Hands (motor competence)</p> <ul style="list-style-type: none"> Defending a player without the ball- basketball, netball Moving free to evade defender- Y7 fitness, rugby, basketball, netball Keeping stable and balanced- gymnastics Passing for power and accuracy- netball and rugby 	
<p>Head</p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> Rules (introduced gradually) including scoring, offside, fouls, free kicks, throw in Basic attack strategies e.g. keeping possession, pass and move, using width Basic defending strategies e.g. defending goal side, player-player marking, pressure on the ball Pass/dribbling/shoot/tackle decision making Roles and responsibilities of basic positions (defenders, midfield, striker) <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> How to prepare for participation in physical activity and complete football specific warm up (pulse raiser, stretching, sport specific movements) Components of fitness required in football (cardiovascular and muscular endurance, speed, power, agility) Physical, mental and social benefits of participation in football 	<p>Head (rules strategies & tactics and healthy participation)</p> <ul style="list-style-type: none"> Basic attack and defence strategies e.g. keeping possession and pressure on the ball- netball, basketball, rugby Different positions have different roles/responsibilities- netball , rugby Throw ins- netball and basketball <ul style="list-style-type: none"> Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught Preparation for participation- revisited in all units 	
<p>Heart</p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <p>Respect</p> <ul style="list-style-type: none"> Respect for officials, teammates, opposition, accepting decisions, supporting teammates, listen to others, think before you speak 	<p>Heart (values, attitudes & behaviours)</p> <ul style="list-style-type: none"> Respect- Y7 striking & fielding 	
Misconceptions	Key vocabulary	Numeracy links
<p>Crowding around the ball is an effective way to defend</p> <p>Following the direction of the ball and not the players</p> <p>Putting best players in attack and weakest in defence</p> <p>Shooting is always the correct option</p>	<p>Mark</p> <p>Goal side</p> <p>Passing</p> <p>Dribbling</p> <p>Receiving</p> <p>Shooting</p> <p>Throw in</p>	<p>Application of angles and judging distances when passing</p> <p>Trajectory of passing</p> <p>Angles of movement and body positioning</p> <p>Keeping score during gameplay</p>

Year 7 SOW

<p>Only use the foot that you are most confident on</p> <p>Strikers are the only players who should score</p>	<p>Corner Goal kick Offside Space Cardiovascular endurance Muscular endurance Reaction time Speed Power Balance Agility</p>	<p>Judging distance of 1 metre when following obstruction rule</p>
<p>Assessment</p>	<p>Homework</p>	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

DANCE		
National curriculum links KS2 <ul style="list-style-type: none"> perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance 	National curriculum links KS3 <ul style="list-style-type: none"> perform dances using advanced dance techniques in a range of dance styles and forms 	
Knowledge	Links to other sports & physical activities	
Hands <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u> <ol style="list-style-type: none"> Motiff Action (what the body is doing) e.g. jump, turn, travel, gesture, balance, stillness Dynamics (how the body is moving) i.e. speed, energy and flow Relationship (who the body is moving with) e.g. solo, duet, unison, cannon, mirroring, mirroring Space (where the body is moving) e.g. formations, levels, pathways, direction Creating and performing a sequence using the above 	Hands (motor competence) <ul style="list-style-type: none"> Landing safely from a jump-Y7 fitness Contact, partner and group work- Y7 gymnastics Links to routine structure and creating an aesthetically pleasing sequence-Y7 gymnastics and Y8/Y9 trampolining 	
Head <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u> <ul style="list-style-type: none"> Use of timing ,levels, linking movements and space when designing and performing a sequence Conventions of dance and how sequences are scored How to make a sequence aesthetically pleasing Characteristics of different styles of dance e.g. actions, dynamics and spatial features Conveying a message/story/feeling/thoughts/attitude through dance <u>Knowledge (know) and application (show) of the following healthy participation</u> <ul style="list-style-type: none"> How to prepare for participation in physical activity and complete dance specific warm up (pulse raiser, stretching, sport specific movements) Components of fitness required in dance (flexibility, balance, muscular endurance, power, strength) Physical, mental and social benefits of participation in dance Factors that affect participation e.g., gender and challenging this stereotypes Dance as a form of cultural heritage e.g. the Haka or Bhangra 	Head (rules strategies & tactics and healthy participation) <ul style="list-style-type: none"> Use of timing, levels, linking movements and space - Y7 gymnastics Making a performance look aesthetically pleasing -Y7 gymnastics <ul style="list-style-type: none"> Challenging gender stereotypes- Y7 gymnastics Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught Preparation for participation- revisited in all units Benefits of participation e.g. confidence from performing in front of others, social skills from communication with others and providing feedback- Y7 gymnastics and Y8/9 trampolining 	
Heart <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u> <ul style="list-style-type: none"> Creativity Creating their own moves/sequences with little guidance from teacher, using the music for inspiration, using imagination, collaboration with others for ideas, using a stimulus as inspiration 	Heart (values, attitudes & behaviours)	
Misconceptions	Key vocabulary	Numeracy links
Dance is a 'girls' sport Flexibility is the only important component of fitness for dance	Balance Strength Flexibility Muscular endurance Power Dynamics Relationships Space Actions	Counting beats Spatial awareness Shapes, symmetry, asymmetry, reflections, rotations and directions

	Solo Unison Canon Mirrored Aesthetically pleasing Fluency Tension Extension Posture	
Assessment	Homework	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

FITNESS		
National curriculum links KS2 <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination compare their performances with previous ones and demonstrate improvement to achieve their personal best 	National curriculum links KS3 <ul style="list-style-type: none"> analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best develop their technique and improve their performance in other competitive sports 	
Knowledge	Links to other sports & physical activities	
Hands <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u> <ol style="list-style-type: none"> Running, changing direction and changing speed Throwing (for distance and accuracy) and catching Jumping (for height and distance) and landing safely Striking an object 	Hands (motor competence) <ul style="list-style-type: none"> The FMS underpin all other sports and physical activities students will study in PE. It is important to make this explicit e.g., changing direction in rugby, landing safely in gymnastics, striking a ball in tennis etc. 	
Head <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u> <ul style="list-style-type: none"> How to alter running technique to change speed e.g., sprinting/running/jogging How to alter throwing technique to get more distance or accuracy How to alter jumping technique to jump higher or further How to alter striking technique to get more distance or accuracy How the different FMS can be used to gain an advantage in different activities e.g., changing direction to get away from a defender/ jumping high to get a rebound etc <u>Knowledge (know) and application (show) of the following healthy participation</u> <ul style="list-style-type: none"> Importance of FMS in all sports and activities Introduction to some COF by linking them to different FMS <ul style="list-style-type: none"> Running – cardiovascular endurance, speed, agility Jumping-power Throwing – power Catching- coordination Striking- coordination How to prepare for participation in physical activity and complete a warm up 	Head (rules strategies & tactics and healthy participation) <ul style="list-style-type: none"> Strategies to manipulate running, throwing and jumping technique- athletics Strategies to gain power when throwing - netball, basketball and rugby <ul style="list-style-type: none"> Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught Preparation for participation- revisited in all units 	
Heart <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u> <ul style="list-style-type: none"> Staying positive <ul style="list-style-type: none"> Not giving up, challenging negative thoughts, focussing on the good, praising others 	Heart (values, attitudes & behaviours) <ul style="list-style-type: none"> Staying positive- Y7 athletics 	
Misconceptions	Key vocabulary	Numeracy links
People are naturally good at running/jumping/throwing and that it cannot be improved with practice Techniques when performing different FMS e.g. <ul style="list-style-type: none"> Not turning body when throwing for distance Landing with poor form .g. knees caving Flat footed or not turning hips when changing direction 	Agility Speed Power Coordination Cardiovascular endurance Accelerate Follow through Strike	Use of angles and judging distances when throwing and catching Angles of movement and body positioning Keeping score during gameplay

Assessment	Homework
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>

GYMNASTICS		
<p>National curriculum links KS2</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance 	<p>National curriculum links KS3</p> <ul style="list-style-type: none"> • develop their technique and improve their performance in other competitive sports • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best 	
Knowledge	Links to other sports & physical activities	
<p>Hands <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u> 1.Shapes, jumps and leaps 2.Rolls and rotation 3.Balances (individual, partner and group) 4.Travel 5.Creating and performing a sequence using the above skills</p>	<p>Hands (motor competence)</p> <ul style="list-style-type: none"> • Landing safely from a jump -Y7 fitness • Shapes – trampolining • Routine structure and creating an aesthetically pleasing- Y7 dance and trampolining 	
<p>Head <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u> <ul style="list-style-type: none"> • Use of timing ,levels, linking movements and space when designing and performing a sequence • How gymnastics routines are scored (difficulty and execution) • How to make a routine aesthetically pleasing <u>Knowledge (know) and application (show) of the following healthy participation</u> <ul style="list-style-type: none"> • How to prepare for participation in physical activity and complete gymnastics specific warm up (pulse raiser, stretching, sport specific movements) • Components of fitness required in gymnastics (flexibility, balance, muscular endurance, power, strength) • Benefits of stretching for flexibility improvements in named muscle groups • Physical, mental and social benefits of participation in gymnastics • Factors that affect participation e.g., gender and challenging this stereotypes </p>	<p>Head (rules strategies & tactics and healthy participation)</p> <ul style="list-style-type: none"> • Use of timing, levels, linking movements and space - Y7 dance <ul style="list-style-type: none"> • Challenging gender stereotypes - Y7 dance • Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught • Preparation for participation- revisited in all units 	
<p>Heart <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u> <ul style="list-style-type: none"> • Providing feedback - Using peer assessment, providing specific constructive feedback (WWW/EBI) , tone and delivery of feedback, using success criteria, what makes a good performance? </p>	<p>Heart (values, attitudes & behaviours)</p> <ul style="list-style-type: none"> • Providing feedback- Y9 trampolining 	
Misconceptions	Key vocabulary	Numeracy links
<p>Gymnastics is a 'girls' sport</p> <p>Flexibility is the only important component of fitness for gymnastics</p> <p>Gymnastics does not involve teamwork</p> <p>You need to go to a club to be successful</p>	<p>Balance Strength Flexibility Muscular endurance Power Tension Extension Aesthetically pleasing Fluency Hollow</p>	<p>Shapes, symmetry, asymmetry, reflections, rotations and directions</p> <p>Counting beats</p> <p>Rotations and twists based on angles</p> <p>Can give scores for different skills and when students create their routine they can calculate the difficulty</p>

Year 7 SOW

	Arch Posture	
Assessment	Homework	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

NETBALL		
<p>National curriculum links KS2</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination 	<p>National curriculum links KS3</p> <p>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p>	
Knowledge	Links to other sports & physical activities	
<p>Hands</p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> Receiving the ball stationary and on the move using footwork and pivoting Passing (chest and shoulder) Moving free from a defender (drive, dodging, change of direction) Moving to create space Defending a player without the ball (stage 1 defence) 	<p>Hands (motor competence)</p> <ul style="list-style-type: none"> Ready position- badminton Landing safely from a jump -Y7 fitness Throwing and catching- Y7 fitness, basketball, rugby, striking & fielding Moving free and creating space- Y7 fitness, football, basketball, rugby Defending a player without the ball- basketball, football 	
<p>Head</p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> Rules (introduced gradually) including footwork, 3 seconds, contact and obstruction Court dimensions- centre third, goal third, centre circle, D Basic attack strategies e.g. passing into the space, receiving the ball in front of defender Basic defending strategies e.g. player-player marking Roles and responsibilities of at least 2 positions on court <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> How to prepare for participation in physical activity and complete netball specific warm up (pulse raiser, stretching, sport specific movements) Components of fitness required in netball (reaction time, speed, power, balance, agility) Physical, mental and social benefits of participation in netball 	<p>Head (rules strategies & tactics and healthy participation)</p> <ul style="list-style-type: none"> Basic attack and defence strategies- football, basketball, rugby Different positions have different roles/responsibilities- football, rugby <ul style="list-style-type: none"> Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught Preparation for participation- revisited in all units 	
<p>Heart</p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> Teamwork <ul style="list-style-type: none"> A shared goal, each person understanding their role, communication between teammates, including everyone in the team, working to each others strengths, supporting each other 	<p>Heart (values, attitudes & behaviours)</p> <ul style="list-style-type: none"> Teamwork- Y7 OAA, Y8 rugby and Y9 football 	
Misconceptions	Key vocabulary	Numeracy links
<p>Boys and men do not play netball</p> <p>Misconceptions on rules which may be due to playing adapted games in primary school</p> <p>Netball being a non-contact sport means it is not physical</p> <p>Passing to where a player started moving from instead of into the space they are moving into.</p>	<p>Footwork</p> <p>Pivot</p> <p>Chest pass</p> <p>Shoulder pass</p> <p>Dodge</p> <p>Drive</p> <p>Stage 1 defence</p>	<p>Application of angles and judging distances when passing</p> <p>Trajectory of passing</p> <p>Angles of movement and body positioning</p> <p>Keeping score during gameplay</p>

Year 7 SOW

<p>The team who concedes a goal takes the next centre pass instead of it alternating</p>	<p>Mark Intercept Ball side Contact Obstruction Centre third Goal third Reaction time Speed Power Balance Agility</p>	<p>Judging distance of 1 metre when following obstruction rule</p>
<p>Assessment</p>	<p>Homework</p>	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

OAA		
<p>National curriculum links KS2</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team 	<p>National curriculum links KS3</p> <ul style="list-style-type: none"> take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group 	
Knowledge	Links to other sports & physical activities	
<p>Hands</p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> Working in a partner/team -trust, communication, problem solving Map reading and orientating the map (techniques e.g. thumbing) Map symbols, key features and using a key Grid references Completing and navigating an orienteering course using a map e.g. star orienteering 	<p>Hands (motor competence)</p> <ul style="list-style-type: none"> Running technique for speed- Y7 fitness, athletics Running technique for long distance- Y7 fitness, athletics 	
<p>Head</p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> Basic strategies required to complete the course in the quickest time e.g. route planning, communication with partner Basic rules when completing an orienteering course e.g. do not follow other teams, do not discuss the course with other teams, do not hide or remove controls, respect the land Responding to changing conditions and situations <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> Components of fitness required in OAA and orienteering (cardiovascular endurance, speed) Physical, mental and social benefits of participation in OAA Safety considerations e.g. weather, equipment, clothing Importance of working as a team, co-operating with others What activities are within OAA e.g. ghyll scrambling, hiking, orienteering, paddleboarding, climbing, canoeing Recognising hazards in a familiar environment 	<p>Head (rules strategies & tactics and healthy participation)</p> <ul style="list-style-type: none"> Pacing -athletics and cross country 	
<p>Heart</p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <p>Teamwork</p> <ul style="list-style-type: none"> A shared goal, each person understanding their role, communication between teammates, including everyone in the team, working to each others strengths, supporting each other 	<p>Heart (values, attitudes & behaviours)</p> <ul style="list-style-type: none"> Teamwork- Y7 netball, Y8 rugby, Y9 football 	
Misconceptions	Key vocabulary	Numeracy links
<p>OAA will not help me in later life / future careers.</p> <p>Always keep the map pointing the same direction, even if it upside down.</p> <p>Orienteering is all about being fast.</p> <p>There should always be someone who takes charge.</p>	<p>Key Map Control Orientate Compass North South East</p>	<p>Map reading</p> <p>Use of grid references</p> <p>Timing</p>

Year 7 SOW

<p>The key is not important and will not help.</p> <p>You have to be physically strong to be a good tackler</p>	<p>West Grid reference Cardiovascular endurance Speed</p>	
<p>Assessment</p>	<p>Homework</p>	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	

RUGBY		
<p>National curriculum links KS2</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • use running, jumping, throwing and catching in isolation and in combination 	<p>National curriculum links KS3</p> <ul style="list-style-type: none"> • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games 	
Knowledge	Links to other sports & physical activities	
<p>Hands</p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> 1. Gripping and carrying 2. Receiving/catching the ball from both strong and weak sides 3. Passing backwards 4. Running with the ball to evade the tackler (change of pace, change of direction e.g. dodge/side-step) 5. Tackling (safe standing tackle) and falling 6. Playing the ball correctly 	<p>Hands (motor competence)</p> <ul style="list-style-type: none"> • Throwing and catching- Y7 fitness, basketball, netball, striking & fielding • Ball handling links- basketball and netball • Moving free to evade defender- Y7 fitness, football, basketball, netball • Keeping stable and balanced- gymnastics 	
<p>Head</p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> • Basic rules (introduced gradually) including knock on, forward pass, 6 tackles, 10m back in defence, playing the ball, offside • Basic attack strategies/tactics e.g. not running backwards, attacking the space, staggered line, running onto the ball, drawing a defender, • Basic defending strategies/tactics e.g. keeping a defensive line <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> • How to prepare for participation in physical activity and complete rugby specific warm up (pulse raiser, stretching, sport specific movements) • Components of fitness required in rugby (strength, speed, power, balance, agility) • Physical, mental and social benefits of participation in rugby • Challenging misconceptions around stereotyping in rugby 	<p>Head (rules strategies & tactics and healthy participation)</p> <ul style="list-style-type: none"> • Basic attack and defence strategies- football, basketball, netball <ul style="list-style-type: none"> • Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught • Preparation for participation- revisited in all units 	
<p>Heart</p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> • Communication <ul style="list-style-type: none"> - Verbal and non verbal forms of communication, active listening, speaking clearly, tone of delivery 	<p>Heart (values, attitudes & behaviours)</p> <ul style="list-style-type: none"> • Communication- Y8 netball and Y9 badminton 	
Misconceptions	Key vocabulary	Numeracy links
<p>Passing forwards when moving forwards with the ball.</p> <p>Players tackling above the shoulders.</p> <p>Number of points awarded for a try & conversion.</p> <p>Number of players allowed in a scrum.</p>	<p>Tackle</p> <p>Forward pass</p> <p>Offside</p> <p>Knock on</p> <p>Try</p> <p>Turnover</p> <p>Mark</p> <p>Ruck</p>	<p>Application of angles and judging distances when passing</p> <p>Trajectory of passing</p> <p>Angles of movement and body positioning</p> <p>Keeping score during gameplay</p>

Year 7 SOW

<p>Phases – Number of Phases allowed per attack.</p> <p>You have to be physically strong to be a good tackler</p>	<p>Phases Dodge Strength Speed Power Balance Agility</p>	<p>Judging distance of 10 metre when defending</p>
Assessment	Homework	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils’ knowledge and access to particular physical activities and sports.</p>	

ATHLETICS		
<p>National curriculum links KS2</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>National curriculum links KS3</p> <ul style="list-style-type: none"> • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best • develop their technique and improve their performance in other competitive sports 	
Knowledge	Links to other sports & physical activities	
<p>Hands</p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> 1.Short distance sprinting (100, 200, 300/400m and relay) 2.Midde distance running (800 and 1500m) 3.Throwing for distance (shot putt, javelin and discuss) 4. Jumping for height (high jump) 5. Jumping for distance (long jump) 	<p>Hands (motor competence)</p> <ul style="list-style-type: none"> • Jumping and landing safely -Y7 fitness • Running technique- Y7 fitness • Throwing - Y7 fitness, basketball, netball, rugby, striking & fielding 	
<p>Head</p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> • How to alter running technique to change speed e.g., sprinting/running/jogging • How to alter throwing technique to get more distance or accuracy • How to alter jumping technique to jump higher or further • How to pace in middle distance events • Basic rules in athletics e.g. false start, no throw/jump, staying in lane • How to record distances and times • Changeover technique for relay <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> • Safety considerations in athletics e.g. landing safely, carrying a shot putt, when to throw and collect, hydration in hot weather etc • Introduction to some COF by linking them to different athletics events <ul style="list-style-type: none"> - 800/1500m – cardiovascular endurance, muscular endurance - 100/200m/relay- speed, power - Long and triple jump- speed and power - Shot putt/javelin/discuss- power, strength • How to prepare for participation in physical activity and complete a warm up 	<p>Head (rules strategies & tactics and healthy participation)</p> <ul style="list-style-type: none"> • Strategies to manipulate running, throwing and jumping technique- Y7 fitness • Strategies to gain power when throwing - netball, basketball and rugby • Pacing -fitness, OAA and cross country <ul style="list-style-type: none"> • Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught • Preparation for participation- revisited in all units 	
<p>Heart</p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> • Staying positive <ul style="list-style-type: none"> - Not giving up, challenging negative thoughts, focussing on the good, praising others 	<p>Heart (values, attitudes & behaviours)</p> <ul style="list-style-type: none"> • Staying positive- Y7 fitness 	
Misconceptions	Key vocabulary	Numeracy links
<p>People are naturally good at running/jumping/throwing and that it cannot be improved with practice</p> <p>Misconceptions on the rules (picked up from primary school)</p> <p>Techniques when performing different athletics events e.g.</p>	<p>Trajectory</p> <p>Follow through</p> <p>Acceleration</p> <p>Approach</p> <p>Take off</p>	<p>Trajectory of throwing implements</p> <p>Consideration of angles in throwing events</p> <p>Judging distances in relay changeover</p>

Year 7 SOW

<ul style="list-style-type: none"> • Throwing the shotput with overarm throw technique instead of push • Not turning body when throwing for distance • Landing with poor form e.g. knees caving • Poor pacing (setting off too fast) 	<p>Landing Changeover Pacing Speed Power Cardiovascular endurance</p>	<p>Measuring distances and recording times</p>
<p>Assessment</p>	<p>Homework</p>	
<p>Ongoing formative assessment during lessons on what students know and can do using the hands head heart assessment model.</p> <p>Examples of formative assessment methods used:</p> <ul style="list-style-type: none"> • Observation during isolated practice, conditioned or small sided games and match play • Question and answer episodes • Peer assessment • Self-assessment • Multiple choice questions • Quizzes e.g., homework retrieval quizzes on HHH content and vocab • Technology e.g., video recording 	<p>Students have 4 week to complete a 10-15 question quiz on Microsoft Forms. The quiz is set at the start of the activity block and due at the end of the 4 weeks. These questions are based on the hands, head and heart knowledge and key vocabulary from the scheme of work. Questions range from multiple choice, fill in the blank and short answer. This aids the teaching and learning of the tier 3 vocabulary associated with the unit and help develop pupils' knowledge and access to particular physical activities and sports.</p>	