			Year 7			
Activities (4-week blocks)	Learning Objectives Activity specific skills BTEC Links	Assessment & Moderation	Key Vocab	Careers	Misconceptions	Homework/reading tasks
Rugby Union  Misconceptions	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To perform a backwards pass successfully.</li> <li>To receive/catch the ball from both strong and weak sides.</li> <li>To perform a safe, standing tackle.</li> <li>To learn how to present the ball correctly.</li> <li>To use defensive and attacking principles during gameplay.</li> <li>To develop knowledge of the main rules in Rugby Union.</li> <li>To understand the basics of performing a successful ruck.</li> <li>To improve basic skills in rugby league and union, including; passing, catching, tackling, basic kicking and tactics, rules of play and competition.</li> <li>BTEC – Unit 2 All criteria</li> </ul>	During this unit students will be assessed on their knowledge of the rules & regulations.  Students will also be assessed on their skill level, technique and tactical awareness.  Assessments will take place at the start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.  Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.	Tier 3 words: Ruck Maul Tackle Forward pass Scrum Offside Tactics Try Conversion Lineout Turnover  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	PE teacher Coach Player Sport Science Advertisement Business Health Care  Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication	Passing forwards when moving forwards with the ball.  Players tackling above the shoulders.  Safety whilst tackling, tackling head on.  Number of points awarded for a try & conversion.  Number of players allowed in a scrum.  Phases — Phases are Rugby League, not Rugby Union.	At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.  Research the rules and regulations of Rugby union – Available on the RFU and other websites.  H/M/L homework tasks will give different levels of detail when researching the rules of Rugby Union.  Lower – To research the basic rules of Rugby Union and understand when they are applied.  Medium – To research the basic rules of Rugby Union and provide a good description/understanding (Including examples) of when they are applied.  Higher – To research the rules of Rugby Union and provide a detailed description, using examples, to justify their understanding of when they are applied.
Rugby League  Misconceptions	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To perform a backwards pass successfully.</li> <li>To receive/catch the ball from both strong and weak sides.</li> <li>To perform a safe, standing tackle.</li> <li>To learn how to play the ball correctly in Rugby League.</li> <li>To use defensive and attacking principles during gameplay.</li> <li>To develop knowledge of the main rules in Rugby League.</li> <li>To apply understanding of the 10M back in defence rule during gameplay.</li> <li>To improve basic skills in rugby league and union, including; passing, catching, tackling, basic kicking and tactics, rules of play and competition.</li> <li>BTEC –unit 2 All criteria</li> </ul>	During this unit students will be assessed on their knowledge of the rules & regulations.  Students will also be assessed on their skill level, technique and tactical awareness.  Assessments will take place at the start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.  Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.	Tier 3 words: Ruck Maul Tackle Forward pass Scrum Off side Tactics Try Conversion Phases Lineout Turnover  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	PE teacher Coach Player Sport Science Advertisement Business Health Care  Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication	Passing forwards when moving forwards with the ball.  Players tackling above the shoulders.  Safety whilst tackling, tackling head on.  Number of points awarded for a try & conversion.  Number of players allowed in a scrum.  Phases – Number of Phases allowed per attack.	At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.  Research the rules and regulations of Rugby League – Available on the RFL and other websites.  H/M/L homework tasks will give different levels of detail when researching the rules of Rugby League.  Lower – To research the basic rules of Rugby League and understand when they are applied.  Medium – To research the basic rules of Rugby League and provide a good description/understanding (Including examples) of when they are applied.  Higher – To research the rules of Rugby League and provide a detailed description, using examples, to justify their understanding of when they are applied.

Netball  Misconceptions	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To be able to perform the three types of basic Netball pass.</li> <li>To understand the footwork rule in Netball when in possession.</li> <li>To develop knowledge of the different positions in Netball and their roles.</li> <li>To understand the importance of creating space during gameplay.</li> <li>To develop understanding of how to mark a player, both with/without the ball.</li> <li>To develop an understanding of basic Netball rules and apply this during gameplay.</li> <li>To improve basic skills in netball including; passing, catching, intercepting, shooting, footwork, positions, rules of play and competition.</li> <li>BTEC –unit 2 All criteria</li> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> </ul>	During this unit students will be assessed on their knowledge of the rules & regulations.  Students will also be assessed on their skill level, technique and tactical awareness.  Assessments will take place at the start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.  Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.  During this unit students will be assessed on their knowledge of the rules & regulations.  Students will also be assessed on their skill level, technique and tactical awareness.  Assessments will take place at the start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.	Tier 3 words: Footwork Centre Throw In Offside Obstruction Contact Free Pass Bounce Pass Chest Pass Shoulder Pass Pivot  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review  Tier 3 words: Passing Dribbling Receiving Shooting Throw In Corner Goal Kick Header Offside Tactics Space	PE teacher Coach Player Sport Science Advertisement Business Health Care  Employability skills Aiming High Creativity Leadership Listening Problem Solving Positivity Teamwork Numeracy Independence Communication  PE teacher Coach Player Sport Science Advertisement Business Health Care  Employability skills Aiming High Creativity Leadership Listening	There are 7 players on a Netball team, not 5.  Contact is not allowed during Netball.  Players only have three seconds to pass the ball.  You cannot run with the ball.  Only certain players are allowed to shoot.  The Goal Shooter and Goal Keeper cannot go in to the centre third.  Centre passes are alternated and do not depend on who scored last.  Crowding round the ball is an effective way to defend.  Following the direction of the ball and not the players.  Putting best players in attack and weakest in defence.  Shooting is always the correct option.  Only use the foot that you are most confident	At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.  Research the rules and regulations of Netball – Available on England Netball and other websites.  H/M/L homework tasks will give different levels of detail when researching the rules of Netball.  Lower – To research the basic rules of Netball and understand when they are applied.  Medium – To research the basic rules of Netball and provide a good description/understanding (Including examples) of when they are applied.  Higher – To research the rules of Netball and provide a detailed description, using examples, to justify their understanding of when they are applied.  At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.  Research the rules and regulations of Football – Available on the FA and other websites.  H/M/L homework tasks will give different levels of detail when researching the rules of Football.  Lower – To research the basic rules of Football and understand when they are applied.
\	with/without the ball.  6. To develop an understanding of basic Netball rules and		Identify Justify Outline Plan			
	To improve basic skills in netball including; passing, catching, intercepting, shooting, footwork, positions, rules of play and		Summarise			
	BTEC –unit 2 All criteria					
<u> </u>		During this unit students will be assessed on their	Tier 3 words:	PE teacher	Crowding round the ball is an effective way to	At the end of the 4-week topic, students will be assigned a
	•	_		Coach		
				1 '		lesson.
	· · · · · · · · · · · · · · · · · · ·	Students will also be assessed on their skill level,		1 '	Following the direction of the ball and not the	Recearch the rules and regulations of Football Available on
		technique and tactical awareness.	1		players.	=
	,					the Frank other websites.
		· · · · · · · · · · · · · · · · · · ·				· · ·
	•	the unit.			defence.	when researching the rules of Football.
		Students will be assessed at the start of the unit			Shooting is always the correct ention	Lower - To research the basic rules of Football and
			_	· ·	Shooting is always the correct option.	
	1. To pass and control a football on both the strong and weak	the first lesson.	·		Only use the foot that you are most confident	
	foot.		Tier 2 words:	Presenting	on.	Medium – To research the basic rules of Football and provide
	2. To be able to safely perform a standing tackle against an	Students will also be assessed at the end of the	Analyse Assess	Problem Solving Positivity		a good description/understanding (Including examples) of when they are applied.
1 ootban	opponent.	unit through the Self-Evaluation sheet and a	Compare	Teamwork	Strikers are the only players who should be	when they are applied.
	3. Use both feet to control the football whilst dribbling.	teacher-led observation during the final	Define	Numeracy	allowed to score.	Higher – To research the rules of Football and provide a
	4. To develop an understanding of the different techniques	assessment lesson.	Describe	Independence		detailed description, using examples, to justify their
	used when shooting.		Discuss Evaluate	Communication		understanding of when they are applied.
	5. To understand the different positions on a football pitch.					
	6 Develop knowledge of how to create space during		Explain		1	
	6. Develop knowledge of how to create space during gameplay.		Identify			
	gameplay.		Identify Justify			
	-		Identify Justify Outline			
	gameplay. 7. To increase understanding of the rules in Football and		Identify Justify Outline Plan			
	gameplay. 7. To increase understanding of the rules in Football and apply during games.  To improve basic skills, including; passing, receiving,		Identify Justify Outline			
	gameplay. 7. To increase understanding of the rules in Football and apply during games.  To improve basic skills, including; passing, receiving, tackling, throw in, shooting, and tactics, rules of play and		Identify Justify Outline Plan Suggest			
	gameplay. 7. To increase understanding of the rules in Football and apply during games.  To improve basic skills, including; passing, receiving,		Identify Justify Outline Plan Suggest Summarise			
	gameplay. 7. To increase understanding of the rules in Football and apply during games.  To improve basic skills, including; passing, receiving, tackling, throw in, shooting, and tactics, rules of play and		Identify Justify Outline Plan Suggest Summarise			

	N/C - analyse their performances compared to previous ones and demonstrate improvement to achieve their	During this unit students will be assessed on their knowledge of the different components and	Tier 3 words: Fitness Component	PE Teacher Coach	Overtraining the body to try and improve.	At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in
	personal best.	training methods.	Speed Strength	Personal Trainer Dietician	The difference between skill and fitness.	lesson.
	<ol> <li>To develop an understanding of what the components of fitness are.</li> </ol>	Students will also be assessed on their fitness	Aerobic Endurance Flexibility	Sports Science Business	Going quicker means getting fit quicker.	Research the key aspects and purposes of Fitness training – Available on several Fitness websites.
	2. To understand how to test for each component of fitness practically.	levels, technique and endurance.	Composition	Health Care	Techniques when performing activities.	H/M/L homework tasks will give different levels of detail
	3. To consistently progress fitness levels throughout each	Assessments will take place at the start and end of		Employability skills		when researching the key aspects of Fitness.
Fitness	lesson.  4. To demonstrate understanding of how to improve fitness	the unit.	Tier 2 words: Analyse	Aiming High	Use of equipment incorrectly.	Lower – To research the basics of Fitness training and
	levels.  5. To improve technique when performing various fitness	Students will be assessed at the start of the unit through staff discussion and observations during	Assess Compare	Creativity Leadership		understand when they are applied.
Misconceptions	activities.	the first lesson.	Define Describe	Listening Presenting		Medium – To research the basics of Fitness training and provide a good description/understanding (Including
	6. To develop muscular strength and endurance throughout each lesson.	Students will also be assessed at the end of the	Discuss	Problem Solving		examples) of when they are applied.
	To understand components of fitness and how to test for	unit through the Self-Evaluation sheet and a	Evaluate Explain	Positivity Teamwork		Higher – To research the basics of Fitness and provide a
	each. Demonstrate and know the different ways to improve each of the components.	teacher-led observation during the final assessment lesson.	Identify Justify	Numeracy Independence		detailed description, using examples, to justify their understanding of when the basics are applied.
	BTEC –unit 1 and 3		Outline Plan	Communication		
	office difficulties		Suggest Summarise			
			Review			
	N/C - develop their technique and improve their performance in other competitive sports.	During this unit students will be assessed on their knowledge of the rules & regulations.	Tier 3 words: Roll	PE Teacher Coach	You have to be flexible and strong to be a Gymnast.	At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in
	Develop understanding of the different ways of travelling		Jump Slide	Gymnast Dietician		lesson.
	in Gym.  2. Create and perform an individual Gymnastics routine.	Students will also be assessed on their skill level, technique and tactical awareness.	Stepping Dynamics	Sports Science Business	All Gymnastics events require apparatus and vault equipment.	Research what types of Fitness are required to be a confident
	3. Develop and perform routines as part of a group in Gymnastics.	Assessments will take place at the start and end of	Canon	Health Care	Only girls are good at gymnastics because of	Gymnast? – Explain & Justify.
	4. Think creatively to adapt and progress a Gymnastics	the unit.	Unison Contrast	Employability skills	flexibility.	H/M/L homework tasks will give different levels of detail when researching the rules of Gymnastics.
	routine. 5. To increase confidence when performing routines in front	Students will be assessed at the start of the unit	Routine	Aiming High	Gymnastics is focused on speed and power.	Lower – To research the fitness requirements and have a basic understanding.
Gymnastics	of others.  6. To understand what a successful Gymnastics routine looks	through staff discussion and observations during the first lesson.	Tier 2 words: Analyse	Creativity Leadership	Gymnastics is only for athletes who don't work	Medium – To research the fitness requirements and have a
Misconceptions	like.		Assess Compare	Listening Presenting	well as part of a team.	good description & understanding of the requirements with basic examples.
	Know the different methods of travel, be able to create	Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a	Define Describe	Problem Solving Positivity		
	individual and group routine. Use Dynamics to make	teacher-led observation during the final	Discuss	Teamwork		<b>Higher</b> – To research the fitness requirements and have a high understanding of the fitness levels required, through
	routines more interesting. Use canon, contrast and unison as part of a pair/group routine.	assessment lesson.	Evaluate Explain	Numeracy Independence		providing clear examples and justifications.
	BTEC –unit 2 All criteria		Identify Justify	Communication		
	STEE WINE ET MI STITE IN		Outline Plan			
			Suggest Summarise			
			Review			
	N/C - develop their technique and improve their	During this unit students will be assessed on their	Tier 3 words:	PE Teacher	You cannot change lanes during a team-based	At the end of the 4-week topic, students will be assigned a
	performance in other competitive sports.  1. Develop knowledge of the various track and field activities	knowledge of the rules & regulations.	Track Sprint	Coach Athlete	track event.	homework task either via Edulink or on a piece of paper in lesson.
	in Athletics.	Students will also be assessed on their skill level,	Endurance False Start	Sports Science Business	Only on long distance runs can you change lane.	Research the rules and regulations of Athletics on UK
Athletics	2. To understand how to successfully complete several field events.	technique and tactical awareness.	Field Shot	Health Care	You can throw using any technique.	Athletics and other websites.
Misconceptions	3. To understand the requirements for completing multiple track events.	Assessments will take place at the start and end of the unit.	Discus Javelin	Employability skills Aiming High	You can carry on if the Baton is dropped.	H/M/L homework tasks will give different levels of detail when researching the rules of Athletics.
	4. Increase confidence levels when participating in sports		High Jump	Creativity	,	
	that are less familiar.  5. To develop teamwork and communication when	Students will be assessed at the start of the unit through staff discussion and observations during	Long Jump Triple Jump	Leadership Listening	Every throw that you do counts towards your score.	Lower – To research the basic rules of Athletics and have a basic understanding.
	completing athletic events.	the first lesson.	Tier 2 words:	Presenting Problem Solving	Volucen run using any method	
			Analyse	Positivity	You can run using any method.	

	6. To apply an understanding of the rules to practical performances.  Know and demonstrate different track and field activities. Improve technique and ability in both track and field.  Look at ways in improving their technique and performance.  Understand the rules regarding foul throw and how the rules of lanes work in different track distances.  BTEC –unit 2 All criteria  N/C links:  Use a range of tactics and strategies to overcome	Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.  During this unit students will be assessed on their knowledge of the rules & regulations.	Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review Tier 3 words: Bowl	Teamwork Numeracy Independence Communication  PE Teacher Coach	Starting off fast is the best strategy for long distance running.  Hitting the ball as hard as you can will produce the best results.	Medium – To research the rules of Athletics and have a good description & understanding of the requirements with basic examples.  Higher – To research the basic rules of Athletics and have a high understanding, through providing clear examples and justifications.  At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in
	<ul> <li>opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To develop knowledge of the various rules in several</li> </ul>	Students will also be assessed on their skill level, technique and tactical awareness.  Assessments will take place at the start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.	Bat Strike Field Pitch No Ball Wide Run Out Stumped Bowled Base Wicket	Sports Science Business Health Care  Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity	You must bowl as fast as you can to strike people out.  Catching with one hand is better than two.  Getting a rounder for yourself is better than for the team.  Hitting every ball is the most important part of ctriking.	lesson.  Research the rules and regulations of 1 striking and fielding activity, using google and other websites.  H/M/L homework tasks will give different levels of detail when researching the rules on S&F.  Lower – To research the basic rules of S&F and have a basic understanding.  Medium – To research the rules of S&F and have a good
Striking & Fielding  Misconceptions	striking/fielding games.  2. To demonstrate understanding of the correct ball-striking technique.  3. Apply knowledge of the correct striking technique to gameplay.  4. To progressively improve technique in fielding skills, E.g., Catching & Throwing.  5. Develop an understanding of the positions in various S&F sports.  6. Use teamwork and communication to overcome opponents in games.  7. Progressively improve Hand-Eye coordination throughout each lesson.  Know the rules and regulations for rounder's, softball. Perform skills such as striking the ball, catching, throwing, fielding and positioning.  BTEC —unit 2 All criteria	Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.	Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	Teamwork Numeracy Independence Communication	You cannot be out if you miss the ball.	Medium – To research the rules of S&F and have a good description & understanding of the requirements with basic examples.  Higher – To research the basic rules of Athletics and have a high understanding, through providing clear examples and justifications.
	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones</li> </ul>	During this unit students will be assessed on their knowledge of the rules & regulations.  Students will also be assessed on their skill level, technique and tactical awareness.	Tier 3 words: Serve Forehand Backhand Lob Shot Volley Net Shot	PE Teacher Coach Sports Science Business Health Care  Employability skills	All serves must be played over-arm.  Out Lines vary based on the dynamics of the game.  You can serve from anywhere on the court.	At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.  Research the rules and regulations of Tennis, using the LTA and other websites.
Tennis  Misconceptions	<ul> <li>and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> </ul>	Assessments will take place at the start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations during	Court Service Line Base Line	Aiming High Creativity Leadership Listening Presenting	Points scored per shot.  Points do not count if the ball hits the net and goes over.	H/M/L homework tasks will give different levels of detail when researching the rules on Tennis.  Lower – To research the basic rules of Tennis and have a basic understanding.
	<ol> <li>To understand how to successfully perform basic Tennis shots.</li> <li>Consistently develop shot technique against an opponent.</li> <li>Develop communication and teamwork through playing Tennis Doubles.</li> <li>To understand the importance of looking for space to win points.</li> </ol>	the first lesson.  Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.	Analyse Assess Compare Define Describe Discuss Evaluate	Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication	You cannot hit overhead shots after the serve.	Medium – To research the rules of Tennis and have a good description & understanding of the requirements with basic examples.  Higher – To research the basic rules of Tennis and have a high understanding, through providing clear examples and justifications.

	<ol> <li>Develop knowledge of the scoring system in Tennis.</li> <li>Consistently improve Hand-Eye coordination throughout each lesson.</li> <li>To learn the names of various parts of the Tennis Court.</li> <li>To improve basic skills including; over and underarm serve, forehand and back hand and basic return.</li> <li>Be able to rally with a partner, look for space and win points.</li> <li>Understand service rules and court rules.</li> <li>BTEC –unit 2 All criteria</li> <li>N/C - use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</li> <li>To understand how to successfully perform basic</li> </ol>	During this unit students will be assessed on their knowledge of the rules & regulations.  Students will also be assessed on their skill level, technique and tactical awareness.	Explain Identify Justify Outline Plan Suggest Summarise Review  Tier 3 words: Analysis Tactics Serve, Forehand,	PE Teacher Coach Sports Science Business Health Care	You can use both the over and under-arm serve in Badminton.  You can serve anywhere on the Badminton Court.	At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.  Research the rules and regulations of Badminton, using
Badminton  Misconceptions	Badminton shots.  2. Consistently develop shot technique against an opponent.  3. Develop communication and teamwork through playing Badminton Doubles.  4. To understand the importance of looking for space to win points.  5. Develop knowledge of the scoring system in Badminton.  6. Consistently improve Hand-Eye coordination throughout each lesson.  7. To learn the names of various parts of the Badminton Court.  To improve basic skills including; Serve long and short, forehand and back hand and basic return.  Be able to rally with a partner, look for space and win points.  Understand service rules and court rules.  BTEC —unit 2 All criteria	Assessments will take place at the start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.  Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.	Backhand, Smash, Net shot faint.  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication	Variation in courts sizes for Doubles and Singles games.  Size of the racquet during Badminton games.  Points scoring system in Badminton.  What classifies as 'out'.  If the shuttle hits the net, does the point count or not.	Badminton England and other websites.  H/M/L homework tasks will give different levels of detail when researching the rules on Badminton.  Lower – To research the basic rules of Badminton and have a basic understanding.  Medium – To research the rules of Badminton and have a good description & understanding of the requirements with basic examples.  Higher – To research the basic rules of Badminton and have a high understanding, through providing clear examples and justifications.
Dance Misconceptions	N/C - perform dances using advanced dance techniques within a range of dance styles and forms  To understand the fitness requirements for dance, include health and skill related To be able to copy mimic movements from prechoreographed dance routines. (these can include New-Zealand Hakha etc). To create/choreograph own routines. To be able to use and link a range of movements using space, levels and dynamics as an individual or as part of a group.  To improve basic skills including; movement, special awareness. Be able to work co-operatively with a partner. Understand fitness requirements for specific sports.  BTEC —unit 1 and 2 All criteria	During this unit students will be assessed on their creativity, use of space and dynamic.  Students will also be assessed on their skill level, technique and tactical awareness.  Assessments will take place at the start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.  Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.	Tier 3 words: Arch Barre Curve Flat back Focus Footwork Gallop Hop Intention Isolation Jump. Leap or jeté Pas de deux Pirouette Pliè Postion Prance Pulse Relevé Rhythm Skip Slide or chassé Spiral Spotting. Swinging Tilt	PE Teacher Coach Sports Science Business Health Care  Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication	Underestimate health and skill related fitness required for dance.  All Dance events require apparatus and vault equipment.  Only girls are good at dance because of flexibility.  Dance is not focused on speed and power.  Gymnastics is only for athletes who don't work well as part of a team.	

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			Triplet			
			Turnout			
			Tier 2 words:			
			Analyse			
			Assess			
			Compare			
			Define			
			Describe			
			Discuss			
			Evaluate			
			Explain			
			Identify			
			Justify			
			Outline			
			Plan			
			Suggest			
			Summarise			
			Review			
	NC links- Take part in outdoor and adventurous activities	During this unit students will be assessed on their	Tier 3 words:	PE teacher	OAA will not help me in later life / future careers.	At the end of the 4-week topic, students will be
	which present intellectual and physical challenges and be	knowledge and ability to orientate round a set	Key	Coach		assigned a homework task either via Edulink or on a
	encouraged to work in a team, building on trust and	course using a map.	Map		Always keep the map pointing the same	piece of paper in lesson.
	developing skills to solve problems, either individually or as	,	Control	Employability skills	direction, even if it upside down.	Part Paper
	1	Students will also be assessed on their ability to	Orientate	Aiming High	an ection, even in it applied down.	Create a map of the school fields, ensuring all of the
	a group.	1			Oviente evine is all about being feet	•
		work as a team and individual solving set	Compass	Creativity	Orienteering is all about being fast.	pitches are marked om it – use a key to identify each
		problems.	North	Leadership		area.
	1. To be able to use problem solving skills as an individual		South	Listening	There should always be someone who takes	
	and as part of a team to overcome a range of tasks.	Assessments will take place at the start and end of	East	Presenting	charge.	H/M/L homework tasks will give different levels of
	2. To be able to use a map/identify key highlighted areas.	the unit.	West	Problem Solving		detail when researching the rules of Rugby Union.
	3. To understand how to orientate a map.			Positivity	The key is not important and will not help.	
	4. To understand what a key is and relate it to surroundings	Students will be assessed at the start of the unit		Teamwork	,	Lower – Create a basic map to indicate a few areas.
	to help identify key areas and places.	through staff discussion and observations during	Tier 2 words:	Numeracy		er cate a basic map to maioate a rew areas.
044	<ul><li>5. To be able to compete in orienteering competition s,</li></ul>	the first lesson.		Independence		Madium mare detailed man showing all area that are
OAA		the first lesson.	Analyse			Medium – more detailed map showing all area that are
Misconceptions	demonstrating ability to navigate a course correctly.		Assess	Communication		significant. Some highlighted in a key.
		Students will also be assessed at the end of the	Compare			
		unit through the Self-Evaluation sheet and a	Define			<b>Higher</b> – Create a detailed and accurate map using a key
		teacher-led observation during the final	Describe			to highlight all significant areas.
	To improve basis skills in rughy league and union is shading.	assessment lesson.	Discuss			
	To improve basic skills in rugby league and union, including;		Evaluate			
	passing, catching, tackling, basic kicking and tactics, rules of		Explain			
	play and competition.		Identify			
	BTEC – Unit 2 All criteria		Justify			
			Outline			
			Plan			
			Suggest			
			Summarise			
			Review			
			INCALCAN			

## Links to Unifrog for careers roles:

Teaching <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach</a>
sports science <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist</a>
player <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer</a>
Fitness instructor <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/fitness-instructor">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/fitness-instructor</a>
Referee <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee</a>
Leisure centre worker <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/leisure-centre-assistant">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee</a>
Leisure centre worker <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/leisure-centre-assistant">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee</a>

			Year 8			
Activity (4 week block)	Learning objectives. BTEC Links	Assessment / moderation	Key Vocab	Careers	Misconceptions	Homework/reading tasks
Rugby union Misconception	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To perform a backwards pass successfully under pressure</li> <li>To be able to perform a forwards and side tackle on a moving attacker</li> <li>To be able to perform a maul as a defender and an attacker</li> <li>To focus on learning how to kick effectively and when to use it in a game</li> <li>To be able to demonstrate how to create and effective 5-man scrum</li> <li>To be able to understand the roles and responsibilities of positions</li> <li>To be able to perform small, sided games</li> <li>To improve and build on basic skills learned in year 7. To develop more advanced tactics to be used in games.</li> <li>To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance.</li> </ul>	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.	Tier 3 words: Analysis Scrum Lineout Ruck Maul Tackle Forward pass Scrum Off side Tactics Conversion  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	PE teacher Coach Player Sport science  Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication	One is better than the other Hand off in union	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet  H/M/L will give different levels of detail when researching the officials of the sport.  L- basic rules and understanding.  M- good description/understanding of officials with examples.  H- High understanding of officials, able to give clear examples and justifications.
Rugby League Misconception	<ol> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To perform a backwards pass successfully under pressure</li> <li>To be able to perform a forwards and side tackle on a moving attacker</li> <li>To focus on learning how to kick effectively and when to use it in a game</li> <li>To be able to demonstrate how to create and effective 5-man scrum</li> <li>To be able to understand the roles of positions</li> <li>To be able perform small sided games showing knowledge of basic rules.</li> </ol> To improve and build on basic skills learned in year 7. To develop more advanced tactics to be used in games.	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.	Tier 3 words: Analysis Scrum lineout Ruck Maul Tackle Forward pass Scrum Off side Tactics Conversion  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan	PE teacher Coach Player Sport science  Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication	One is better than the other Kick off rules.	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet  H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.

<b>-</b>						
	To analyse skills and tactics, identify strengths and		Suggest			
	weaknesses. Discuss ways to improve their performance.		Summarise			
	BTEC –unit 2 All criteria		Review			
Netball Misconception		During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.	Review  Tier 3 words: Attack Defence Replayed ball Tactics Penalty pass  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	PE teacher Coach Player Sport science  Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication	Netball is a non-contact sport.  Obstruction can occur when the opposing player doesn't have the ball.	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet  H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding.  M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.
	, , ,					
	BTEC –unit 2 All criteria					
Football Misconception	<ul> <li>VSC links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To be able to perform a wide range of passes over different distances</li> <li>To be will be able to effectively protect the ball from opposition when dribbling.</li> <li>To able to accurately shoot with both feet</li> <li>To be able to understand simple attacking and defensive strategies</li> <li>To be able to man mark an opponent</li> <li>To be able to perform small sided games</li> <li>To improve and build on basic skills learned in year 7. To develop more advanced tactics to be used in games.</li> <li>To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance.</li> </ul>	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.	Tier 3 words: Analysis formations Pass. Dribble. Receive. Shoot. Throw in. Corner. Goal kick. Header. Off side. Tactics.  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	PE teacher Coach Player Sport science  Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication	Crowding the ball to defend  Putting best players in attack and weakest in defence.	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet  H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.

	N/C - analyse their performances compared to previous	During this unit students will be assessed on their	Tier 3 words:	PE teacher	Overtraining to improve.	
	ones and demonstrate improvement	knowledge of rules & regulations.	Interval	Coach		
	to achieve their personal best		Continuous	Personal trainer	Difference between skills and fitness.	
	le demere men personal sest	Students will also be assessed on their skills level,	Fartlek	Dietitian,	Sincrence Setween skins and naness.	
	1 To understand companents of fitness	1	Circuits	Sport science		
	1. To understand components of fitness	techniques and tactical awareness	Weight training			
	2. To be able to understand different types of training			Employability skills		
	- Fartlek	Assessed at start and end of the unit.	Tier 2 words:	Aiming high,		
	- Circuit		Analyse	Creativity,		
	- Continuous	Students will be assessed at the start of the unit	Assess	Leadership,		
Fitness	- Weight	through staff discussion and observations in	Compare	Listening,		
Misconception	- Sprint	lesson.	Define	Staying positive,		
		1633011.	Describe	Independence		
	- Plyometrics		Discuss	- macpenaenee		
	- Flexibility	At the end of the unit, students will be assessed	Evaluate			
	BTEC –unit 1 and 3	through the he self-evaluation sheets and final	Explain			
		assessment lesson.	Identify			
			Justify			
			Outline			
			Plan			
			Suggest			
			Summarise			
			Review			
	N/C -develop their technique and improve their	During this During this unit students will be	Tier 3 words:	PE teacher	Dangerous	At the end of the 4-week topic, students will be assigned a
	performance in other competitive sports	assessed on their knowledge of rules &	tuck	Coach		homework task on Edulink (or a piece of paper in lesson if
		regulations.	pike	Player	Don't need to do anything when not performing	they cannot access it).
	To build confidence and skills on trampoline. Develop	1.500.001	straddle	Sport science		
		Students will also be assessed on their skills level,	twists			Complete homework sheet
	skills, including; tuck, pike straddle, twists, seat drops,	1	seat drops	Employability skills		
	front/back drop and somersaults	techniques and tactical awareness	front/back drop	Aiming high,		H/M/L will give different levels of detail when researching
			somersaults	Creativity,		the rules of the sport.
	BTEC –unit 2 All criteria	Assessed at start and end of the unit.	spotter	Leadership,		L- basic understanding of fitness requirements.
			posture	Listening, Presenting,		M- good description/understanding of requirements with
		Students will be assessed at the start of the unit	posta. c	Problem solving,		basic examples.
Trampolining			Tier 2 words:	Staying positive,		H- High understanding of fitness required and, able to give
Misconception		through staff discussion and observations in	Analyse	Teamwork,		clear examples and justifications.
		lesson.	1			clear examples and justifications.
			Assess	Independence,		
		At the end of the unit, students will be assessed	Compare	Communication		
		through the he self-evaluation sheets and final	Define			
		assessment lesson.	Describe			
		assessment lesson.	Discuss			
			Evaluate			
			Explain			
			Identify			
			Justify			
			Outline			
			Plan			
			Suggest			
			Summarise			
	N/C -develop their technique and improve their	During this unit students will be assessed on their	Tier 3 words:	PE teacher	Can change lanes in all track events	At the end of the 4-week topic, students will be assigned a
	performance in other competitive sports.	knowledge of rules & regulations.	Analysis	Coach		homework task on Edulink (or a piece of paper in lesson if
	performance in other compentive sports.	Milowieuge of rules & regulations.	Track,	Player	Can throw using any technique.	they cannot access it).
			Sprint.	Sport science	can allow using any teerinique.	they carried decess teg.
	1. To be able, Improve technique and ability in both	Students will also be assessed on their skills level,	Endurance.	Sport science	No tactics needed	Complete homework sheet
	track and field from year 7 in:	techniques and tactical awareness		Employability skills	INO LACTICS TIEEUCU	Complete nomework sheet
	- 100m		False start.	Employability skills	Just have to be strong to throw	H/M/L will give different levels of detail when recognitive
	- 400m	Assessed at start and end of the unit.	Field.	Aiming high,	Just have to be strong to throw.	H/M/L will give different levels of detail when researching
Athletics	- 800m		Shot,	Creativity,		the officials of the sport.
Misconception		Chudonto will be personed at the start of the series	Discus.	Leadership,		L- basic rules and understanding.
	- Shot	Students will be assessed at the start of the unit	Javelin	Listening, Presenting,		M- good description/understanding of officials with
	- Discus	through staff discussion and observations in	High jump.	Problem solving,		examples.
	- Shot	lesson.	Long jump.	Staying positive,		H- High understanding of officials, able to give clear
	- Javelin		Triple jump.	Teamwork,		examples and justifications.
	- Triple Jump	At the end of the unit, students will be assessed		Numeracy,		
		through the he self-evaluation sheets and final	Tier 2 words:	Independence,		
	2. To be able to analyse techniques their technique and		Analyse	Communication		
	performance.	assessment lesson.	Assess			
			Compare			
		•	1 P		•	

Striking and fielding Misconception	<ul> <li>3. Understand the rules regarding foul throw and how the rules of lanes work in different track distances.</li> <li>BTEC –unit 2 All criteria Links to fitness unit</li> <li>N/C links: <ul> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> </ul> </li> <li>1. To improve and build on basic skills learned in year 7</li> <li>2. To develop more advanced tactics to be used in games.</li> <li>3. To analyse skills and tactics, identify strengths and weaknesses.</li> <li>4. Discuss ways to improve their performance.</li> </ul> <li>BTEC –unit 2 All criteria</li>	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.	Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review Tier 3 words: Analysis Back stop Wicket keeper Tactics Bowl Bat Strike Field Pitch Strike No ball  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise	PE teacher Coach Player Sport science  Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication	Rounders and softball are the same.  Can have as many attempts at hitting the ball in rounders.  Can run more than once on your turn  Can throw a ball overarm to bowl in cricket.  Can bowl overarm in rounders	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet  H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.
Tennis Misconception	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To improve and build on basic skills learned in year 7.</li> <li>To develop more advanced tactics to be used in games.</li> <li>To be able to perform a forehand and back hand effectively</li> <li>To be able to perform single and doubles</li> <li>To able to analyse skills and tactics,</li> </ul>	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.	Review  Analysis Tactics Serve, Forehand, Backhand, Lob, Volley, Net shot, Court.  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	PE teacher Coach Player Sport science  Employability skills Aiming high, Creativity, Leadership, Listening, Presenting, Problem solving, Staying positive, Teamwork, Literacy, Numeracy, Independence, Communication	Have to serve over arm. Can serve anywhere. Court sizes in singles and doubles.	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet  H/M/L will give different levels of detail when researching the officials of the sport. L- basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.

	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> </ul>	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level,	Tier 3 words: Analysis Tactics Serve, Forehand,	PE teacher Coach Player Sport science	Can use under or overarm serve.  Can serve anywhere.  Court sizes in singles and doubles.	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet
Badminton Misconception	<ul> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To improve and build on basic skills learned in year 7. To develop more advanced tactics to be used in games.</li> <li>To analyse skills and tactics, identify strengths and weaknesses. Discuss ways to improve their performance.</li> <li>BTEC –unit 2 All criteria</li> </ul>	Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.	Backhand, Smash, Net shot faint.  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	Employability skills Aiming high, Creativity, Leadership, Listening, Problem solving, Staying positive, Teamwork, Numeracy, Independence, Communication		H/M/L will give different levels of detail when researching the officials of the sport. L- Basic rules and understanding. M- good description/understanding of officials with examples. H- High understanding of officials, able to give clear examples and justifications.
OAA Misconceptions	NC links- 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.  1. To be able to use problem solving skills as an individual and as part of a team to overcome a range of tasks.  2. To be able to use a map/identify key highlighted areas.  3. To understand how to orientate a map.  4. To understand what a key is and relate it to surroundings to help identify key areas and places.  5. To be able to compete in orienteering competition s, demonstrating ability to navigate a course correctly.  To improve basic skills in rugby league and union, including; passing, catching, tackling, basic kicking and tactics, rules of play and competition.  BTEC – Unit 2 All criteria	During this unit students will be assessed on their knowledge and ability to orientate round a set course using a map.  Students will also be assessed on their ability to work as a team and individual solving set problems.  Assessments will take place at the start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations during the first lesson.  Students will also be assessed at the end of the unit through the Self-Evaluation sheet and a teacher-led observation during the final assessment lesson.	Review  Tier 3 words: Key Map Control Orientate Compass North South East West  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	PE teacher Coach  Employability skills Aiming High Creativity Leadership Listening Presenting Problem Solving Positivity Teamwork Numeracy Independence Communication	OAA will not help me in later life / future careers.  Always keep the map pointing the same direction, even if it upside down.  Orienteering is all about being fast.  There should always be someone who takes charge.  The key is not important and will not help.	At the end of the 4-week topic, students will be assigned a homework task either via Edulink or on a piece of paper in lesson.  Create a map of an area you know well. This could be the sports fields, your home and garden or local park. Identify key areas on the map using a key.  H/M/L homework tasks will give different levels of detail when researching the rules of Rugby Union.  Lower – Create a basic map to indicate a few areas. Basic key used  Medium – more detailed map showing all area that are significant. Some highlighted in a key.  Higher – Create a detailed and accurate map using a key to highlight all significant areas.

## Links to Unifrog for careers roles:

Teaching <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher</a>
Coaching <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist</a>
Sports science <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach</a>
Sports science <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach</a>

Player <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional</a>

Personal trainer <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer</a>

Activity	NC	Assessment / moderation	Key Vocab	Careers	Misconceptions	Homework/reading tasks
(4-week block)	Activity specific skills BTEC Links					
Rugby Union	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To improve and build on basic skills learned in year 7 and 8</li> <li>To develop more advanced tactics to be used in games.</li> <li>To identify strengths and weaknesses in games</li> <li>To discuss ways to improve their performance.</li> </ul> BTEC –unit 2 All criteria	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson	Tier 3 words: Analysis Scrum lineout Ruck Maul Tackle Forward pass Scrum Off side Tactics Conversion  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise	PE teacher Coach Player Sport science  Employability skills Aiming high, Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication	One is better than the other Hand off in union Lineout/lift  Tackling – body position/safety.  Kick off rules.  Line out rules	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet
Rugby League	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To improve and build on basic skills learned in year 7 and 8</li> <li>To develop more advanced tactics to be used in games.</li> <li>To identify strengths and weaknesses in games</li> <li>To discuss ways to improve their performance.</li> </ul> BTEC –unit 2 All criteria	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson	Review  Tier 3 words: Analysis Scrum lineout Ruck Maul Tackle Forward pass Scrum Off side Tactics Conversion  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	PE teacher Coach Player Sport science  Employability skills Aiming high, Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication	One is better than the other  Hand off in union Lineout/lift  Tackling – body position/safety.  Kick off rules.  Line out rules	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet

Netball	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To improve and build on basic skills learned in year 7 and 8.</li> <li>To understand how to complete back line passes</li> <li>To focus on Centre pass tactics</li> <li>To develop more advanced tactics to be used in games.</li> <li>To analyse skills and tactics, identify strengths and weaknesses.</li> <li>Discuss ways to improve their performance.</li> </ul> BTEC –unit 2 All criteria	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson	Tier 3 words: Attack Defence Replayed ball Tactics Penalty pass  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	PE teacher Coach Player Sport science  Employability skills Aiming high, Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication	Netball is a non contact sport.  Obstruction can occur when the opposing player doesn't have the ball.	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet
Football	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>1. To improve and build on basic skills learned in year 7 and 8</li> <li>2. To able to know how to create opportunities to score from crosses</li> <li>3. TO be able to keep possession in small games</li> <li>4. To develop more advanced tactics to be used in games.</li> <li>5. To analyse skills and tactics, identify strengths and weaknesses.</li> <li>6. Discuss ways to improve their performance.</li> </ul> BTEC –unit 2 All criteria	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson	Analysis formations Pass. Dribble. Receive. Shoot. Throw in. Corner. Goal kick. Header. Off side. Tactics.  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	PE teacher Coach Player Sport science  Employability skills Aiming high, Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication	Crowding the ball to defend  Putting best players in attack and weakest in defence.	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet
Fitness	N/C - analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.  1. To understand components of fitness 2. To be able improve results from testing in year 7 and 8. E.g Standing long jump	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.	Tier 3 words: Interval Continuous Fartlek Circuits Weight training Plyometrics Tier 2 words:	PE teacher Coach Personal trainer Dietician Sport science  Employability skills Aiming high, Creativity	Overtraining to improve.  Difference between skills and fitness.	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet

	- 12-minute Cooper run	Students will be assessed at the start of the unit	Analyse	Leadership		
	- Sit and reach - 40m sprint	through staff discussion and observations in lesson.	Assess Compare Define	Listening Presenting Problem solving		
	<ul> <li>Reaction time</li> <li>To be able to analyse results and compare against the norms</li> </ul>	At the end of the unit, students will be assessed through the he self-evaluation sheets and final	Describe Discuss	Staying positive Teamwork		
	4. To able to know the protocols for different tests and link them to sports.	assessment lesson	Evaluate Explain Identify	Numeracy Independence Communication		
	BTEC –unit 1 and 3		Justify Outline Plan			
			Suggest Summarise Review			
Trampolining	N/C -develop their technique and improve their performance in other competitive sports	During this unit students will be assessed on their knowledge of rules & regulations.	Tier 3 words: pike straddle	PE teacher Coach Player	Dangerous  Don't need to do anything when not	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).
	To build confidence and skills on trampoline. Develop skills, including; tuck, pike straddle, twists, seat drops,	Students will also be assessed on their skills level, techniques and tactical awareness	twists seat drops front/back drop	Sport science  Employability skills	performing	Complete homework sheet
	front/back drop and somersaults  BTEC –unit 2 All criteria	Assessed at start and end of the unit.	somersaults spotter posture	Aiming high Creativity Leadership		
		Students will be assessed at the start of the unit through staff discussion and observations in	Tier 2 words: Analyse	Listening Presenting Problem solving		
		lesson.  At the end of the unit, students will be assessed	Assess Compare	Staying positive Teamwork		
		through the he self-evaluation sheets and final assessment lesson	Define Describe Discuss	Numeracy Independence Communication		
			Evaluate Explain Identify			
			Justify Outline Plan			
			Suggest Summarise Review			
Athletics	N/C -develop their technique and improve their performance in other competitive sports.	During this unit students will be assessed on their knowledge of rules & regulations.	Tier 3 words Analysis Track	PE teacher Coach Player	Can change lanes in all track events	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of
	To improve technique and ability in both track and field from year 7 and 8	Students will also be assessed on their skills level, techniques and tactical awareness	Sprint Endurance	Sport science	Can throw using any technique.  No tactics needed	paper in lesson if they cannot access it).  Complete homework sheet
	<ol> <li>To analyse their technique and performance.</li> <li>To understand the rules regarding foul throw and how the rules of lanes work in different track distances.</li> </ol>	Assessed at start and end of the unit.	False start Field Shot	Employability skills Aiming high Creativity	Just have to be strong to throw.	
	Try and apply advance technique in different events	Students will be assessed at the start of the unit through staff discussion and observations in	Discus Javelin High jump	Leadership Listening Presenting		
	BTEC –unit 2 All criteria Links to fitness unit	lesson.  At the end of the unit, students will be assessed	Long jump Triple jump	Problem solving Staying positive Teamwork		
		through the he self-evaluation sheets and final assessment lesson.	Tier 2 words: Analyse Assess	Numeracy Independence Communication		
			Compare Define Describe			
			Discuss Evaluate Explain			
			Identify Justify Outline			

Striking and fielding  Tennis	<ul> <li>N/C links:</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>N/C - analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>To improve and build on basic skills learned in year 7 and 8</li> <li>To develop more advanced tactics to be used in games.</li> <li>To be able to identify strengths and weaknesses of yourself and partners</li> <li>To be able to discuss ways to improve their performance and others</li> </ul> BTEC —unit 2 All criteria N/C links:	During this unit students will be assessed on their knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.  During this unit students will be assessed on their	Suggest Summarise Review  Tier 3 words: Analysis Back stop Wicket keeper Tactics Bowl, Bat, Strike, Field, Pitch, Strike, No ball,  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review  Tier 3 words	PE teacher Coach Player Sport science  Employability skills Aiming high Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication	Rounders and softball are the same.  Can have as many attempts at hitting the ball in rounders.  Can run more than once on your turn  Can throw a ball overarm to bowl in cricket.  Can bowl overarm in rounders  Have to serve over arm.	At the end of the 4-week topic, students will be assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet  At the end of the 4-week topic, students will be
	<ul> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>To improve and build on basic skills learned in year 7 and 8</li> <li>To develop more advanced tactics to be used in games.</li> <li>To analyse skills and tactics</li> <li>To be able to identify strengths and weaknesses of yourself and partners</li> <li>To be able to discuss ways to improve their performance and others</li> </ul> BTEC –unit 2 All criteria	knowledge of rules & regulations.  Students will also be assessed on their skills level, techniques and tactical awareness  Assessed at start and end of the unit.  Students will be assessed at the start of the unit through staff discussion and observations in lesson.  At the end of the unit, students will be assessed through the he self-evaluation sheets and final assessment lesson.	Analysis Tactics Serve Forehand Backhand Lob Volley Net shot Court  Tier 2 words: Analyse Assess Compare Define Describe Discuss Evaluate Explain Identify Justify Outline Plan Suggest Summarise Review	Coach Player Sport science  Employability skills Aiming high Creativity Leadership Listening Presenting Problem solving Staying positive Teamwork Numeracy Independence Communication	Can serve anywhere.  Court sizes in singles and doubles.	assigned a homework task on Edulink (or a piece of paper in lesson if they cannot access it).  Complete homework sheet

Badminton	N/C links:	During this unit students will be assessed on their	Tier 3 words	PE teacher	Can use under or overarm serve.	At the end of the 4-week topic, students will be
		knowledge of rules & regulations.	Analysis	Coach		assigned a homework task on Edulink (or a piece of
	<ul> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> </ul>		Tactics	Player	Can serve anywhere.	paper in lesson if they cannot access it).
		Students will also be assessed on their skills level, techniques and tactical awareness	Serve,	Sport science		, , , , , , , , , , , , , , , , , , , ,
			Forehand,		Court sizes in singles and doubles.	Complete homework sheet
	<ul> <li>Analyse their performances compared to previous</li> </ul>		Backhand,	Employability skills	Court sizes in singles and acables.	complete nomework sheet
	ones and demonstrate improvement to achieve their personal best	Assessed at start and end of the unit.	Smash,	Aiming high		
			Net shot	Creativity		
	Take part in competitive sports and activities outside school through community links or sports clubs.	Students will be assessed at the start of the unit	faint.	Leadership		
			Tier 2 words	Listening Problem solving		
		through staff discussion and observations in	Analyse	Staying positive		
	1. To improve and build on basic skills learned in year 7	lesson.	Assess	Teamwork		
	and 8.		Compare	Numeracy		
	2. To develop more advanced tactics to be used in	At the end of the unit, students will be assessed	Define	Independence		
	games.	through the he self-evaluation sheets and final	Describe	Communication		
	3. To analyse skills and tactics, identify strengths and	assessment lesson.	Discuss			
	weaknesses.		Evaluate			
	4. Discuss ways to improve their performance.		Explain			
			Identify			
	BTEC –unit 2 All criteria		Justify			
			Outline			
			Plan			
			Suggest			
			Summarise			
			Review			

## Links to Unifrog for careers roles:

Teaching <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/pe-teacher</a>

Coaching https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-coach

sports science <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-scientist</a>

player <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/sports-professional</a>

Personal trainer <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/personal-trainer</a>

Fitness instructor <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/fitness-instructor">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/fitness-instructor</a>

Referee <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/football-referee</a>

Leisure centre worker <a href="https://www.unifrog.org/student/careers/sport-leisure-and-tourism/leisure-centre-assistant">https://www.unifrog.org/student/careers/sport-leisure-and-tourism/leisure-centre-assistant</a>