

ACTIVITY Badminton



Students are learning about.....

Pupils will focus on replicating and developing techniques so they are able to effectively make contact with the shuttle and the face of the racquet.

Once this has been established pupils will look to implement and refine this contact so they can strategically place the shuttle to specific areas of the court to outwit opponents.

Eventually it is the player/students aim to consistently get the shuttle to land in the target area so that the opponent cannot return it. Pupils should be able to serve effectively/accurately and play a range of shots to outwit opponents as well as have a knowledge of scoring and basic rules of the game which enable them to officiate badminton games.

Previous knowledge:

It is helpful if pupils have had some previous knowledge of badminton however most will not have had much exposure to badminton. Pupils will need to develop skill levels and hand eye coordination so they can become an effective player.

Context

Pupils will need lots of practice time particularly in year 7 to develop and integrate basic skills and knowledge of the game. Pupils will also need to be set within a lesson to allow those more able to develop their skills against an equally able participant. Those that are less able will need to practice shots, particularly the serve in order to get it consistent.

Year 7 core knowledge/skills/concepts

Introduce the grip and ready position. To be able to demonstrate & use the correct grip and ready position. Understand and implement the Ready position. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket. To perform and replicate underarm clear with control and accuracy. To understand the different lines and areas on the court and be able to move around between them quickly.

Be able to keep a rally going with a partner. To perform and replicate overhead clear with a degree of accuracy. To develop the skill of outwitting an opponent using a combination of shots (some). To be able to accurately replicate basic shots in a small sided game.

Pupils must first of all be able to simply connect the shuttlecock with the racquet in order to play a shot. This will be done by simple drills, practice of serve (this is key), simple 1:1 drills/rally's practice and demonstrations. To develop pupils game singles games can be used to practice a range of shots. Some pupils may be at a point where they can have a game of singles or doubles and already play a range of different shots. Others will need more practice to develop those basic skills before moving on to thinking about tactics and shot placement.

Year 8 core knowledge/skills/concepts

Pupils will be able to consistently connect the face of the racquet with shuttlecock using forehand, backhand, overhead clear, smash shot and during the serve. Some pupils will need more practice particularly with the backhand. This can be done in small groups using a feeder or with self practice against a wall. Development of pupils knowledge of the court and rules can be implemented within small games and an introduction to drop shots can be included. Pupils can also start to use peer coaching to improve their technique before implementing it into a game. Doubles rules and games can start to be introduced especially to more able players.

Year 9 core knowledge/skills/concepts

Pupils should be able to play a range of different shots as well as serve consistently into the opponents side of the court effectively. Pupils can now really start to think and implement outwitting of their opponents whilst in a game based scenario. Thinking about shot placement and how this moves an opponent to different parts of the court, use of drop shot overhead clear and playing shots to an opponents weaker side. Some pupils may still need time to develop shots further this can be done by setting pupils within a group to practice through games. Recaps may be needed to remind pupils of grip, the ready position and how to play certain shots they may find difficult (smash).

ACTIVITY Badminton



Essential vocabulary

Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation & fitness
Moving the opponent, shot placement.

Threshold concepts

In order for pupils to progress they need to be able to do the following:

Connect the face of the racquet with the shuttlecock.

Be able to serve effectively.

Complete a rally with a partner

Be able to consistently produce a range of shots - Serve, forehand, backhand, overhead clear, smash effectively.

Have knowledge of the basics of the game, court areas and basic rules of the game.

Opportunities for reading

<https://www.badmintonengland.co.uk/on-court/school-resource-hub/>

How and when will the core learning be assessed?

Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach. Pupils will be able to use information gained from analysis of performance to influence and improve their own play.

Links to other topics/subjects

Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)

ACTIVITY - Football



Students are learning about.....

AIM: In this unit pupils focus on how to use basic principles of attack and defence to plan strategy and tactic

They work on improving the quality of their skills using various techniques to. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.

Teams will be expected to plan strategies and implement them in different situations in a football game. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.

Previous knowledge: It is helpful if the pupils have: learnt the basic principles of attack and defence. Worked in small teams to plan how to play. Taken different roles in some games (attacker/defender). Used rules within a game.

Being aware that some students will have a vast amount of experience and others virtually none within the same group in Year 7.

Year 7 core knowledge/skills/concepts

Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, shooting, and control will be developed through small sided games and conditional situations Demonstrating high quality performances and accurate replication will be assessed. Pupils will develop the ability to outwit opponents and teams using strategies and tactics. Pupils will learn to choose, combine and perform basic football skills applying fluency and accuracy in replication. Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.

Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. Observation and peer assessment. Use football to develop observation skills on peer performances, skills and techniques. To develop understand of all rules during a game situation.

Year 8 core knowledge/skills/concepts

Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, shooting, control and heading (the key techniques of heading without practise -due to head injury concerns) will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.

Pupils will learn to combine and perform further developed football skills consistently applying fluency and a greater accuracy and quality of technique. Continual development, adaptation and refinement of skills to produce high levels of performance and sound techniques.

Pupils should be encouraged to devise new strategies to beat and outwit opponents. Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.

Pupils will be able to use information gained from analysis of performance to influence and improve their own play. Peer observation and evaluation. Provide opportunities for pupils to assessment own performance.

Year 9 core knowledge/skills/concepts

Pupils will further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, shooting, control and heading will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.

Pupils should be able to recognise the importance of responding to changing situations within the game in attack and defence. Pupils will be constantly faced with strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.

Pupils will learn to combine and perform more advanced football skills consistently applying fluency, a greater accuracy and higher quality of technique. Continual development and refinement of the learnt skills will contribute to producing an improved performance and outwit opposition more frequently.

Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach.

ACTIVITY - Football



Essential vocabulary

Through the activities in this unit pupils will be able to understand and use words relating to football. Example principles of attack and defence, marking, tackling, covering and following through. Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: the planning and playing of games, eg starts, restarts, set plays, team strategy, team play, tournaments, competitions, preparation, recovery, fitness, exercise, activity, leading, officiating, principles of play, attack, defence, outwitting an opponent, countering a play. Passing, shooting, control, heading, small sided games and conditional situations. Words relating to the pitch and rules, goal kick, corner, free kick and off side.

Threshold concepts

Most pupils will: choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved

Opportunities for reading

How and when will the core learning be assessed?

Be able to understand the concept of football and make effective evaluations of strengths and weaknesses of performance. Suggest area for improvement. Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Pupils will develop capacity to self-assess, assess others and to coach. Pupils will be able to use information gained from analysis of performance to influence and improve their own play.

Links to other topics/subjects

Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)

ACTIVITY GYMNASTICS



Students are learning about.....

Why we teach gymnastics is because it prepares the body for all sport. It develops strength, flexibility and balance - all key components of sport. Gymnastics offers the chance for creativity and the opportunity to try something that is unique within our curriculum.

Previous knowledge:

It is helpful if the pupils have:

- Explored ways of varying the basic actions
- Performed a sequence of contrasting and matching with partner
- Learnt ways of linking actions
- Set out apparatus safely and efficiently

Context

Gymnastics provides students with the opportunity to be creative and explore a range of movements including travel, weight transfer, balance, jump/flight/land and to experience rotation. This might be completed as an individual, as a pair or as part of a small group. The skills of strength, flexibility and balance transfer easily to other sports covered in the curriculum.

Year 7 core knowledge/skills/concepts - 5 lessons at present

Shape - straight, tuck, star, straddle, pike, dish and arch.

Rotation & Jumps

Rotation - Forward roll, backward roll, Headstand, Handstand, Handstand forward roll, Cartwheel, Round Off & Walk-over

Jumps - Straight jump, tuck jump, star jump, straddle jump, pike jump, half turn & full turn.

Balance - Individual, Partner & Group

Individual - Handstand, Headstand, Arabesque & Y balance

Partner & Group - pair balances, counter-balance & supporting Handstands and walk-overs.

Key concepts - accurate replication, developing skills/performance & evaluating & improving

Feedback & Assessment - focussed on Shape, Tension & Control

Year 8 core knowledge/skills/concepts - 5 lessons at present

Recap Shape, Rotation & Jumps & Balance

Flight

Cross Box vaulting - Squat on, squat through, straddle on, straddle over, gate vault, round off & handspring

Long Box vaulting - Squat on, squat through, straddle over, gate vault, round off & handspring

Spring board & safety mat - straight jump, tuck jump, star jump, straddle jump, pike jump, half turn & full turn. Can also introduce dive roll, round off and handspring/fly spring

Trampette & safety mat - straight jump, tuck jump, star jump, straddle jump, pike jump, half turn & full turn. Can also introduce dive roll, round off, handspring/fly spring and front somersault

Key concepts - accurate replication, developing skills/performance & evaluating & improving

Feedback & Assessment - focussed on Shape, Tension & Control

Year 9 core knowledge/skills/concepts

Gymnastics not currently taught in Year 9

ACTIVITY Gymnastics



Essential vocabulary

Shape
Tension
Control
Fluency
Aesthetics

Threshold concepts

Staff should be carefully considering the progressions and extension tasks for students when moving on from concepts e.g. students should be able to safely perform jumps on the floor before jumps off the springboard or trampette & be able to forward roll before performing a dive roll.

Opportunities for reading

How and when will the core learning be assessed?

Assessment will be on-going throughout the block. All students will receive feedback from the teacher and/or from their peers. Feedback will focus on the **Shapes** that have been demonstrated, the body **Tension** on display during the sequence/performance and the **Control** of the balance/landing or movement that has been shown.

Links to other topics/subjects

- Flexibility is an aspect that we feedback with parents on during the Achievement Review (Gym Tests - Sit & Reach)

ACTIVITY: Hockey



Students are learning about...

The basic skills required for hockey and recognising the importance of, and improving the skills required to play more effectively and consistently. Pupils will achieve this by selecting the appropriate pass, tackle effectively, move with the ball and creating space. They will develop and adapt their defending and attacking skills and use strategies and tactics in modified and full game situations. In a team pupils will be expected to plan strategies and implement them in different situations. Pupils will make effective evaluation of strengths and weaknesses in their own and others' performance and make suggestions to improve. Students will be able to improve their leadership, teamwork and knowledge of the rules.

Previous knowledge: building upon previous knowledge from KS2. Basic principles of attack and defense in invasion games, basic skills needed to play games, teamwork, tactics and rules

Context: drills, small sides games, gameplay, Inter house, extra-curricular clubs, external club opportunities.

Year 7 core knowledge/skills/concepts (Foundation phase.)

Passing and dribbling: perform fundamental hockey passing and dribbling skills and perform these in a small sided game to maintain possession and begin to outwit opponents. Core skills include: push pass, slap hit, moving with ball and receiving the ball statically and on the move.

Tackling: to be able to perform a block tackle to gain possession of the ball. Understand when the best time is to make the tackle is and how to make it in a safe way.

Core attacking and defensive skills and techniques: application of skills and tactics in small sided games to outwit opponents and to gain possession. Move into a space and be able to dodge an opponent to keep possession of the ball. To perform a dodge in a small sided game making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and with ball possession. Consider how to mark players and stop them receiving the ball. Identify individual and team strengths and areas for improvement. Understanding of fundamental principles of attacking and defending.

Games and rules: apply knowledge and perform skills in small sided game situations using the appropriate skills and techniques for the situation. To demonstrate the ability to evaluate performances and suggest ways to improve. To develop an understanding and knowledge of the basic rules of hockey These skills can be applied within lessons, extra-curricular clubs and inter-house competitions.

Healthy lifestyles: understand the importance of a healthy balanced lifestyle and health benefits of physical activity in PE.

Team work, problem solving, sportsmanship, and leadership: promote and develop teamwork, problem solving and leadership through warm ups and small sided games. Promote sportsmanship through small sided games and inter house competitions.

Year 8 core knowledge/skills/concepts (Development phase)

Recap and develop passing and dribbling: demonstrate and refine different passing from Year 7, focusing on control accuracy and power. Introduce hitting the ball and the Indian dribble.

Tackling: develop and refine the block tackle in increasingly demanding situations. Introduce the jab tackle.

Receiving the ball: develop receiving the ball and start to receive it on the move in increasing demanding situations. Introduce receiving the ball on the reverse of your stick.

Shooting: to develop and understand the best ways to shoot individually and as a team.

Development of core attacking and defensive skills and techniques: application of skills and tactics in larger sided games to outwit opponents and gain possession. More complex ways to outwit an opponent consider ways to press the ball as a team.

Games and rules: apply knowledge and perform skills in larger sided game situations consistently using appropriate skills and techniques for the situation. Identify individual and team strengths and areas for improvement. To develop and recap basic rules and introduce 16 yard hit outs and long corners.

Healthy lifestyles: understand the importance of a healthy balanced lifestyle and health benefits of physical activity in PE.

Effective communication: promote and develop effective team work and communication in larger games and inter house events.

Year 9 core knowledge/skills/concepts (Refinement phase)

Passing and dribbling: Refinement and recap of passing and dribbling, developing control, movement, accuracy and power. Introduce passing the ball using reverse stick.

Tackling: refine and develop consistency of tackling and introduce reverse stick tackle and tackling in pairs.

Refine ways of shooting: develop and refine ways of shooting in increasing difficult situations and introduce flick.

Refinement of advance attack and defensive skills and techniques: develop and understand support play, use positions and advanced tactics to outwit opposition and stop opponents progressing in to the D. Evaluate tactical outcomes and consider how to improve performance.

Games and rules: introduce full pitch games, develop and understand support play, understanding more complex rules, introduce short corners. To adapt game plans in response to the opposition and the state of the game.

Healthy lifestyles: understand the importance of a healthy balanced lifestyle and health benefits of physical activity in PE.

ACTIVITY Hockey



Essential vocabulary:

Strategies, tactic, analyse, knowledge, refinement, development, acquire, select, apply, improve, understand, consistent, effectively, evaluate, strengths, weaknesses, technique,

Push Pass, slap hit, dribbling, hitting, strong side of the stick, reverse stick, block tackle, 'Jab' tackle, support play, defensive Short Corners, attacking short corner, penalty corner, injector, 16 yard hit out, long corner, centre pass, possessional play, shooting, free hit, defender, mid field player, attacker, advantage, dodge, dangerous play, Indian dribble, centre pass, marking, obstruction, stick tackle, stopper, shooting circle or the D, communicate, team work, problem solve and leadership.

Threshold concepts

Passing, moving, tackling, controlling the ball, spatial awareness, and dribbling.
Basic understanding of the rules

Opportunities for reading

How and when will the core learning be assessed?

During the lessons in set drills, conditioned games and competitive games. Through; peer assessment, teacher observations, teacher feedback, pupils acting on teacher feedback, criteria based, self - assessment, knowledge of results from games and inter house events.

Links to other topics/subjects

Science - what happens to our bodies when we exercise? Importance of warming up and cooling down.
Netball, Rugby and Football (invasion games)

ACTIVITY Netball



Students are learning about.....

the fundamental principles of attack and defense to plan strategies and tactics in order to outwit opponents in netball. Students will progress their knowledge on both the basic and advanced skills in netball, improving their efficiency as performers in netball. This will help to improve the quality of their skills and their application to gameplay activities. Students will be able to improve their leadership, teamwork and knowledge of the rules.

Previous knowledge: building upon previous knowledge from KS2. Throwing and catching. Basic principles of attack and defence in invasion games. Teamwork. Tactics. Rules and positions

Context: drills, small sides games, gameplay, Interhouse, extra-curricular clubs, external club opportunities

Year 7 core knowledge/skills/concepts

Passing and Footwork: perform fundamental netball passing and handling skills and perform these in a small sided game to maintain ball possession and begin to outwit opponents. To develop an understanding and knowledge of the basic footwork rule of netball.

Creating space and outwitting an opponent: outwit opponents using learnt skills and techniques, understanding the importance of 'getting free' order to attack. To develop understanding of netball rules and court positions.

Attacking play/dodging: move accurately into a space to receive a well-timed pass. To perform skills in a small sided game making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and with ball possession. Identify individual and team strengths and areas for improvement.

Shooting: develop understanding and knowledge of where on the court shooting can take place. To accurately replicate the technique for a correct shooting action. To be able to evaluate pupils shooting technique and suggest ways to improve.

Defending/positional awareness: identify the distinct roles of each playing position and the areas permitted. To confidently describe the rules regarding contact. To develop the skill of anticipation in a game situation.

Gameplay: apply knowledge and skills in game situations using the appropriate skills and techniques. To demonstrate the ability to evaluate performances and suggest ways to improve. These skills can be applied within lessons, extra-curricular clubs and inter-house competitions.

Coaching and leadership: develop teamwork and leadership skills. Understanding and applying the rules of netball to drills and gameplay.

Year 8 core knowledge/skills/concepts

Recap passing skills and fundamental rules: demonstrate variety, control, consistency and accuracy of passing and catching. Implement footwork, contact and obstruction rules during a game. Perform these in a small sided game to maintain possession.

Timing of pass/support play: Outwit opponents using a variety of passes with accuracy and good timing. Considerate timing of drive into space to receive an accurate and appropriate pass.

Attacking play/outwitting opponents: Effective dodging technique enabling outwitting of defence and getting free in a small sided game. Explore set plays and concepts of attacking play when in possession. Identify individual and team strengths and areas for improvement.

Shooting: Accurately replicate the technique for a correct shooting action under pressure and in game scenarios, leading to success. Evaluate pupils shooting technique and suggest ways to improve.

Marking/defending: Accurately replicate defending skills to be able to mark an opponent, intercept passes and force errors. Effectively apply "man marking" during game play.

Gameplay: To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball. Describe the rules and begin to referee a game of netball.

Coaching, leadership and officiating: develop communication, teamwork and leadership skills. Understanding and applying the rules and positioning to gameplay.

Year 9 core knowledge/skills/concepts

Recap netball fundamentals: demonstrate knowledge & understanding of netball rules. To perform a variety of passes consistently at speed and with control. To be able to perform these in a small sided game to outwit opponents. To be able to catch the ball from a variety of situations with improved technique and greater consistency.

Use of space/court linkage: make decisions about sending and receiving the ball into a space, positioning themselves intelligently to receive a pass. To be able to outwit opponents using a variety of passes with accuracy and timing. To develop & refine strategic and tactical play and adapt ideas based on successful outcomes.

Attacking principles: demonstrate effective team play using attacking principles and be able to devise and select appropriate strategies. To perform skills in a small sided game making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and with ball possession.

Defending principles: accurately replicate effective marking techniques and develop interception efficiency. Understand and implement the different stages of marking (stage 1, stage 2 and stage 3). To evaluate individual performances and suggest ways to improve.

Tactics: select advanced tactics to outwit opposition and evaluate tactical outcomes and consider how to improve performance. To adapt game plans in response to the opposition and the state of the game.

Coaching, leadership and officiating: analyse and evaluate both self and team performance, offering tactical insights and feedback to improve overall performance. Take leadership of aspects of the lesson, including the warm up, drills and gameplay. Help others in the lesson to improve their knowledge and performance. Apply knowledge of the rules through officiating full-sided games.

ACTIVITY Netball



Essential vocabulary

- Bounce/chest/shoulder pass
- Dodging
- Footwork, pivot
- Obstruction
- Marking
- Centre pass
- GS GA WA C WD GD GK
- Attacking/centre/defensive third
- Offside
- Throw in
- Shoot
- Attack, defend
- Contact
- Consistent
- Exemplify
- Proficient
- Competent
- Efficient
- Outwit
- Tactical

Threshold concepts

Positional rules: knowing where to stand, staying in the appropriate areas and not going offside. Allowing for players to have the best impact on the game.

Footwork: presenting the correct footwork whilst on the ball. Leading to speed down the court and running passes.

Throwing and catching: ability to throw the ball to a teammate/space, cleanly catch a ball without replaying and knowing where the next pass needs to go.

Attacking and defending: getting free from opponents using various dodging techniques, marking players effectively using all stages of defence.

Opportunities for reading

https://netball.com.au/sites/default/files/2020-01/INF_NETBALL%20RULE%20BOOK%20MANUAL%202020.pdf

<http://www.englandnetball.co.uk/>

How and when will the core learning be assessed?

During the lessons in set drills, conditioned games and competitive games. Through; peer assessment, teacher observations, teacher feedback, pupils acting on teacher feedback, criteria based, self - assessment, knowledge of results from games and inter house events.

Links to other topics/subjects

ACTIVITY : RUGBY



Students are learning about.....

Pupils focus on how to use basic principles of attack and defence to plan strategy and tactics for rugby. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.

Previous knowledge: Students should have learnt the basic principles of attack and defence.

Worked in small teams to plan how to play. Taken different roles in some games, including attacker and defender.

It is also possible that students will have no experience of invasion games.

Context: Assessing student knowledge and experience to set groups accordingly. Students are then introduced to aspects of the game that are appropriate in the correct environment.

Students are set based on their experience and their desire to pursue the full context game of Rugby that includes contact. The majority of our students follow a non-contact program of study where the main principles of rugby are explored (spatial awareness, handling, defence, evasiveness, teamwork) without full contact.

Year 7 core knowledge/skills/concepts

Students are encouraged through opportunities for play. (Whole/Part/Whole)

Principles of Attack and Defence within Invasion Game play

Passing and Receiving

Basic rules of Rugby to include Forward passing and Try scoring.

Outwitting Opponents

Students supported to participate in InterHouse competition. Standard touch rugby rules.

Additional opportunities include extra-curricular clubs leading to Inter School competition following the England Schools RFU Pathway.

Year 8 core knowledge/skills/concepts

Further development of principles of Attack and Defence.

Refine passing techniques to include choice of pass, timing of pass.

Defensive structure and tackling technique introduced. (This is dependent on student grouping and follows strict RFU guidelines)

Introduction of rules to develop further knowledge.

Introduction of 3 & 5 man scrums.

Can students refine play/change tactics to outwit opponents.

Students supported to participate in InterHouse competition. Standard touch rugby rules.

Additional opportunities include extra-curricular clubs leading to Inter School competition following the England Schools RFU Pathway.

Year 9 core knowledge/skills/concepts

Development of the 15 aside game that includes scrums, lineouts and restarts.

Students required to understand the different positions in the team and understand their role at set piece.

Develop tackling technique and introduce rucking.

Development of attack to include kicking and attacking shape. Using Depth and Width to go through or around defences.

Students supported to participate in InterHouse competition. Standard touch rugby rules.

Additional opportunities include extra-curricular clubs leading to Inter School competition following the England Schools RFU Pathway.

ACTIVITY: RUGBY



Essential vocabulary

Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to rugby. Example principles of attack and defence, marking, tackling, scrum & line out.

Opportunities for pupils to record rules and tactics using ICT.

Watch video/compare professional game.

Communication Speaking and Listening. Cooperation & working together

Catch, Pass, Attack, Defend, Effort, Shape, Tackle

Timing, Accuracy, Spatial Awareness, Evasiveness, Teamwork, Communication

Threshold concepts

Students are required to develop the following concepts before moving on to the next. Previous concepts continually revisited throughout.

Catching and Receiving

Knowledge of Basic Rules

Principles of Attack and Defence

Individual Positional Play

Set Piece Play

Opportunities for reading

<https://www.englandrugby-schools.com/>

How and when will the core learning be assessed?

Links to other topics/subjects

Literacy (key words), Maths (scoring), Citizenship(sportsmanship), Science (bodily functions and healthy lifestyle consequences)

Students are learning about.....

Pupils will learn how to improve the consistency of their sprinting technique, how to run sub-maximally for a sustained period of time and how to improve their jumping and throwing techniques.

They will learn how to adapt their skills to the needs of different events and how to apply strategies for effective competitive performance.

They will learn how to prepare and recover from exercise safely and effectively and to recognise that different types of activity require different types of fitness.

Pupils will understand the nature of athletics activities and make effective evaluations of strengths and weaknesses in their own and others' performance

Previous knowledge:

It is helpful if pupils have had previous experience of running, jumping and throwing in an athletics context and are able to demonstrate sound, basic techniques, even if they have not experienced a wide range of events.

Context

In all athletic events, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.

Year 7 core knowledge/skills/concepts

Track - running style (100/200/400m). To replicate the correct posture, arm action and leg action. Relay - to be able to understand the techniques involved in a relay change-over. Pace running (800m) - to accurately replicate basic technique for an effective paced race. To understand the components of fitness involved in longer distance races.

Jump - (LJ / HJ / TJ) - to accurately replicate the technique for an effective jump. To perform and record distance / height and to understand the rules regarding take off and landing.

Throw (shot / discus / javelin) - to understand and adhere to the safety rules associated with the throwing events. To be able to handle the throwing implements safely and understand the rules regarding the throw and landing. To be able to replicate the technique for an effective throw, to perform the event and record the distance achieved. To understand and appreciate the need to make decisions about refinement of technique after each throw.

Year 8 core knowledge/skills/concepts

Track - running technique (100/200/400m). To adjust body movement to create more drive / power. To understand components of fitness involved in both short distance and middle distance events. To develop the skills to develop pace over 800m and to evaluate performance of self and others and suggest ways technique could be improved.

Relay - to understand the rules regarding 4x100m relay and to be able to make decisions about pupil's strengths and placement in the relay team legs.

Jump - (LJ / HJ / TJ) - to accurately replicate the technique for an effective jump. To perform and record distance / height and to understand the rules regarding take off and landing. To develop speed and power on take off to increase jumping height / distance. To understand the components of fitness involved in the jumping events.

Throw (shot / discus / javelin) - to understand and adhere to the safety rules associated with the throwing events. To be able to handle the throwing implements safely and understand the rules regarding the throw and landing. To be able to replicate the technique for an effective throw, to perform the event and record the distance achieved. To understand and appreciate the need to make decisions about refinement of technique after each throw. To understand the factors that may affect the throwing and landing of a javelin and a discus.

Year 9 core knowledge/skills/concepts

Track - running technique (100/200/400m). To be able to make small adjustments to improve running technique. To use a sprint start to create additional power and speed. To understand the different phases of a race and why they are used.

Relay - to understand the differences between the changeover techniques and be able to evaluate which one is best for a team. To develop strategies and tactics within a race and positioning on the track for a more efficient and accurate changeover

Jump - (LJ / HJ / TJ) - to accurately replicate the technique for an effective jump. To perform and record distance / height and to understand the rules regarding take off and landing. To develop speed and power on take off to increase jumping height / distance. To understand the components of fitness involved in the jumping events.

Throw (shot / discus / javelin) - to understand and adhere to the safety rules associated with the throwing events. To be able to handle the throwing implements safely and understand the rules regarding the throw and landing. To be able to replicate the technique for an effective throw, to perform the event and record the distance achieved. To understand and appreciate the need to make decisions about refinement of technique after each throw. To understand the factors that may affect the throwing and landing of a javelin and a discus. To be able to incorporate a run-up where appropriate and understand what effect this has on performance.

ACTIVITY Athletics



Essential vocabulary

Stride length, pace, arm action, leg action, approach run, acceleration, angle of release, upsweep, downsweep, grip, stance, take off leg

Threshold concepts

Pupils will need to be able to perform the basic techniques of the throwing and jumping events before progressing onto the more advanced skills and techniques. They will need to be able to show the correct grip when throwing a shot, discus or javelin. They should be able to measure their run up for LJ and TJ to ensure maximum jumping distance. For HJ, pupils will need to be familiar with which is their take off leg.

Opportunities for reading

How and when will the core learning be assessed?

During the lessons in set drills plus on performance times and distances. Through; peer assessment, teacher observations, teacher feedback, pupils acting on teacher feedback, criteria based, self - assessment, knowledge of results from sports day and other athletics events.

Links to other topics/subjects

Links with health and fitness, including fitness testing (12 minute run) and cross country. Elements of jumping can also be seen through gymnastics. Throwing skills seen in cricket / rounders / netball / basketball.

Links to sprinting and speed seen in team games and positional aspects within a team

ACTIVITY : Rounders



Students are learning about.....

Pupils will replicate and improve individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running around the bases to score rounders. Pupils should begin to accurately score games.

Previous knowledge:

It is helpful if pupils have experienced a range of batting, bowling and fielding techniques, as well as developed a degree of hand-eye coordination. Basic skills of throwing and catching, showing accuracy and consistency will also be beneficial.

Context:

Pupils will focus on developing their understanding of the tactics of the game, as well as recognising the importance of improving the techniques in order to implement the tactics they wish to use.

In rounders, players use their knowledge, skills and understanding with the intention of outwitting an opponent. They do this by striking the ball so that fielders are deceived or avoided, and then running between the bases to score rounders.

Year 7 core knowledge/skills/concepts

Ball familiarisation, throwing and catching - being able to accurately replicate a basic throwing and catching technique.

Fielding - to use both underarm and overarm throws accurately and consistently. To accurately replicate the long barrier.

Bowling - to replicate the correct underarm bowling technique and the rules associated with bowling

Batting - to understand the importance of ball placement in relation to the fielders. To develop batting technique.

Strategies to outwit opponents - to understand each of the fielder's roles and base responsibilities. To perform and replicate a combination of skills to outwit opponents in a game situation. Knowledge of basic rules to be able to play a full-sided game

Year 8 core knowledge/skills/concepts

Pupils will focus on accurate replication and further develop techniques for batting, bowling and fielding.

Fielding - to accurately replicate the long barrier and use within a game.

Bowling development - To accurately replicate a legal bowling technique. To incorporate spin & disguise into bowling to outwit batter. To understand what makes a legal ball and penalty for 2 no balls

Batting development - To accurately replicate the batting technique. To develop the ability to hit the ball into space in relation to fielders

Positional roles - To explore rounders positions and the relevant roles at each point. To develop knowledge of backstop to 1st base tactics.

Tactics/strategies to outwit opponents - To perform and replicate a combination of skills to outwit opponents in a game situation

Year 9 core knowledge/skills/concepts

Throwing/catching/fielding - To accurately replicate fielding skills and use effectively in a game. To develop communication skills, teamwork through rounders game play.

Bowling development - To accurately replicate a legal bowling technique. To develop the ability to add disguise + power into bowling action. To understand rules involving bowling. i.e. stopping running once held.

Batting development - To develop batting technique incorporating power and placement. To develop strategic concepts when batting. To show a confident understanding of umpire calls/rules and batting/bowling infringements.

Fielding roles/outwit opponents - To discover fielding roles at each point. To develop knowledge & understanding of where pupils can outwit opponents. To make decisions about field positioning in response to batter analyse.

Evaluation of tactics/peer assessment - To perform and replicate a combination of skills to implement tactics & to outwit opponents. To make effective evaluations of strength and weaknesses of pupils performance.

ACTIVITY: ROUNDERS



Essential vocabulary

Tactics and techniques, eg stance, body position, follow-through, mechanics of movement, no ball, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation

Threshold concepts

Opportunities for reading

How and when will the core learning be assessed?

To demonstrate the ability to outwit an opponent in a game situation use a range of batting, bowling and fielding techniques. To demonstrate knowledge and understanding of the rules of rounders. To demonstrate a variety of tactics based on the opposition. To perform effective communication & teamwork skills.

Links to other topics/subjects

Literacy (key words), Maths (scoring), Citizenship, (sportsmanship), Science (bodily functions and healthy lifestyle consequences).

Links with other striking and fielding activities such as cricket.

ACTIVITY Cricket



Students are learning about.....

In this unit pupils will replicate and improve individual technique in batting, bowling and fielding. Pupils will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets to score runs. Pupil should begin to accurately umpire games.

Previous knowledge:

It is helpful if pupils have experienced a range of batting, bowling and fielding techniques, as well as developed a degree of hand-eye coordination. Basic skills of throwing and catching, showing accuracy and consistency will also be beneficial.

Context

Pupils will focus on developing their understanding of the tactics of the game, as well as recognising the importance of improving the techniques in order to implement the tactics they wish to use.

In cricket, players use their knowledge, skills and understanding with the intention of outwitting an opponent. They do this by striking the ball so that fielders are deceived or avoided, and then running between the wickets to score runs.

Year 7 core knowledge/skills/concepts

Ball familiarisation/catching - To demonstrate & use a variety of catching styles. To be able to accurately replicate a basic throwing technique. To be able to play conditioned game in which they understand and apply basic tactics. To develop understanding the laws of cricket.

Fielding - To use both underarm and over arm throws depending on competitive situation. To accurately replicate the long barrier technique

Bowling - To be able to accurately replicate basic bowling technique. To understand the laws about bowling deliveries.

Batting - To accurately replicate the basic batting grip and drive technique. To understand the importance of movement, timing and preparation for an effective batting drive.

Game situations/basic strategies - To perform and replicate a combination of skills to outwit opponents in a match situation. To understand basic tactics to outwit batsmen & fielders respectively.

Year 8 core knowledge/skills/concepts

Fielding practice - To use & perform a range fielding techniques depending on competitive situation. To make accurate decision about outwitting opponents with the placement of the ball.

Batting-drive shot - To develop the basic stance and use the correctly perform the drive shot technique. To develop knowledge of movement, timing and preparation for an effective batting shot execution.

Batting- pull shot - To understand & accurately replicate the correct pull shot technique. To attempt to use the pull shot in a competitive environment.

Bowling-run up development - To be able to accurately replicate full over arm bowling technique. To incorporate a small run up & understand the impact it has on bowling speed/power.

Batting calls/basic field placement - To understand the need for basic communication skills and appropriate batting calls. To have some knowledge of fielding positions and correct terminology.

Year 9 core knowledge/skills/concepts

Fielding fundamentals - To make accurate decision about outwitting opponents as batsmen or fielders. To accurately replicate a full range fielding techniques in response to a competitive environment.

Batting-defensive shots - To understand and correctly perform a batting defensive shot. To develop the knowledge of movement and timing needed to produce an effective batting execution

Batting- cut - To understand & accurately replicate the cut technique. To attempt to use the cut shot in a competitive game and in response to the type of delivery bowled.

Bowling-spin/pace - To incorporate a degree of disguise into bowling technique with the addition of spin or pace. To understand how spin is created and the effect it will have on the balls bounce.

Wicket keeping - To demonstrate a knowledge of the wicket keepers role and perform basic stance + catching.

ACTIVITY Cricket



Essential vocabulary

Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to cricket. Example; stance, body position, follow through, line and length, defensive strokes, batting order and field placement

Threshold concepts

Opportunities for reading

How and when will the core learning be assessed?

To demonstrate the ability to outwit an opponent in a game situation use a range of techniques. The pupils are to develop their knowledge and understanding of the laws of cricket. To demonstrate a variety of tactics based on the placement of the ball in relation to fielders.

Links to other topics/subjects

Literacy (key words), Maths (scoring), Citizenship, (sportsmanship), Science (bodily functions and healthy lifestyle consequences).

Links with other striking and fielding activities such as rounders.