

BADMINTON		
<p><b>National curriculum links KS2</b></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<p><b>National curriculum links KS3</b></p> <ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> </ul>	
<b>Knowledge</b>	<b>Links to other sports &amp; physical activities</b>	
<p><b>Hands</b></p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> <li>Serve (backhand flick and underarm)</li> <li>Overhead clear</li> <li>Drop shot</li> <li>Net shots</li> <li>Smash</li> </ol> <p>Focus is on building on the skills learnt in Y8 and refining them in terms of control, accuracy and consistency. Whilst learning increasingly complex skills/movements and applying them in increasingly demanding and competitive situations.</p>	<p><b>Hands (motor competence)</b></p> <ul style="list-style-type: none"> <li>Ready position- netball and tennis</li> <li>Spatial awareness- invasion games</li> <li>Overhead clear links to overarm throw- Y7 fitness, basketball, netball, striking &amp; fielding, javelin</li> </ul>	
<p><b>Head</b></p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> <li>Review court dimensions and lines for singles and doubles</li> <li>Review rules of serve, how to score, winning a point</li> <li>Basic tactics i.e. moving shuttle to different areas of the court and e.g. send opponent to back of court to exploit front space</li> <li>Varying serve in a game</li> <li>Varying shot selection in a game</li> <li>Service order for singles and doubles</li> <li>Basic tactics in doubles e.g. simple formation</li> </ul> <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> <li>How to prepare for participation in physical activity and complete badminton specific warm up (pulse raiser, stretching, sport specific movements)</li> <li>Components of fitness required in badminton (coordination, agility, power, reaction time, flexibility)</li> <li>Physical, mental and social benefits of participation in badminton</li> <li>Scoring and officiating</li> <li>Organising and running own tournament e.g. ladder or round robin</li> </ul>	<p><b>Head (rules strategies &amp; tactics and healthy participation)</b></p> <ul style="list-style-type: none"> <li>Court dimensions- tennis</li> <li>Rules of serve e.g. diagonal opposite-tennis</li> <li>Basic tactics- tennis, striking and fielding</li> <li>Formations in doubles- tennis</li> </ul> <ul style="list-style-type: none"> <li>Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught</li> <li>Preparation for participation- revisited in all units</li> <li>Scoring and officiating- tennis</li> </ul>	
<p><b>Heart</b></p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> <li>Communication                             <ul style="list-style-type: none"> <li>Verbal and non verbal forms of communication, active listening, speaking clearly, tone of delivery, communication when officiating own and others games, communicating with doubles partner</li> </ul> </li> </ul>	<p><b>Heart (values, attitudes &amp; behaviours)</b></p> <ul style="list-style-type: none"> <li>Communication- Y7 rugby and Y8 netball</li> </ul>	
<b>Misconceptions</b>	<b>Key vocabulary</b>	<b>Numeracy links</b>
<p>Errors in setting up the courts</p> <p>You can serve anywhere on the court</p>	<p>Racket</p> <p>Shuttlecock</p> <p>Grip</p>	<p>Scoring in game play</p> <p>Understanding angles when performing different shots</p>

Year 9 SOW

<p>You get a second serve</p> <p>You can touch the net</p> <p>Using the elbow now the wrist</p> <p>Standing face on when performing overhead clear</p> <p>What classifies as 'out'</p> <p>Serving overarm like a tennis serve</p>	<p>Trajectory</p> <p>Tramlines</p> <p>Service line</p> <p>Serve</p> <p>Follow through</p> <p>Stance</p> <p>Overhead clear</p> <p>Forehand</p> <p>Backhand</p> <p>Smash</p>	<p>Trajectory of flight path of the shuttlecock</p>
<b>Assessment</b>		<b>Homework</b>
<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"> <li>• Observation during isolated practice, conditioned or small sided games and match play</li> <li>• Question and answer episodes</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Multiple choice questions</li> <li>• Quizzes e.g., homework retrieval quizzes on HHH content and vocab</li> <li>• Technology e.g., video recording</li> </ul>	<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>	

BASKETBALL		
<p><b>National curriculum links KS2</b></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>National curriculum links KS3</b></p> <ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> </ul>	
<b>Knowledge</b>	<b>Links to other sports &amp; physical activities</b>	
<p><b>Hands</b>  <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u>                      1. Dribbling-using both hands/change of pace/direction to drive to the basket, protecting the ball                      2. Passing (chest, bounce, overhead) and using fakes                      3. Shooting – set shot and lay up with dominant hand                      4. Defending- rebounding, boxing out                      Focus is on building on the skills learnt in Y7 and Y8 whilst learning increasingly complex skills/movements and applying them in increasingly demanding and competitive situations.</p>	<p><b>Hands (motor competence)</b></p> <ul style="list-style-type: none"> <li>Landing safely from a jump -Y7 fitness</li> <li>Pivoting- netball</li> <li>Shooting- netball</li> <li>Throwing and catching- Y7 fitness, netball, rugby, striking &amp; fielding</li> <li>Moving free and creating space- Y7 fitness, football, netball, , rugby</li> <li>Defending a player with and without the ball- netball, football</li> </ul>	
<p><b>Head</b>  <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> <li>Basic rules (double dribble, travel, fouls, points awarded for a score)</li> <li>Attacking tactics e.g. fast break, driving to the basket, faking a pass/shot, using body to protect the ball</li> <li>Defending tactics e.g. rebounding, player on player, zonal, half court press, full court press, screen</li> <li>Introduction to different positions/roles</li> <li>Offensive and defensive formations</li> </ul> <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> <li>How to prepare for participation in physical activity and complete basketball specific warm up (pulse raiser, stretching, sport specific movements)</li> <li>Components of fitness required in netball (reaction time, speed, power, balance, agility)</li> <li>Physical, mental and social benefits of participation in basketball</li> </ul>	<p><b>Head (rules strategies &amp; tactics and healthy participation)</b></p> <ul style="list-style-type: none"> <li>Basic attack and defence strategies- football, basketball, rugby</li> <li>Different positions have different roles/responsibilities- football, rugby</li> <li>Throw ins- netball</li> <li>Rebounding- netball</li> <li>Fast breaks- football</li> </ul> <ul style="list-style-type: none"> <li>Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught</li> <li>Preparation for participation- revisited in all units</li> </ul>	
<p><b>Heart</b>  <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> <li>Motivation</li> <li>Intrinsic vs extrinsic, pushing yourself, willingness to keep going, not being afraid of failing, striving towards achieving a goal</li> </ul>	<p><b>Heart (values, attitudes &amp; behaviours)</b></p> <ul style="list-style-type: none"> <li>Motivation-Y8 fitness</li> </ul>	
<b>Misconceptions</b>	<b>Key vocabulary</b>	<b>Numeracy links</b>
<p>That basketball mirrors netball</p> <p>That you can push and shove opponents</p> <p>Misconceptions surrounding the travel rule when completing a lay up</p>	<p>Dribble                      Drive                      Passing                      Triple threat                      Double dribble                      Travel</p>	<p>Application of angles and judging distances when passing</p> <p>Trajectory of passing</p> <p>Angles of movement and body positioning</p>

	Set shot Lay up Backboard Rebounding Boxing out Press Reaction time Speed Power Balance Agility	Keeping score during gameplay
<b>Assessment</b>	<b>Homework</b>	
<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"> <li>• Observation during isolated practice, conditioned or small sided games and match play</li> <li>• Question and answer episodes</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Multiple choice questions</li> <li>• Quizzes e.g., homework retrieval quizzes on HHH content and vocab</li> <li>• Technology e.g., video recording</li> </ul>	<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**

<p><b>National curriculum links KS2</b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>			<p><b>National curriculum links KS3</b></p> <ul style="list-style-type: none"> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>• develop their technique and improve their performance in other competitive sports</li> </ul>		
<p><b>Knowledge</b></p>			<p><b>Links to other sports &amp; physical activities</b></p>		
<p><b>Hands</b>  <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u>                      1.Circuit training (multiple COF)                      2.Continuous training (CV endurance/muscular endurance)                      3.Interval training/ HIT (multiple COF)                      4.Fartlek (CV endurance, muscular endurance, speed)                      5. Plyometric training (power)                      6.Stretching (flexibility and balance)</p>			<p><b>Hands (motor competence)</b></p> <ul style="list-style-type: none"> <li>• These training methods will be revisited and developed in KS4 fitness units.</li> <li>• Different training methods target different components of fitness - Y8 fitness</li> </ul>		
<p><b>Head</b>  <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u>  <ul style="list-style-type: none"> <li>• How to pace yourself during training method that require CV/muscular endurance</li> </ul> <u>Knowledge (know) and application (show) of the following healthy participation</u>  <ul style="list-style-type: none"> <li>• How to perform different exercises and use different equipment safely</li> <li>• How these training methods can be used to improve fitness in different sports</li> <li>• Importance of training intensity, rest and recovery</li> <li>• Principles of training</li> <li>• Techniques for measuring and recording heart rate</li> <li>• Using heart rate training zones to monitor intensity</li> <li>• Physical, mental and social benefits of participation in different training methods</li> <li>• Short and long term effects of participating in different training methods</li> </ul> </p>			<p><b>Head (rules strategies &amp; tactics and healthy participation)</b></p> <ul style="list-style-type: none"> <li>• Pacing- athletics and cross country</li> <li>• Importance of intensity, rest and recovery revisited in KS4 fitness units</li> <li>• Principles of training revisited in KS4 fitness units</li> <li>• Techniques for measuring and recording heart rate revisited in KS4 fitness units</li> <li>• Using heart rate training zones to monitor intensity revisited in KS4 fitness units</li> </ul>		
<p><b>Heart</b>  <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u>  <ul style="list-style-type: none"> <li>• Goal setting                             <ul style="list-style-type: none"> <li>- Different types of goal, making goals SMART, using goals for motivation, improving confidence and sustaining effort</li> </ul> </li> </ul> </p>			<p><b>Heart (values, attitudes &amp; behaviours)</b></p> <ul style="list-style-type: none"> <li>• Goal setting – Y8 athletics and Y9 fitness</li> </ul>		
<p><b>Misconceptions</b></p>			<p><b>Key vocabulary</b></p>		<p><b>Numeracy links</b></p>
<p>'No pain, no gain' – training needs to hurt in order for you to improve fitness</p> <p>The more you train the fitter you get (disregarding the importance of rest and recovery)</p> <p>Fitness is boring and does not relate to sports/physical activities</p> <p>Not recognising that fitness covers many components including flexibility, balance and coordination which are often disregarded</p> <p>People naturally have good endurance/flexibility/speed etc and it cannot be improved with practice</p>			<p>Circuit training                      Continuous training                      Interval training                      Fartlek training                      Plyometric training                      Stretching                      Component of fitness                      Cardiovascular endurance                      Muscular endurance                      Flexibility                      Power</p>		<p>Using stopwatches to measure work and rest periods</p> <p>Measuring resting, working and recovery heart rates</p> <p>Measure distances and times ran</p>

	Resting heart rate Working heart rate Aerobic training zone Anaerobic training zone	
<b>Assessment</b>	<b>Homework</b>	
<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"> <li>• Observation during isolated practice, conditioned or small sided games and match play</li> <li>• Question and answer episodes</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Multiple choice questions</li> <li>• Quizzes e.g., homework retrieval quizzes on HHH content and vocab</li> <li>• Technology e.g., video recording</li> </ul>	<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>	

FOOTBALL		
<p><b>National curriculum links KS2</b></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>National curriculum links KS3</b></p> <ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> </ul>	
<b>Knowledge</b>	<b>Links to other sports &amp; physical activities</b>	
<p><b>Hands</b></p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> <li>1. Passing- wider range of passes over different distances under pressure</li> <li>2. Receiving, turning and controlling the ball on the move and using different body parts e.g. foot, thigh, chest,</li> <li>3. Dribbling under pressure and protecting the ball</li> <li>4. Shooting – short and long range, half volley, volley</li> <li>5. Tackling- block, lunge and jockeying</li> </ol> <p>Focus is on building on the skills learnt in Y7 and Y8 whilst learning increasingly complex skills/movements and applying them in increasingly demanding and competitive situations.</p>	<p><b>Hands (motor competence)</b></p> <ul style="list-style-type: none"> <li>Defending a player without the ball- basketball, netball</li> <li>Moving free to evade defender- Y7 fitness, rugby, basketball, netball</li> <li>Keeping stable and balanced- gymnastics</li> <li>Passing for power and accuracy- netball and rugby</li> </ul>	
<p><b>Head</b></p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> <li>Different attack strategies e.g. using width, playing ball down the line, setting up opportunities to score, counter attack, attacking shapes, dropping off, switching</li> <li>Different defending strategies e.g. pressing, defending transition, defending the goal, zone marking vs player-player marking</li> <li>Introduce individual positioning skills e.g. tracking back and supporting runs, clearing</li> <li>Introduce set plays e.g. throw ins, corners, free kicks</li> <li>Roles and responsibilities of basic positions (defenders, midfield, striker)</li> <li>Different formations that can be used and roles within it</li> </ul> <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> <li>How to prepare for participation in physical activity and complete football specific warm up (pulse raiser, stretching, sport specific movements)</li> <li>Components of fitness required in football (cardiovascular and muscular endurance, speed, power, agility)</li> <li>Physical, mental and social benefits of participation in football</li> <li>Using knowledge of rules to start officiating games</li> </ul>	<p><b>Head (rules strategies &amp; tactics and healthy participation)</b></p> <ul style="list-style-type: none"> <li>Basic attack and defence strategies e.g. keeping possession and pressure on the ball- netball, basketball, rugby</li> <li>Different positions have different roles/responsibilities- netball, rugby</li> <li>Throw ins- netball and basketball</li> </ul> <ul style="list-style-type: none"> <li>Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught</li> <li>Preparation for participation- revisited in all units</li> </ul>	
<p><b>Heart</b></p> <p><u>Knowledge (know) and application (show) of the following value/attitude/behaviour</u></p> <ul style="list-style-type: none"> <li>Teamwork                             <ul style="list-style-type: none"> <li>A shared goal, each person understanding their role, communication between teammates, including everyone in the team, working to each others strengths, supporting each other</li> </ul> </li> </ul>	<p><b>Heart (values, attitudes &amp; behaviours)</b></p> <ul style="list-style-type: none"> <li>Teamwork- Y7 netball and Y8 rugby</li> </ul>	
<b>Misconceptions</b>	<b>Key vocabulary</b>	<b>Numeracy links</b>
Not taking on an opponent due to fear of failure	Touch Volley	Application of angles and judging distances when passing

Year 9 SOW

<p>Following the direction of the ball and not the players</p> <p>Shooting is always the correct option</p> <p>Only use the foot that you are most confident on</p>	<p>Corner Goal kick Offside Formation Pressing Width Line Dropping off Switching Tracking back Supporting runs Cardiovascular endurance Muscular endurance Reaction time Speed Power Balance Agility</p>	<p>Trajectory of passing</p> <p>Angles of movement and body positioning</p> <p>Keeping score during gameplay</p> <p>Judging distance of 1 metre when following obstruction rule</p>
<b>Assessment</b>		<b>Homework</b>
<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"> <li>• Observation during isolated practice, conditioned or small sided games and match play</li> <li>• Question and answer episodes</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Multiple choice questions</li> <li>• Quizzes e.g., homework retrieval quizzes on HHH content and vocab</li> <li>• Technology e.g., video recording</li> </ul>	<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><b>National curriculum links KS2</b></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>National curriculum links KS3</b></p> <ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> </ul>	
<b>Knowledge</b>	<b>Links to other sports &amp; physical activities</b>	
<p><b>Hands</b></p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> <li>Receiving the ball, turning in the air, turning on outside foot</li> <li>Passing (chest, shoulder, overhead) over longer distances and around a 3ft mark</li> <li>Moving free from a defender (drive, dodging, change of direction, front cut, back cut, change of pace)</li> <li>Defending a player with and without the ball (stage 1, 2 and 3 defence)</li> <li>Shooting</li> </ol> <p>Focus is on building on the skills learnt in Y7 and Y8 whilst learning increasingly complex skills/movements and applying them in increasingly demanding and competitive situations.</p>	<p><b>Hands (motor competence)</b></p> <ul style="list-style-type: none"> <li>Ready position- badminton</li> <li>Landing safely from a jump -Y7 fitness</li> <li>Throwing and catching- Y7 fitness, basketball, rugby, striking &amp; fielding</li> <li>Moving free and creating space- Y7 fitness, football, basketball, rugby</li> <li>Defending a player with and without the ball- basketball, football</li> <li>Shooting- basketball</li> </ul>	
<p><b>Head</b></p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> <li>Consolidate previous rules (footwork, 3 seconds, contact, obstruction, replayed ball, throw ins, centre pass) and introduce any rules not yet covered e.g. over a third</li> <li>Introducing more advanced attacking strategies/tactics e.g. feeding the shooter from circle edge, holding space, split landing, position of WA and C on circle edge</li> <li>Introducing more advanced defending strategies/tactics e.g. restricting attackers movement, rebounding, boxing out, defending the shot</li> <li>Roles and responsibilities of most positions on court</li> <li>Tactics for which player/position should take free/penalty passes in different areas of the court</li> <li>Centre pass and backline pass tactics (attack and defence)</li> </ul> <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> <li>Starting to independently complete a netball specific warm up</li> <li>Components of fitness required in netball (reaction time, speed, power, balance, agility) and linking this to different positions</li> <li>Physical, mental and social benefits of participation in netball</li> <li>Using knowledge of rules to start officiating game play</li> </ul>	<p><b>Head (rules strategies &amp; tactics and healthy participation)</b></p> <ul style="list-style-type: none"> <li>Attack and defence strategies- football, basketball, rugby</li> <li>Different positions have different roles/responsibilities- football, rugby</li> <li>Throw ins, rebounding, boxing out, holding space- basketball</li> </ul> <ul style="list-style-type: none"> <li>Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught</li> <li>Preparation for participation- revisited in all units</li> </ul>	
<p><b>Heart</b></p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> <li>Leadership                             <ul style="list-style-type: none"> <li>Leading by example, taking a warm up, good communication, being positive, being respectful, encouraging others</li> </ul> </li> </ul>	<p><b>Heart (values, attitudes &amp; behaviours)</b></p> <ul style="list-style-type: none"> <li>Leadership- Y8 basketball</li> </ul>	
<b>Misconceptions</b>	<b>Key vocabulary</b>	<b>Numeracy links</b>
Boys and men do not play netball	Footwork Pivot	Application of angles and judging distances when passing

Year 9 SOW

<p>Netball being a non-contact sport means it is not physical</p> <p>Obstruction when marking an attacker with the ball – misjudging 1 metre from the landing foot.</p> <p>Only defenders (GK, GD, WD) defend and attackers (GS, GA, WA, C) attack</p> <p>You can only obstruct a player that has the ball (students often obstruct player without the ball by marking with their arms across)</p>	<p>Dodge</p> <p>Drive</p> <p>Feeding</p> <p>Stage 1 defence</p> <p>Stage 2 defence</p> <p>Stage 3 defence</p> <p>Contact</p> <p>Obstruction</p> <p>Rebound</p> <p>Peripheral vision</p> <p>Centre pass</p> <p>Backline pass</p> <p>Replayed ball</p> <p>Over a third</p> <p>Reaction time</p> <p>Speed</p> <p>Power</p> <p>Balance</p> <p>Agility</p>	<p>Trajectory of passing and shooting</p> <p>Angles of movement and body positioning</p> <p>Keeping score during gameplay</p> <p>Calculating shooting percentage</p> <p>Judging distance of 1 metre when executing stage 2 defence</p>
<p><b>Assessment</b></p>	<p><b>Homework</b></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"> <li>• Observation during isolated practice, conditioned or small sided games and match play</li> <li>• Question and answer episodes</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Multiple choice questions</li> <li>• Quizzes e.g., homework retrieval quizzes on HHH content and vocab</li> <li>• Technology e.g., video recording</li> </ul>	<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><b>National curriculum links KS2</b></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>National curriculum links KS3</b></p> <ul style="list-style-type: none"> <li>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> </ul>	
<b>Knowledge</b>	<b>Links to other sports &amp; physical activities</b>	
<p><b>Hands</b></p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> <li>1. Passing backwards (long and short, at varying pace, dummy pass) under pressure</li> <li>2. Running with the ball to evade the tackler (change of pace, change of direction e.g. dodge/side-step)</li> <li>3. Tackling (forwards and side tackle) on a moving attacker</li> <li>4. Kicking e.g. punt, grubber, drop kick (with increasing accuracy and power)</li> <li>5. Ball retrieval</li> </ol> <p>Focus is on building on the skills learnt in Y7 and Y8 whilst learning increasingly complex skills/movements and applying them in increasingly demanding and competitive situations.</p>	<p><b>Hands (motor competence)</b></p> <ul style="list-style-type: none"> <li>Throwing and catching- Y7 fitness, basketball, netball, striking &amp; fielding</li> <li>Ball handling links- basketball and netball</li> <li>Moving free to evade defender- Y7 fitness, football, basketball, netball</li> <li>Keeping stable and balanced- gymnastics</li> <li>Kicking- football</li> </ul>	
<p><b>Head</b></p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> <li>Basic rules consolidated including knock on, forward pass, 6 tackles, 10m back in defence, playing the ball, offside</li> <li>Attack strategies/tactics e.g. shape of attacking line, running onto the ball, drawing a defender, use of width, dummy pass</li> <li>Defending strategies/tactics e.g. keeping a defensive line, line speed to close down defender, restricting territory, player marking, space marking</li> <li>When to use kicking in a game and what type of kick</li> <li>Consolidate different positions and their roles</li> <li>Basic ruck plays</li> </ul> <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> <li>How to prepare for participation in physical activity and complete rugby specific warm up (pulse raiser, stretching, sport specific movements)</li> <li>Components of fitness required in rugby (strength, speed, power, balance, agility) and different positions</li> <li>Physical, mental and social benefits of participation in rugby</li> <li>Challenging misconceptions around stereotyping in rugby</li> </ul>	<p><b>Head (rules strategies &amp; tactics and healthy participation)</b></p> <ul style="list-style-type: none"> <li>Basic attack and defence strategies- football, basketball, netball</li> <li>Different positions having different roles- netball, football</li> </ul> <ul style="list-style-type: none"> <li>Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught</li> <li>Preparation for participation- revisited in all units</li> </ul>	
<p><b>Heart</b></p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> <li>Resilience                             <ul style="list-style-type: none"> <li>Keep going when faced with challenge, remaining motivated, embracing and learning from failure, growth mindset, being persistence, marginal gains</li> </ul> </li> </ul>	<p><b>Heart (values, attitudes &amp; behaviours)</b></p> <ul style="list-style-type: none"> <li>Resilience- Y7 athletics and Y8 badminton</li> </ul>	
<b>Misconceptions</b>	<b>Key vocabulary</b>	<b>Numeracy links</b>
<p>Passing forwards when moving forwards with the ball.</p> <p>Players tackling above the shoulders.</p>	<p>Tackle</p> <p>Forward pass</p> <p>Offside</p>	<p>Application of angles and judging distances when passing</p> <p>Trajectory of passing</p>

Year 9 SOW

<p>Number of points awarded for a try &amp; conversion.</p> <p>Number of players allowed in a scrum.</p> <p>Phases – Number of Phases allowed per attack.</p> <p>You have to be physically strong to be a good tackler</p>	<p>Knock on Try Ruck Scrum Phases Conversation Dodge Strength Speed Power Balance Agility</p>	<p>Angles of movement and body positioning</p> <p>Keeping score during gameplay</p> <p>Judging distance of 10 metre when defending</p>
<b>Assessment</b>		<b>Homework</b>
<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"> <li>• Observation during isolated practice, conditioned or small sided games and match play</li> <li>• Question and answer episodes</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Multiple choice questions</li> <li>• Quizzes e.g., homework retrieval quizzes on HHH content and vocab</li> <li>• Technology e.g., video recording</li> </ul>	<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>	

## TRAMPOLINING

<p><b>National curriculum links KS2</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance</li> </ul>	<p><b>National curriculum links KS3</b></p> <ul style="list-style-type: none"> <li>develop their technique and improve their performance in other competitive sports</li> <li>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>	
<b>Knowledge</b>	<b>Links to other sports &amp; physical activities</b>	
<p><b>Hands</b></p> <p><u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u></p> <ol style="list-style-type: none"> <li>1. Stopping safely and straight bouncing with control and height</li> <li>2. Shapes (straight, straddle, pike, tuck) and twists (1/2 twist and full twist)</li> <li>3. Seat landing and twisting in and out of seat landing (swivel hips)</li> <li>4. Front landing</li> <li>5. Back landing</li> <li>6. 6-10 bounce sequence using the above skills</li> </ol> <p>Focus is on refining the skills learnt in Y8 with higher levels of control and aesthetics whilst building to develop more complex skills (front and back landing) and increasing the sequence length</p>	<p><b>Hands (motor competence)</b></p> <ul style="list-style-type: none"> <li>Landing safely from a jump -Y7 fitness</li> <li>Shapes and twists taught - Y7 gymnastics and revisited in Y9 trampolining</li> <li>Links to routine structure and creating an aesthetically pleasing sequence -Y7 dance and gymnastics</li> </ul>	
<p><b>Head</b></p> <p><u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u></p> <ul style="list-style-type: none"> <li>How to make a routine and skills look aesthetically pleasing</li> <li>How to use body positioning to gain more height or twist faster</li> <li>Creating a suitable routine considering its level of challenge and difficulty</li> <li>How trampolining routines are scored (difficulty, execution, flight, travel) and what constitutes a 'bounce' i.e. anytime a body part hits the bed</li> </ul> <p><u>Knowledge (know) and application (show) of the following healthy participation</u></p> <ul style="list-style-type: none"> <li>Safety considerations when trampolining e.g. spotting, entry and exit onto trampoline, clothing, only attempting skills your teacher has specified etc</li> <li>How to prepare for participation in physical activity and complete a trampolining specific warm up</li> <li>Components of fitness required in trampolining (flexibility, muscular endurance, power,)</li> <li>Benefits of stretching for flexibility improvements in named muscle groups</li> <li>Physical, mental and social benefits of participation in trampolining</li> <li>Short and long term effects of participating in trampolining</li> </ul>	<p><b>Head (rules strategies &amp; tactics and healthy participation)</b></p> <ul style="list-style-type: none"> <li>Altering jumping technique for height-Y7 fitness</li> <li>Linking movements – Y7 dance and gymnastics</li> <li>Creating a routine considering challenge and difficulty- Y7 gymnastics</li> </ul> <ul style="list-style-type: none"> <li>Safety considerations- Y7 gymnastics</li> <li>Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught</li> <li>Preparation for participation- revisited in all units</li> <li>Benefits of stretching for named muscles- Y7 gymnastics</li> <li>Benefits of participation e.g. confidence from performing in front of others, social skills from communication with others and providing feedback- Y7 gymnastics and dance</li> </ul>	
<p><b>Heart</b></p> <p><u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u></p> <ul style="list-style-type: none"> <li>Providing feedback</li> <li>Using peer assessment, providing specific constructive feedback (WWW/EBI) , tone and delivery of feedback, using success criteria, what makes a good performance?</li> </ul>	<p><b>Heart (values, attitudes &amp; behaviours)</b></p> <ul style="list-style-type: none"> <li>Providing feedback- Y7 gymnastics, Y8 striking &amp; fielding</li> </ul>	
<b>Misconceptions</b>	<b>Key vocabulary</b>	<b>Numeracy links</b>

Year 9 SOW

<p>You don't need to do anything when you are not performing on the trampoline</p> <p>Spotting is not important</p> <p>Everyone is watching and judging you when you are on the trampoline</p> <p>Trampolining is not a strenuous activity as you only get short time on the bed</p>	<p>Muscular endurance</p> <p>Power</p> <p>Flexibility</p> <p>Travel</p> <p>Spotting</p> <p>Pike</p> <p>Tuck</p> <p>Straddle</p> <p>Swivel hips</p> <p>Half twist</p> <p>Full twist</p> <p>Flexion</p> <p>Extension</p> <p>Rotate</p> <p>Tariff</p>	<p>Knowledge of shapes, symmetry and asymmetry</p> <p>Rotations and twists based on angles</p> <p>Physics of rotation and ways to increase or decrease rotation speed</p> <p>Can give scores for different skills and when students create their routine they can calculate the difficulty</p>
<p><b>Assessment</b></p>	<p><b>Homework</b></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"> <li>• Observation during isolated practice, conditioned or small sided games and match play</li> <li>• Question and answer episodes</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Multiple choice questions</li> <li>• Quizzes e.g., homework retrieval quizzes on HHH content and vocab</li> <li>• Technology e.g., video recording</li> </ul>	<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	
<b>National curriculum links KS2</b> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• develop flexibility, strength, technique, control and balance</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>National curriculum links KS3</b> <ul style="list-style-type: none"> <li>• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>• develop their technique and improve their performance in other competitive sports</li> </ul>
Knowledge	Links to other sports & physical activities
<b>Hands</b> <u>Knowledge (know) and application (show) of the following motor competencies (core skills)</u> <ol style="list-style-type: none"> <li>1.Short distance sprinting (100, 200, 300/400m and relay) including sprint start technique and running the bend</li> <li>2.Midde distance running (800 and 1500m)</li> <li>3.Throwing for distance (shot putt, javelin and discuss)</li> <li>4. Jumping for height in high jump using the Fosbury Flop technique</li> <li>5. Jumping for distance (long jump and triple jump)</li> </ol> <p>Focus is on building on the skills learnt in Y7 and Y8 whilst developing more technical aspects. The aim will be for students to refine and increase consistency in these core skills as well as progressively building on what they learnt in previous years by advancing their technique.</p>	<b>Hands (motor competence)</b> <ul style="list-style-type: none"> <li>• Jumping and landing safely -Y7 fitness, netball</li> <li>• Running technique- Y7 fitness</li> <li>• Throwing - Y7 fitness, basketball, netball, rugby, striking &amp; fielding</li> </ul>
<b>Head</b> <u>Knowledge (know) and application (show) of the following rules, strategies and tactics</u> <ul style="list-style-type: none"> <li>• Strategies for sprinting- sprint start, drive phase, dip finish, running the bend</li> <li>• Strategies for maximising throwing distance- glide (shot putt), cross over step (javelin)</li> <li>• Strategies for maximising jumping distance- measuring approach</li> <li>• Maximising jump height- flight, arm action and Fosbury flop technique</li> <li>• How to pace in middle distance events and kicking to finish</li> <li>• How to record distances and times accurately</li> <li>• Staying close to the inside lane</li> </ul> <u>Knowledge (know) and application (show) of the following healthy participation</u> <ul style="list-style-type: none"> <li>• Which events are aerobic and which are anaerobic and what this means e.g. lactic acid build up in sprint events</li> <li>• COF required to be successful in different athletics events <ul style="list-style-type: none"> <li>- 800/1500m – cardiovascular endurance, muscular endurance</li> <li>- 100/200m/relay- speed, power</li> <li>- Long and triple jump- speed and power</li> <li>- Shot putt/javelin/discuss- power, strength</li> </ul> </li> <li>• More ownership on students recording and measuring times and distances themselves and for others</li> <li>• How to improve specific components of fitness</li> <li>• Factors that might impact participation in athletics e.g. religion, gender, ethnicity</li> </ul>	<b>Head (rules strategies &amp; tactics and healthy participation)</b> <ul style="list-style-type: none"> <li>• Pacing -fitness, OAA and cross country</li> <li>• Changing speed - fitness</li> <li>• Strategies to gain power when throwing - netball, basketball and rugby</li> <li>• Altering jumping technique for height-fitness and trampolining</li> </ul> <ul style="list-style-type: none"> <li>• Components of fitness- revisited in all units as the COF needed for each sport/activity will be explicitly taught</li> </ul>
<b>Heart</b> <u>Knowledge (know) and application (show) of the following value/attitude/ behaviour</u> <ul style="list-style-type: none"> <li>• Receiving feedback</li> </ul>	<b>Heart (values, attitudes &amp; behaviours)</b> <ul style="list-style-type: none"> <li>• Receiving feedback- Y7 tennis and Y8 trampolining</li> </ul>

Year 9 SOW

<p>- Actively listening, be open, ask questions, use the feedback to improve, be proactive in checking feedback has been acted on</p>		
<p><b>Misconceptions</b></p>	<p><b>Key vocabulary</b></p>	<p><b>Numeracy links</b></p>
<p>People are naturally good at running/jumping/throwing and that it cannot be improved with practice</p> <p>Students feeling that they are 'not good at it' - addressed by using an individual improvement centred approach where students compete against their own scores</p> <p>Poor pacing (setting off too fast)</p> <p>Throwing events- students will often lose technique when moving to more complex movements.</p>	<p>Trajectory Stance Drive phase Dip finish Glide technique Acceleration Approach Take off Landing Changeover Upsweep Downsweep Bend running Pacing</p>	<p>Trajectory of throwing implements</p> <p>Consideration of angles in throwing and jumping events</p> <p>Judging distances in relay changeover</p> <p>Measuring distances and recording times and also be aware of hundredths and thousands of seconds whilst timing</p>
<p><b>Assessment</b></p>	<p><b>Homework</b></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"> <li>• Observation during isolated practice, conditioned or small sided games and match play</li> <li>• Question and answer episodes</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Multiple choice questions</li> <li>• Quizzes e.g., homework retrieval quizzes on HHH content and vocab</li> <li>• Technology e.g., video recording</li> </ul>	<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>	