



Physical Education KS3 Curriculum

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
NETBALL			
Content and skills	<ul style="list-style-type: none"> ➤ To be able to pass, receive, dodge, mark and execute correct footwork. ➤ To know the basic rules governing a game. ➤ To understand how and why the basic skills are implemented in order to achieve effective team play 	<ul style="list-style-type: none"> ➤ To be able to do a variety of dodges and mark effectively under pressure and to be able to shoot. ➤ To know more complex rules of the game. ➤ To understand how to gain effective space when playing a full game. 	<ul style="list-style-type: none"> ➤ To be able to use more advanced skills of attack and defence, including all three stages of marking. ➤ To know how to construct and use a set pattern of play (centre pass and back line). ➤ To understand more complex principles of attack and defence and how to use a score card.
Language for Learning:	To develop a clear understanding of key terminology used in netball and to understand the correct spelling of key terms. Also, reading skills through work cards.		
	Footwork, sprint dodge, feint dodge, stage 1 marking, stage 2 marking, repossession, offside, held ball, over a third, contact, obstruction	Full and half turn dodge, cutting in, double lead, repositioning, shooting action, rebound, double marking, court order, free and penalty pass, arms before distance	Centre pass and back line routine/set play, horizontal banding, vertical banding, stage 3 marking, transition from stage 1-2-3-1, slip and side step, forcing in and forcing wide, repositioning, movement on/off the ball, circle edge drive
Assessment:	<ul style="list-style-type: none"> ➤ Ability to perform correct footwork. ➤ Ability to perform a sprint dodge (closed). ➤ Ability to dodge in a game. ➤ Ability to mark a player (closed) ➤ Ability to mark the ball (closed) ➤ Knowledge test result. 	<ul style="list-style-type: none"> ➤ Ability to apply a selection of dodges to a game. ➤ Ability to mark a player in a game. ➤ Ability to mark the ball in a game. ➤ Ability to demonstrate a cool down. 	<ul style="list-style-type: none"> ➤ Knowledge test results. ➤ Ability to plan a set pattern of play. ➤ Ability to evaluate a set pattern of play. ➤ Overall performance in a game situation.
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
HOCKEY			
Content and skills	<ul style="list-style-type: none"> ➤ To be able to effectively travel with the ball, pass and receive, and tackle ➤ To know the basic rules governing a small sided game. ➤ To understand how and why the basic skills are implemented in order to achieve effective team play. 	<ul style="list-style-type: none"> ➤ To be able to hit the ball, tackle and dodge effectively. ➤ To know more complex rules of the game. ➤ To understand the principles behind basic attack and defence in small sided games. 	<ul style="list-style-type: none"> ➤ To be able to use more advanced skills of attack and defence, including jab tackle and channelling. ➤ To know how to construct and use a set pattern of play. ➤ To understand more complex principles of attack and defence.
Language for Learning:	To develop a clear understanding of key terminology for hockey skills, positions, rules and muscles/bones used, and to understand the correct spelling of key terms, through Q&A during stretches, etc.		
	To develop communication in the game to support play and encourage good team work/collaborative working.		
	Attack, midfield, defence, dribble, push pass, block tackle, pivot play, side dodge, v drag, marking	Reverse stick work, vdrag, roll out, jab tackle, channeling, front marking, side/back marking, lift/3D skills, short and long corner	Reverse vdrag, reverse stick stop/hit, sweep, sweeper, hit out and short/penalty corner set play



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Assessment:	<ul style="list-style-type: none"> ➤ Ability to perform a push pass (closed) ➤ Ability to dribble the ball (closed) ➤ Ability to perform a push pass (open) ➤ Ability to use space in a game ➤ Knowledge test result 	<ul style="list-style-type: none"> ➤ Ability to dodge (closed) ➤ Ability to tackle (closed) ➤ Ability to mark in a game 	<ul style="list-style-type: none"> ➤ Knowledge test result ➤ Overall performance
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>BADMINTON</u>	<ul style="list-style-type: none"> ➤ To be able to play matches using core skills and accurately score and officiate mini badminton games ➤ To know the basic rules governing the game ➤ To understand basic principles of attack and defence to plan strategies and tactics for badminton. 	<ul style="list-style-type: none"> ➤ To be able to play matches using skills and tactics to outwit an opponent with increasing pressure ➤ To know more advanced rules governing the game ➤ To understand how to outwit your opponent through varying skills and tactics to create space and use it 	<ul style="list-style-type: none"> ➤ To be able to play a singles and doubles badminton match with the use of tactics/placement/changes of power in shots ➤ To know the rules and full scoring system for singles/doubles badminton ➤ To understand the court boundaries, formations and tactics for doubles as well as singles games
Content and skills			
Language for Learning:	Underarm serve, flick serve, overhead clear, serve, smash, rally, tram lines, service line, let, diagonal service box, trajectory.		
Assessment	➤ No formal assessment currently		
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
<u>BASKETBALL</u>	<ul style="list-style-type: none"> ➤ Be able to play a basic game using basic attacking and defending skills ➤ To know the basic rules of Basketball ➤ To understand the basic concept of possession in attack and basic defending skills 	<ul style="list-style-type: none"> ➤ Be able to play a game using team strategies and support play ➤ To know the main rules of Basketball ➤ To understand how to work as a team to attack and defend 	<ul style="list-style-type: none"> ➤ Be able to play a game using more advanced skills and tactics ➤ To know the time rules that govern the game of Basketball ➤ To understand more advanced attacking and defending skills, set plays and tactics
Content and skills			
Language for Learning:	Triple threat, dribble ball, set shot, man to man marking, stealing and foul	Offence and defence, driving to basket, support play around key, cutting runs in offence, rebounding	Offence and defence, lay up shot, fast break, box out rebound, team man to man defence, post player
Assessment	➤ No formal assessment currently		



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GYMNASTICS			
Content and skills	<ul style="list-style-type: none"> ➤ To be able to perform a range of balance and travel movements in isolation and in sequences. ➤ To know how sequences can be developed using both floor and apparatus, including safety principles. ➤ To understand the concepts of stretching and curling, matching and mirroring and speed change. 	<ul style="list-style-type: none"> ➤ To be able to use a range of apparatus to obtain flight safely and effectively. ➤ To know how sequences can be developed in pairs using floor and apparatus. ➤ To understand the concepts of twisting and turning, symmetry and asymmetry, and unison and canon. 	<ul style="list-style-type: none"> ➤ To be able pairs and group balances. To be able to construct a simple RG sequence. ➤ To know that gymnastics includes the disciplines of Acrobatic Gymnastics and RG. ➤ To understand the principles of counter tension and counter balance and the principles behind the construction of RG sequences
Language for Learning:	<p>To develop a clear understanding of key terminology used in gymnastics and to understand the correct spelling of key terms, through the use of the white board.</p> <p>Also, reading skills through work cards and sequence construction cards.</p>		
Assessment:	<ul style="list-style-type: none"> ➤ Ability to perform a forward roll ➤ Ability to plan and perform an individual sequence ➤ Ability to handle apparatus safely ➤ Ability to perform a sequence in a competition ➤ Ability to evaluate your own performance 	<ul style="list-style-type: none"> ➤ Ability to perform a partner sequence ➤ Ability to use trampettes effectively ➤ Ability to perform a cartwheel ➤ Ability to perform a sequence in a competition ➤ Ability to evaluate own work and that of others 	<ul style="list-style-type: none"> ➤ Ability to use balance in pairs or groups ➤ Ability to plan and perform a RG sequence ➤ Ability to evaluate a partner's sequence
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
DANCE			
Content and skills	<ul style="list-style-type: none"> ➤ To be able to create and perform simple sequences around a given theme with accuracy and precision. ➤ To know how to create effective dances using a range of techniques. ➤ To understand the use of simple dynamics. 	<ul style="list-style-type: none"> ➤ To be able to create and perform sequences from a given stimulus with accuracy and precision. ➤ To know that motif and unison/ canon are key ingredients of composition. ➤ To understand that effective evaluation will enhance their own work and that of others. 	<ul style="list-style-type: none"> ➤ To be able to perform and compose in a variety of styles. ➤ To know about professional companies and works. ➤ To understand how different styles and genres contribute to dance.
Language for Learning:	<p>To develop a clear understanding of key terminology used in dance and to understand the correct spelling of key terms (Stimulus, dynamics, levels, speed, pathways, travel, motif, gesture, canon, unison, personal and general space), through the use of the white board.</p> <p>Also, reading skills through work cards and sequence construction cards.</p>		
Assessment:	<ul style="list-style-type: none"> ➤ Ability to plan a short sequence 	<ul style="list-style-type: none"> ➤ Ability to plan a partner dance 	<ul style="list-style-type: none"> ➤ Ability to perform in a set style



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	<ul style="list-style-type: none"> ➤ Ability to perform a sequence ➤ Ability to perform a prescribed sequence ➤ Ability to warm up to accompaniment 	<ul style="list-style-type: none"> ➤ Ability to perform a partner dance ➤ Ability to evaluate own work and that of others 	<ul style="list-style-type: none"> ➤ Ability to evaluate own work and that of others ➤ Ability to project and express clearly to an audience
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
ATHLETICS	<ul style="list-style-type: none"> ➤ To be able to perform a variety of techniques in a range of throws, jumps and running activities. ➤ To know the basic rules governing events ➤ To understand basic fitness and safety principles 	<ul style="list-style-type: none"> ➤ To be able to develop the techniques in a variety of events in order to perform at a higher level. ➤ To know more complex rules governing events and know a range of coaching points. ➤ To understand the principles behind basic coaching and evaluation. 	<ul style="list-style-type: none"> ➤ To be able to improve their techniques in a variety of events in order to perform at maximum levels. ➤ To know more complex rules and techniques and a range of coaching points. ➤ To understand the principles behind coaching and thorough self-evaluation.
Content and skills			
Language for Learning:	<ul style="list-style-type: none"> ➤ An expectation of the use of correct terminology and correct spellings, including cardio-vascular fitness, muscular strength, power, endurance. Names and spelling of bones 		
Assessment:	<ul style="list-style-type: none"> ➤ Result of HGS awards ➤ Application of safety to lessons ➤ Continued progress towards understanding of musculo-skeletal system for test. 	<ul style="list-style-type: none"> ➤ Result of HGS star awards ➤ Ability to coach a partner ➤ Ability to plan a group competition 	<ul style="list-style-type: none"> ➤ Result of HGS star award ➤ Ability to evaluate own performance ➤ Result of knowledge test
	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
TENNIS	<ul style="list-style-type: none"> ➤ To be able to rally effectively and execute simple ground stroke technique. ➤ To know the basic rules and be able to score a simple game. ➤ To understand how and why to implement the basic skills in order to play an effective game. 	<ul style="list-style-type: none"> ➤ To be able to perform a backhand drive and a volley. ➤ To know the basic rules for doubles and how to score. ➤ To understand the basic principles of attack and defence in doubles. 	<ul style="list-style-type: none"> ➤ To be able to serve. ➤ To know the rules governing the serve in doubles. ➤ To understand the use of doubles positioning.
Content and skills			
Language for Learning:	Base line, tram lines, singles court, doubles court, service box, service line, hand eye coordination, rally, underarm feed/serve, forehand and	Forehand and backhand drive Top spin, deuce, advantage, double fault, ace, let, volley –	Top spin, tram lines, double fault, let, ace, diagonal service box, cross court/down the line



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	backhand drive, ground strokes/Drive, serving Love, 15, 30, 40, deuce	long and low (angles), creating space	
Assessment:	<ul style="list-style-type: none"> ➤ Ability to perform a forehand drive (closed) ➤ Ability to perform a simple rally ➤ Understanding scoring ➤ Ability to perform a warm up using ball skills 	<ul style="list-style-type: none"> ➤ Ability to perform a backhand drive (closed) ➤ Ability to perform a volley (closed) ➤ Result of knowledge test 	<ul style="list-style-type: none"> ➤ Ability to serve (closed) ➤ Ability to use doubles positioning ➤ Ability to score

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
ROUNDERS			
Content and skills	<ul style="list-style-type: none"> ➤ To be able to throw, catch, bowl and strike the ball effectively and safely. ➤ To know the basic rules governing the game. ➤ To understand how and why the basic skills are implemented in order to play effectively. 	<ul style="list-style-type: none"> ➤ To be able to bat and field effectively in team situations. ➤ To know the more complex rules and strategies. ➤ To understand how to communicate effectively in team situations. 	<ul style="list-style-type: none"> ➤ To be able to bat using distance and direction. ➤ To know the more complex rules and strategies. ➤ To understand how to be an effective member of the batting and fielding side.
Language for Learning:	<ul style="list-style-type: none"> ➤ Pupils will use and spell correctly words relating to Rounders. Example; ball, bowling , stance, body position, follow through, no ball, batting, overarm, underarm, fielding 		
Assessment:	<ul style="list-style-type: none"> ➤ Overarm throw ➤ Ability to bowl ➤ Knowledge test 	<ul style="list-style-type: none"> ➤ Field effectively ➤ Effective batting ➤ Knowledge test 	<ul style="list-style-type: none"> ➤ Distance and directional hitting ➤ Apply tactics ➤ Knowledge test

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
RUGBY			
Content and skills		<ul style="list-style-type: none"> ➤ To be able to pass effectively. ➤ To know the basic rules of tag rugby. ➤ To understand and experience the concept of alternative invasion games that require different skills. 	
Language for Learning:		Try scoring, tagging, backward pass, turn over	
Assessment:		<ul style="list-style-type: none"> ➤ Ability to pass backwards ➤ Ability to play a simple game of tag rugby 	

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
FOOTBALL			<ul style="list-style-type: none"> ➤ To be able to pass, dribble and shoot in a game situation ➤ To know the basic rules of the game

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Content and skills			<ul style="list-style-type: none"> ➤ To understand when to apply difference skills and techniques (e.g. appropriate times for different passes), and use basic tactics in simple 5 v 5 games
Language for Learning:			<p>Dribble, pass – instep/laces, first touch (inside/outside/bottom of foot), clearing the ball, different turns – cruffyt turn, drag back, inside and outside hook, step over, scissors. Volley, tackle – block/jockey. Shielding the ball.</p> <p>Corners, throw-ins, GK kick.</p>
Assessment:			<ul style="list-style-type: none"> ➤ Non-assessed

TRAMPOLINE

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
Content and skills			<ul style="list-style-type: none"> ➤ To be able to perform skills and combine into basic swing-time sequences. ➤ To know the safety principles underpinning the activity. ➤ To understand how to progress skills in a logical order.
Language for Learning:			<p>To develop a clear understanding of key terminology used in trampoline and to understand the correct spelling of key terms.</p> <p>Also, reading skills through work cards and sequence construction cards.</p>
Assessment:			<ul style="list-style-type: none"> ➤ Non-assessed

CROSS COUNTRY

	<u>YEAR 7</u>	<u>YEAR 8</u>	<u>YEAR 9</u>
CROSS COUNTRY	<ul style="list-style-type: none"> ➤ To be able to sustain running over increasing distances 		

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Content and skills	<ul style="list-style-type: none"> ➤ To know how to prepare for and recover from sustained activity ➤ To understand the basic effects of exercise 		
Language for Learning:	<p>An expectation of the use of correct terminology and correct spellings, including cardio-vascular fitness, muscular strength, endurance.</p> <p>Names and location of basic muscles</p>		
Assessment:	<ul style="list-style-type: none"> ➤ Cross country performance ➤ Cross country knowledge test 		