

Key Stage 3 Overview – Physical Education (Girls)

	Unit 1 – Gymnastics	Unit 2 – Swimming Beginners/Non-swimmers	Unit 2 – Swimming Improvers	Unit 4 – National Dance
Year 8	<p>With emphasis on <u>being creative, managing information, maths, literacy, ICT, safety, risk assessment, working with others and personal development.</u></p> <p>Pupils will: develop safety awareness through travelling, transferring weight, balancing, turning, jumping; develop a sequence incorporating travel, balance, turning and jumping on low apparatus; work with a partner to build bridge shapes incorporating turning; perform a sequence on low and high apparatus using previously acquired skills and knowledge; plan and perform matched sequences with a partner adding variety by changing levels, speed, direction and pathways; understand how strength and flexibility are important for poise, control and co-ordination; observe and comment on their own and others performance.</p>	<p>With attention to <u>personal health, self-management, working with others, numeracy, ICT, safety and risk assessment, being creative and thinking, problem-solving, decision making and personal development.</u></p> <p>Pupils will: learn to safely enter and leave the water in various ways; gain the ability to regain standing from the prone and supine positions; gain confidence in submerging and breath control; develop basic propulsion on the front and back (with or without aids); show awareness of safety around the pool and demonstrate a responsible approach; develop awareness of hygiene related to swimming; be water confident; be able to exit the pool in a safe manner; understand the benefits of swimming towards an active lifestyle; observe and comment on the technique of others,.</p>	<p>Focusing on <u>personal health, self-management, working with others, numeracy, ICT, safety and risk assessment, being creative and thinking, problem-solving, decision making and personal development.</u></p> <p>Pupils will: show a responsible approach to safety and hygiene related to swimming; learn to carry, place and use equipment with care and safety; demonstrate water confidence; demonstrate propulsive movements of legs/arms on front and back; learn to move with proper stroke execution; develop control and coordination when practicing tasks; gain the ability to work in groups; learn the principles of the strokes; demonstrate safe entry and exit from the pool; sustain activity for a period of time; observe and answer questions about the movement of themselves and others; recognise areas for improvement.</p>	<p>With attention to <u>personal development, being creative, self-management, personal health, numeracy, literacy, ICT, managing information, working with others, thinking, problem-solving and decision making, safety and risk assessment.</u></p> <p>Pupils will: learn to recognise changes in tempo and to respond accordingly; gain the ability to express themselves by portraying the dance characteristics of various countries; show an awareness of good use of space; demonstrate poise, control and coordination through movement; gain the ability to perform a variety of sequences through an awareness of different directions, floor patterns and levels; perform various sequences, dance movements and dances, individually with a partner or in a group; suggest ways of improving their own level of fitness; plan and perform appropriate warm up and cooling down activities; explain the reasons for warming up and cooling down; learn to perform sequences in a safe and controlled manner; use correct dance words to describe and comment on their own and others performances.</p>
Year 8	Unit 5 – Badminton	Unit 6 – Netball	Unit 7 – Cricket	Unit 8 - Athletics
	<p>With attention to <u>personal development, self-management, personal health, numeracy, being creative, ICT, managing information, working with others, thinking, problem-solving and decision making, safety and risk assessment.</u></p> <p>Pupils will: perform a range of strokes (high serve, low serve, high lift and smash) in practice and competition situations; demonstrate correct grip and stance when striking and receiving, hit the shuttle effectively; learn to use equipment safely; being to appreciate and apply short selection; learn to move effectively on court; take responsibility for warm up and cool down; show good hygiene and awareness of safety requirements; observe and comment on the performance of others.</p>	<p>Focusing on <u>working with others, self-management, personal health, numeracy, literacy, ICT, and health and safety, thinking, problem-solving and decision-making.</u></p> <p>Pupils will: learn good technique in ball handling skills, namely catching (one hand, two handed), passing (shoulder, chest, bounce) and shooting; demonstrate good footwork (one-two landings and two foot landings and pivot); learn to dodge markers (change of speed and direction); demonstrate an awareness of space; learn to mark positions (man to man); know the rules of passing from one area of the court to another, throw-ins, footwork and contact; in small game situations 2v1, 3v1, 3v3 apply the skills and know when to use them best; participate in 7v7 games; work with other members of the group creating set plays to outwit their opponents; perform warm and cool down activities related to netball and understand the fitness requirements of the netball player; observe and evaluate their own performances and those of others in their team and make recommendations for improvement.</p>	<p>With attention to <u>working with others, self-management, managing information, personal health, numeracy, literacy, ICT, and health and safety, thinking, problem-solving and decision-making.</u></p> <p>Pupils will: perform basic fielding (simple throwing, catching, long barrier, chasing, gathering and throwing); perform basic bowling (holding ball, straight arms, chest sideways, bowling static start); perform basic batting (grip and stance, back lift, calling for runs, leading leg shot and timing); perform basic team development including learning basic field positions, fielding-backing up, use of safety equipment; perform skill practice (e.g. forward defensive, slip catching); know the exercises that need to be included in the warm up or cool down session; suggest ways to improve skill level.</p>	<p>With emphasis on <u>being creative, information management, working with others, self-management, numeracy, literacy, ICT, safety and risk assessment, thinking, problem-solving and decision making.</u></p> <p>Pupils will: demonstrate good control and technique when sprinting (arm action, leg position); show good control and technique when throwing, long jumping and high jumping; perform a standing throw; introduce sprinting drills and relay running; gain ability to pace themselves in longer runs e.g. 800m; be able to time running events; be able to measure long jump, high jump, shot and timed runs; understand safety procedures for each running event; understand basic safety procedures in field events e.g. in shot and cricketball; understand the need for warm up for each specific event; perform a standing throw; learn the rules of competition; learn what is needed to improve performance.</p>
	Unit 9 – Hockey		Unit 11 – Tennis	
Year 8	<p>With attention to <u>managing information, thinking, problem-solving, decision making, self-management, numeracy, literacy, ICT, safety and risk assessment.</u></p> <p>Pupils will: be aware of personal safety (shin guards, mouth shields); develop correct grip for dribbling, stopping, pushing (left hand low on stick); display correct footwork for above skills (knees bent, left foot forward); show correct ball position for the above skills (in front of body slightly to the right, close to stick); develop a sound technique in hitting the ball (the ability to change the grip from left hand lock to two hands together); be able to move in all directions and show good control of the ball; be able to reverse stick; be able to pass (push slap and hit) and receive the ball in a variety of ways; demonstrate beating an opponent; in small game situations 2v1, 3v1, 3v3, 7v7 apply the skills and know when it is appropriate to use them; learn to mark opposition (man to man); perform warm up and cool down activities related to the game of hockey and understand the fitness requirements of the game; observe and evaluate their own performance and those of their team members and make recommendations for improvement.</p>		<p>With emphasis on <u>being creative, managing information, working with others, thinking, problem-solving and decision making, numeracy, literacy, ICT, self-management, safety and risk assessment.</u></p> <p>Pupils will: be introduced to the sport through small conditioned games, drills and problem-solving activities; acquire a knowledge of rules, tactics and fair play; develop control of the racquet head and racquet dexterity; develop the correct forehand grip, position of the fingers and thumb; develop the backhand grip by turning the hand on the grip; learn to change the grip from forehand to backhand grip; develop the service action (throw); further develop the serve and the return of serve; know how to effectively warm up for tennis activities; understand how to keep a simple form of scoring.</p>	

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	Unit 1 – Health related physical education	Unit 2 – Tennis	Unit 3 – Athletics	Unit 4 – Football	
Year 9	<p>With emphasis on <u>self-management, managing information, being creative, personal health, moral character, working with others, maths, ICT and communication, thinking, problem-solving and decision-making.</u></p> <p>Pupils will: develop the correct techniques for running, sprinting and specific skills related to heart rate function; perform sprinting 100m, 200m, 400m and relay; perform HRF aerobic workout with measurement of skinfold – fat% / height; perform heart rate function aerobic workout and mini fitness circuit; show an awareness of the relationship between exercise and physical well being; understand the role of activity in maintaining good health; know about the relationship between physical exercise and good health and the need for warm-up and cool down activities; understand the role of activity in maintaining good health; know the skills and fitness requirements for different activities.</p>	<p>With emphasis on <u>being creative, managing information, working with others, thinking, problem-solving and decision making, numeracy, literacy, ICT, self-management, safety and risk assessment.</u></p> <p>Pupils will: revise the forehand and backhand strokes; revise service technique; introduce the forehand volley stroke; develop the backhand volley stroke; develop a basic game of tennis singles and doubles (keep the ball in play and sustain a rally, force an error from your opponent); develop forms of simple games play (varying speed, width, height and length of shots); know how to keep the score and understand the basic tactics to outwit an opponent.</p>	<p>With attention to <u>managing information, thinking, problem-solving, decision making, self-management, numeracy, literacy, ICT, working with others, safety and risk assessment.</u></p> <p>Pupils will: consolidate on the previous years work; demonstrate good technique in a run or a race; demonstrate a range of jumping and throwing techniques with greater control and consistency; be introduced to triple jumping; lift, carry and transport equipment safely; be introduced to javelin safety and hurdles safety; develop previous work on 800m (2 lap) and introduce 1500m; recognise differences between middle distance running and long distance running; set targets and programmes to improve performance; select exercises and training activities appropriate to the event; identify different forms of training that will improve their own individual performance; explain the value of joining a club in the local school community.</p>	<p>With attention to <u>personal development, self-management, personal health, numeracy, literacy, ICT, managing information, working with others, thinking, problem-solving and decision making, safety and risk assessment.</u></p> <p>Pupils will: develop and improve passing techniques to include the use of grids (use of pass in attack and defence); improve the accuracy and consistency of shots (improving power and accuracy of shots from a distance, decision making regarding the type of shot, beating opponent to shoot at goal); be able to score greater percentage of shots; improve confidence and skills on the ball (dribble using the inside and outside of the foot, use of tricks to beat opponent, dribbling at speed emphasising the change in pace); developing heading skills (heading in defence and attack, heading to pass, control using header); know a range of passes and when they can be used; create and execute a shooting opportunity for your team.</p>	
	Unit 5 – National Dance	Unit 7 – Gymnastics	Unit 8 – Hockey	Unit 9 - Netball	Unit 10 - Cricket
Year 9	<p>Focusing on <u>being creative, self-management, personal health, numeracy, literacy, ICT, managing information, working with others, thinking, problem-solving and decision making, safety and risk assessment.</u></p> <p>Pupils will: demonstrate a variety of steps/movements showing clarity and shape and rhythm; demonstrate quality of movement through controlled phrases and sequences; demonstrate competency in performing more intricate steps; recognise and respond to more irregular rhythms; show an awareness of and sensitivity to other performers through the use of space; describe the changes experienced to the body when performing dance movements/activities; explain ways of improving one’s level of fitness and recognise the various principles of fitness involved in dance e.g. flexibility and stamina etc; identify areas of improving their own and others performances in relation to timing, poise and formation.</p>	<p>With emphasis on <u>being creative, information management, working with others, self-management, numeracy, literacy, ICT, safety and risk assessment, thinking, problem-solving and decision making.</u></p> <p>Pupils will: develop take off and landing skills related to vaulting; learn to take off and land safely; perform simple vaults in a safe and controlled manner; learn to support their own body weight on small and large body parts; use changes of shape, speed, levels, direction or timing; plan and perform more complex sequences either on their own, in pairs, trios and groups; explain the reasons for warming up and cooling down; understand how good body tension is essential for poise, control and co-ordination; identify what you look out for when observing actions and sequences; observe and comment on the movements of themselves and others; identify areas which may be improved.</p>	<p>Focusing on <u>being creative, self-management, working with others, thinking, problem-solving, decision making, numeracy, literacy, ICT, safety and risk assessment.</u></p> <p>Pupils will: consolidate their defensive techniques (e.g. mark, cover, intercept and tackle); use an increasing range of personal techniques consistently, accurately and fluently while playing small-sided games; work with other members of the group to develop tactics to out-wit their opponents (2v1, 3v1, 3v3 etc); develop tactical awareness of space – marking (man to man and zone) and dodging (change of speed and direction); organise themselves as a team to attack and defend play in different positions; develop warm up and cool activities related to hockey and understand the fitness requirements; describe what they need to do to improve their own fitness; observe performances and identify strengths and weaknesses of their own and others performances.</p>	<p>Focusing on <u>working with others, self-management, personal health, numeracy, literacy, ICT, and health and safety, thinking, problem-solving and decision-making.</u></p> <p>Pupils will: consolidate footwork; learn court dimensions, basic rules (3 second rule with ball, 1m distance rule, obstruction); perform a range of netball skills with preparation, accuracy and control; develop chest pass, bounce pass, shoulder and overhead pass; learn to handle and use equipment safely; learn to play effectively in groups and competitive situations; take responsibility for warm and cool down; show dedication, cooperation and responsibility in the development of performance; observe, recognise and comment on their own and others performances.</p>	<p>With attention to <u>working with others, self-management, managing information, personal health, numeracy, literacy, ICT, and health and safety, thinking, problem-solving and decision-making.</u></p> <p>Pupils will: revise year 8 work and further develop techniques; develop fielding/close fielding (underarm throw, gathering ball towards and away; improve bowling (two stride run up, variation of pitch of ball); practice batting (forward drive, forward defence); improve team development (make variations in field positions, improve running between wickets, introduce net practice; extend, refine and repeat a range of skills or skill specific to a particular part of the game; learn safety and use of proper equipment; perform own warm up and cool down exercises; observe techniques and suggest ways to improve skill level.</p>

Key Stage 3 Overview Physical Education

	Unit 1 – Athletics	Unit 2 – Badminton	Unit 3 – Cricket	Unit 4 – Creative / National Dance
Year 10	<p>With attention to <u>managing information, thinking, problem-solving, decision making, self-management, numeracy, literacy, ICT, working with others, safety and risk assessment.</u></p> <p>Pupils will: consolidate previous years work; establish strengths and weaknesses of long jump; develop the stride pattern for the 80/100m hurdles; demonstrate good landing and take-off technique in high jump; develop technique from a standing throw to correct finishing position for discus; revise the basic technique, grip, correct way to carry a javelin; set targets and improve PB's for all of the above; identify different methods of training to improve performance; identify strength and weaknesses to improve technique and performance.</p>	<p>With attention to <u>personal development, self-management, personal health, numeracy, being creative, ICT, managing information, working with others, thinking, problem-solving and decision making, safety and risk assessment.</u></p> <p>Pupils will: perform a range of badminton skills (short serve, net kill, high serve, overhead clear, smash, block shot, linking shots in a rally sequence); handle and use equipment safely; play effectively in both singles and doubles; take responsibility for warm up and cool down; recognise the importance of different aspects of fitness – flexibility, strength, endurance, speed balance and agility; practice and play individually, in pairs and a match situation; show personal qualities of dedication, consistency and concentration; observe recognise and comment on their own and others performance; identify weaknesses in performance and suggest ways of improving performance.</p>	<p>With attention to <u>working with others, self-management, managing information, personal health, numeracy, literacy, ICT, and health and safety, thinking, problem-solving and decision-making.</u></p> <p>Pupils will: perform basic fielding (simple throwing, catching, long barrier, chasing, gathering, throwing); perform basic bowling (holding ball, straight arms, chest sideways, bowling static start); perform basic battling (grip and stance, back lift, calling for runs, leading leg shot and timing); perform basic team development (basic field positions, fielding-backing up, use of equipment including safety pads, boxes, gloves, helmets); perform skill practice (forward defensive, slip catching); know the exercises that need to be included in a warm up or cool down session; observe and discuss their own performance of others; suggest ways to improve the skill level.</p>	<p>Focusing on <u>being creative, self-management, personal health, numeracy, literacy, ICT, managing information, working with others, thinking, problem-solving and decision making, safety and risk assessment.</u></p> <p>Pupils will: demonstrate a variety of more complicated steps, formations and grasps; develop mastery of the body through participation in a variety of dance experiences and forms; develop aesthetic and appreciation of movement through participation in solo and group work and the observations of performances; demonstrate competency in performing more intricate steps; demonstrate a range of movements to include mobility/flexibility/stamina/endurance/strength and ability to perform rhythmically to music; continue to identify areas of improving their own and others performances.</p>
Year 10	Unit 5 – Football	Unit 6 – Health Related Physical Education	Unit 7 – Hockey	Unit 8 – Netball
Year 10	<p>With attention to <u>personal development, self-management, personal health, numeracy, literacy, ICT, managing information, working with others, thinking, problem-solving and decision making, safety and risk assessment.</u></p> <p>Pupils will: execute cushion control and add movement; use wedge control; show a range of short and long accurate passing; be able to dribble using inside / outside of both feet either free running or around obstacles; know the rules of starts / restarts and throw ins; in pairs up to 5v5 apply the skills; perform warm up and cool down activities related to soccer and understand the fitness requirements of a soccer player; recognise the need for regular participation to maintain acceptable fitness levels; observe and evaluate their own performance and those of their class and begin to make recommendations for improvement.</p>	<p>With emphasis on <u>self-management, managing information, being creative, personal health, moral character, working with others, maths, ICT and communication, thinking, problem-solving and decision-making.</u></p> <p>Pupils will: be introduced to the F.I.T.T. principle; select cardiovascular activities for developing and maintaining fitness for health; learn to take the pulse rates after different exercises; learn about the target zone which is exercising at 55-90% of maximum heart rate; show an awareness of the relationship between the F.I.T.T. principle and fitness for health; realise that they should receive an accumulative 20 minutes of exercise 3 times a week; know the importance of warm-up and cool-down; know how the heart rate monitor works; know how to set up circuits safely ; be able to work out the target health zone and maintain exercise at this level for a healthy heart.</p>	<p>Focusing on <u>being creative, self-management, working with others, thinking, problem-solving, decision making, numeracy, literacy, ICT, safety and risk assessment.</u></p> <p>Pupils will: consolidate pushing, hitting and stopping skills in game situation (strength, weight and accuracy); consolidate dribbling skills in game situation (refine speed, control and use of reverse stick); consolidate stopping / trapping control skills in game situation; consolidate passing and receiving skills in game situation; demonstrate sound technique in flicking and lifting in controlled manner; consolidate with other members of the group to develop tactics to outwit opponents (2v1, 3v1, 3v3, to full game); consolidate tactual awareness of space (marking and dodging); consolidate knowledge of rules in relation to 11-a-side game (opportunity to improve small game situation); consolidate warm up and cool down activities related to hockey and understand the fitness requirements of hockey player; consolidate observing and evaluating their own and others performance and make recommendations for improvement.</p>	<p>Focusing on <u>working with others, self-management, personal health, numeracy, literacy, ICT, and health and safety, thinking, problem-solving and decision-making.</u></p> <p>Pupils will: perform a range of netball skills with preparation, accuracy and control (chest, bounce, shoulder and overhead); develop awareness of court dimensions / areas; handle and use equipment safely; play effectively in groups and competitive situations; take responsibility for warm up and cool down; show dedication, cooperation and responsibility in the development of performance; observe, recognize and comment on their own and others performances.</p>
Year 10	Unit 9 - Tennis		Unit 10 – Volleyball	
Year 10	<p>With emphasis on <u>being creative, managing information, working with others, thinking, problem-solving and decision making, numeracy, literacy, ICT, self-management, safety and risk assessment.</u></p> <p>Pupils will: revise the forehand and backhand strokes; progress service technique; develop the forehand volley stroke; develop the backhand volley stroke; develop a game of tennis singles / doubles; develop forms of simple games play (base line rallies, volley rallies).</p>		<p>With attention to <u>being creative, working with others, self-management, thinking, problem solving, decision making, numeracy, literacy, ICT, safety and risk assessment.</u></p> <p>Pupils will: perform a range of volleyball skills with preparation, accuracy and control (volley, dig, set, spike, block serves); handle and use equipment safely; play effectively in groups and competitive situations; take responsibility for warm up and cool down; show dedication, cooperation and responsibility in the development of performance; observe, recognise and comment on their own and others performance.</p>	