

## Biddulph High School Curriculum Intent

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential.

Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society. Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges.

We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

### Curriculum Intent for Physical Education:

At Biddulph High School we believe that health and wellbeing is an essential part of a student's educational development. We aim to provide a high-quality curriculum where students find meaningful, relevant and fun physical activity, which improves their physical literacy and wellbeing, today and for life.

*Increased Physical Activity and access to high quality PE and Sport leads to improved Physical, Social and Emotional Wellbeing which results in increased progress, achievement and attainment.*

We have a 4 Corner model approach in order to develop students all round capabilities in Physical Education.

#### 1) **Physical Activity and Competence:**

- Students are physically active for long periods of time, in order to tackle increasingly demanding physical activities and achieve their personal best.
- Students demonstrate knowledge and understanding of the key concepts that they are learning.
- Students develop and apply skills and techniques to their performance and are able to evaluate, modify technique and consolidate skills through practise and repetition.

#### 2) **Health and Wellbeing:**

- Students develop both their physical and mental capacity within lessons. This enables them to thrive due to good physical health, emotional and social wellbeing, confidence, self-belief and motivation to be healthy for life.

#### 3) **Character Skills (My Personal Best):**

- Staff use the My Personal Best programme in order to develop the positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees and entrepreneurs.

**4) Accreditation PE**

- As a department we strive to offer accreditation PE choices to cater for the abilities and aspirations for all of our students.
- At Key Stage 4 all pupils have the opportunity to choose the following courses:

**5) GCSE PE – BTEC Sport Level 2 Award**

- At Key Stage 5 in accordance with entry requirements students are able to choose the following courses: *A Level PE - BTEC Sport Level 3*

All teachers will follow the schemes of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced.

Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

<b>Medium Term Overview</b>			
<b>Year 9</b>	<b>Autumn/Spring Term</b>	<b>Unit Title: Football</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	<p>Pupils will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</p> <p>Students will develop their skills in a variety of un-opposed, semi opposed and fully opposed games. Students will be differentiated for in accordance to their ability and e challenged in the lesson against students of similar ability.</p>		
<b>Assessment</b>	<p>Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance</p>		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• Know the basic rules of the game.</li> <li>• Know the different positions they can play</li> <li>• Know the different formations that could be used</li> <li>• Know how to score a game.</li> <li>• Know the success criteria of how to pass the ball effectively</li> <li>• Know the success criteria of how to receive the ball effectively</li> <li>• Know the success criteria of how to dribble past an opponent</li> <li>• Know the success criteria of how to tackle correctly and effectively</li> <li>• Know the success criteria of how to shoot effectively</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Ball, Bibs, Cones, Goal Posts.  <b>Muscles</b> – Quadricep, Hamstrings, Gastrocnemius, Tibialis Anterior  <b>Cardio Vascular</b> – Pulse Raiser.  <b>Skills</b> – Passing, Receiving, Shooting, Dribbling, Tackling,</p>		<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Demonstrate a range of football skills.</li> <li>• Apply football skills with good decision making on when and where to use them.</li> <li>• Work with other students to improve their own technique.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent in a variety of situations</li> <li>• Work together in a team</li> <li>• Referee a game and keep score of the game</li> </ul>	
		<p><b>Lessons:</b></p> <p><b>1.2. Passing and Receiving</b>                      To be able to perform a pass using inside and outside of foot and understand the importance of receiving correctly. Students will then be expected to apply these techniques into conditioned practices with opposition and then full games.</p> <p><b>3.4. Dribbling, Turns and Outwitting a defender</b>                      To be able to perform and accurately replicate different types of dribbling with control, speed and fluency. To be able to outwit opponents with the combination of turns and dribbling. To be able to perform techniques in a small side game making decisions about how best to advance on opposition</p> <p><b>5.6 Tackling and basic defending principles</b>                      To understand when to defend and how to stop opponents from advancing. To be able to perform and develop defensive strategies i.e Tackling, jockeying, forcing onto weaker foot.</p> <p><b>7.8 Shooting and Finishing</b>                      To perform and replicate an accurate and controlled shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal i.e. across goal. To appreciate how to adjust shot selection based on opponents positioning. To be able to assess &amp; evaluate shooting techniques and suggest ways to improve.</p>	
<b>Careers Links:</b>		<b>Enrichment:</b>	
		<b>MYPB:</b>	

BIDDULPH HIGH SCHOOL CURRICULUM DOCUMENTATION

<p>Leisure Centre assistant. PE Teacher. Official. Coach. Fitness Instructor. Physiotherapist. First Aider/Paramedic. Sports Injury Specialist. Nutritionist. Sports Psychologist. Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p>Football club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>
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<b>PE: Medium Term Overview</b>			
<b>Year 9</b>	<b>Autumn/Spring Term</b>	<b>Unit Title: Rugby Union</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	This unit introduces students to Rugby Union. It teaches a range of essential skills and develops an understanding of techniques used to outwit an opponent. Students will be able to perform key skills safely and take part in a contact game demonstrating their knowledge and understanding of the laws of the game. Students will play a number of small sided matches and be able to referee their own games.		
<b>Assessment</b>	Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• Know how the basic laws of the game.</li> <li>• Know the success criteria for safe tackling</li> <li>• Know how to hold the ball whilst running</li> <li>• Know 2 basic types of passing and which is the most appropriate in different situations</li> <li>• Know how the Rugby scoring system works</li> <li>• Know the success criteria for rucking</li> <li>• Know the success criteria for mauling</li> <li>• Know the success criteria for 3 types of kick</li> <li>• Know the success criteria for safe Scrummage technique</li> <li>• Know the success criteria for effective attack and defense</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Ball, Posts, Pitch  <b>Muscles</b> – Quadricep, Hamstrings, Gastrocnemius, Deltoid, Tricep.  <b>Cardio Vascular</b> – Pulse Raiser.  <b>Pitch Markings</b> – Touchline, try line, 22m line, 20 line halfway. 5 m and 15m lines  <b>Skills</b> – Tackle, maul, ruck, pop pass, spin pass, scrummage,</p>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Demonstrate a range of Rugby Union skills.</li> <li>• Work with other students to improve their own technique in a variety of different skills.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent by using, pace, depth and width of attack</li> <li>• Outwit an opponent by being able to recognise and create overlap situations</li> <li>• Referee and keep score in a small sided game.</li> </ul>	<p><b>Lessons:</b></p> <p><b>1. Develop tackling technique</b>                      To develop an understanding and knowledge of tackling technique. To replicate the correct technique on advancing opposition. To understand the safety aspects of rugby tackles. To understand the rules regarding tackling within the game.</p> <p><b>2. Recap passing &amp; refine handling skills</b>                      To develop and replicate fundamental rugby handling skills. To be able to perform these in a small sided game to maintain ball possession &amp; outwit opponents. To confidently describe the rules of rugby Union.</p> <p><b>3. Developing passing/ 4 vs 2</b>                      To understand and accurately replicate the scissors &amp; miss pass, and how to receive it. To create and develop varying strategic ways of getting passed defenders. To understand the rules of rugby union. To perform skills in a small sided game with pressure from opposition.</p> <p><b>4. Tackling + rucking</b>                      To develop an understanding and knowledge of how to perform a ruck and the roles of support players. To replicate the correct tackling &amp; rucking technique. To understand the safety aspects of rugby tackling and the rules regarding rucking and offside.</p> <p><b>5. Mauling</b>                      To develop an understanding and knowledge of how to successfully perform a maul to keep an attack alive and secure the ball from the opposition. To replicate this technique in a game situation. To understand the safety aspects and laws surrounding the maul</p> <p><b>6. Scrummaging</b></p>	

		<p>To develop an understanding of how to safely perform a scrummage. This includes technique, listening to referees call etc.                  Building a scrum 1v1, 3v3, 5v5 8v8                  Understand the risks involved with poor scrummage technique/deliberately breaking the scrum laws</p> <p><b>7. Kicking</b>                  To be able to perform the correct kicking technique from the ground and out of hand with control and accuracy. To begin to combine the use of passing and kicking to outwit opponents. To understand when to use the kick and the advantages gained from it. To develop a confident understanding of the rules and laws of rugby Union.</p> <p><b>8. Assessment</b>                  Students to demonstrate all of the skills, techniques and tactics that they have learnt in a 7 a side tournament. 3 man scrums etc.</p>
<p><b>Careers Links:</b>                  Leisure Centre assistant. PE Teacher. Official. Coach. Fitness Instructor. Physiotherapist. First Aider/Paramedic. Sports Injury Specialist. Nutritionist. Sports Psychologist. Sports media careers.                  Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                  Rugby club is on x1 a week for all to attend.                  Represent your House or School in competitions.</p>	<p><b>MYPB:</b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

<b>Table Tennis: Medium Term Overview</b>			
<b>Year 9</b>	<b>Autumn/Spring Term</b>	<b>Unit Title: Table Tennis</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	This unit introduces and further develops students to Table tennis. It teaches a range of essential skills and develops an understanding of techniques used to outwit an opponent. Students will be able to set up a court correctly and be able to score their own games. Students will progress and learn skills. Students will play several 1v1 matches and be able to umpire their own games.		
<b>Assessment</b>	Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know how to hold a bat</li> <li>• Know how to set up a table safely</li> <li>• Know the rules of serving</li> <li>• Know the teaching points of the backhand and forehand serve</li> <li>• Know the teaching points of the drop shot</li> <li>• Know the teaching points of the forehand push and backhand push</li> <li>• Know the teaching points of the smash shot</li> <li>• Know the tactics to overcome opponent i.e, shot position/use of spin</li> <li>• Assist other pupils with the teaching points of table tennis</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Bat, net, ball, table.  <b>Muscles</b> – Quadricep, Hamstrings, Gastrocnemius, Deltoid, tricep. Bicep, latimuss dorsi.  <b>Cardio Vascular</b> – Pulse Raiser.  <b>Court Markings</b> – Service line, singles / doubles service box / markings  <b>Skills</b> – Serve, drop shot, backhand, forehand, smash shot.</p>		<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know how to warm-up safely.</li> <li>• Set up a table tennis table.</li> <li>• Demonstrate a range of table tennis skills.</li> <li>• Work with other students to improve their own technique in a variety of different shots.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent by varying where they play the ball.</li> <li>• Outwit an opponent by varying their shots and attempting to disguise their next move.</li> <li>• Demonstrate effective teamwork in a doubles match to overcome the opponents.</li> </ul>	
		<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Learn how to set up and put away a table tennis.</li> <li>2. Understand the court markings. Warm up safely. Play a 1 v 1 rally / game.</li> <li>3. Learn the rules of table tennis game, including the point system and illegal play. Apply in a game.</li> <li>4. Learn and effectively demonstrate the teaching points of the forehand and backhand serve from both sides of the table. Apply the forehand and backhand serve in an activity and game.</li> <li>5. Learn and effectively demonstrate the teaching points of the drop shot. Apply the drop shot in an activity and game.</li> <li>6. Learn and effectively demonstrate the teaching points of the forehand and backhand push. Apply the backhand and forehand push in an activity and game.</li> <li>7. Learn and effectively demonstrate the teaching points of the smash shot. Apply the smash shot in an activity and game.</li> <li>8. Learn how to outwit and opponent by using the effective shots at the correct time of the game.</li> <li>9. Assessment: Play, umpire and score several 1 v 1 games against a variety of opponents.</li> </ol>	
<p><b><u>Careers Links:</u></b>                  Leisure Centre assistant. PE Teacher. Official. Coach. Fitness Instructor. Physiotherapist. First Aider/Paramedic. Sports Injury Specialist. Nutritionist. Sports Psychologist. Sports media careers. Opportunities to help officiate at school and house matches.</p>		<p><b><u>Enrichment:</u></b>                  Table tennis club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	
		<p><b><u>MYPB:</u></b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>	

<b>OAA: Medium Term Overview</b>			
<b>Year 9</b>	<b>Autumn/Spring Term</b>	<b>Unit Title: Orienteering</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	This unit introduces and further develops students to OAA Orienteering. It teaches a range of essential skills and develops an understanding of techniques used to effectively read a map and find control points.		
<b>Assessment</b>	Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know the direction of control points on a map</li> <li>• Know the importance of communication</li> <li>• Know the importance of teamwork</li> <li>• Know how problem solving determines success rate</li> <li>• Know how to read the map key</li> <li>• Know how to time keep effectively</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Map, pen/pencil, control card, compass, appropriate clothing  <b>Muscles</b> – Quadricep, hamstrings, gastrocnemius, deltoid, triceps, biceps, latimuss dorsi, abdominals  <b>Cardio Vascular</b> – Pulse Raiser, aerobic, anaerobic.  <b>Skills</b> – Organisation, team work, communication, map reading, time keeping, leadership.</p>		<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand how to find the way points on a map</li> <li>• Work at a fast pace under time pressure</li> <li>• Be able to communicate effectively with their team</li> <li>• Know how to team run</li> <li>• Be able to problem solve</li> <li>• Be able to plan effective routes</li> <li>• Create their own control points of a map</li> <li>• Be able to delegate roles within a group</li> </ul>	
		<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. Cardinal cones – Students will be in groups of three and given a course of cardinal cones. Each group will have to find the correct letters on the correct cones according to the navigation given (see cardinal cones recourses).</li> <li>2. Basic navigation skills – Students will be put into teams and be given a blank map of the school. Students must create their own control points from features around the school.</li> <li>3. Short course – Students will complete the short course in star style by finding two control points and returning them to the start of the course.</li> <li>4. Short course – Students will complete the short course as timed competition; this will require problem solving skills to find all control points in the shortest amount of time.</li> <li>5. Medium course – Students will complete the medium course in star style by finding two control points and returning them to the start of the course.</li> <li>6. Medium course – Students will complete the medium course as timed competition; this will require problem solving skills to find all control points in the shortest amount of time.</li> <li>7. Long course - Students will complete the long course in star style by finding two control points and returning them to the start of the course.</li> <li>8. Long course – Students will complete the medium course as timed competition; this will require problem solving skills to find all control points in the shortest amount of time.</li> </ol>	



<p><b><u>Careers Links:</u></b> Leisure Centre assistant. PE Teacher. Official. Coach. Fitness Instructor. Physiotherapist. First Aider/Paramedic. Sports Injury Specialist. Nutritionist. Sports Psychologist. Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b><u>Enrichment:</u></b> Represent house or school in OAA competitions.</p>	<p><b><u>MYPB:</u></b> Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>
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<b>PE: Medium Term Overview</b>			
<b>Year 9</b>	<b>Autumn/Spring Term</b>	<b>Unit Title: Basketball</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	This unit introduces students to Basketball. It teaches a range of essential skills and develops an understanding of techniques used to outwit an opponent. Students will be able to perform key skills safely and take part in a games demonstrating their knowledge and understanding of the laws of the game. Students will play a number of small sided matches and be able to referee their own games.		
<b>Assessment</b>	Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• Know the basic laws of the game.</li> <li>• Know the success criteria for dribbling. Passing, shooting etc</li> <li>• Know how to hold the ball whilst passing and shooting</li> <li>• Know 3 basic types of passing and which is the most appropriate in different situations</li> <li>• Know how the Basketball scoring system works</li> <li>• Know the success criteria for effective attack and defense</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Ball, court, Backboard, hoop  <b>Muscles</b> – Quadricep, Hamstrings, Gastrocnemius, Deltoid, Tricep.  <b>Cardio Vascular</b> – Pulse Raiser.  <b>Pitch Markings</b> – Back line, Key, Free throw line, 3 point line, Sideline,  <b>Skills</b> – Dribble, Chest pass, bounce pass, shoulder pass, defending, blocking, marking</p>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Demonstrate a range of Basketball skills.</li> <li>• Work with other students to improve their own technique in a variety of different skills.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent by using different passes, dribbling skills, pace etc</li> <li>• Outwit an opponent by being able to recognise and create overlap situations</li> <li>• Outwit an opponent by using different defending skills</li> </ul>	<ol style="list-style-type: none"> <li>1. Develop Passing/Pivoting &amp; Dribbling/Triple Threat to be able to perform passing and receiving techniques and use to outwit opposition. To be able to perform these in a small sided game with success.</li> <li>2. Attacking and outwitting an opponent. To develop an understanding about attacking principles related to basketball. To perform and accurately replicate a range of dribbling skills to outwit opponents.</li> <li>3. Shooting –Set Shot, Develop technique – BEEF. Develop an understanding of correct use of the shot, performance of the skill accurately. Movement into correct position for shot.</li> <li>4. Shooting – Lay up, develop technique, understanding of when to perform the shot, shooting on the move. Use of shot to beat defence.</li> <li>5. Defence – Defending Skills/ To be able to outwit opponents with the use of defending skills. i.e. interception, strip, side step. To be able to perform skills in a small sided game making decisions about how best to stop opposition. To develop an understanding about rebounding and accurately replicate. To develop knowledge of basketball rules (i.e. contact)</li> <li>6. Defence – Different defensive tactics – Zone, Full court press, half court press, etc, disadvantages and advantages of both.</li> </ol>	

		<p>7. Develop Shooting – Jump shot to perform the jump shot appreciating the outcome necessary. To develop their understanding and knowledge of how to outwit an opponent using accurate replication of shooting techniques. To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful.</p> <p>8. Assessment</p> <p>Students to demonstrate all of the skills, techniques and tactics that they have learnt in a 5 a side tournament.</p>
<p><b>Careers Links:</b>                  Leisure Centre assistant. PE Teacher. Official. Coach.                  Fitness Instructor. Physiotherapist. First Aider/Paramedic.                  Sports Injury Specialist. Nutritionist. Sports Psychologist.                  Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                  Rugby club is on x1 a week for all to attend.                  Represent your House or School in competitions.</p>	<p><b>MYPB:</b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

<b>PE: Medium Term Overview</b>			
<b>Year 9</b>	<b>Autumn/Spring Term 1</b>	<b>Unit Title: Trampolining</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	In this unit pupils will focus on the basic safety issues around the trampoline. Pupils will accurately replicate skills and movements individually and in combination focusing on the correct techniques. Pupils will show creativity, control, fluency and aesthetics in developed sequences. Students will evaluate and assess movements to improve sequences through self and peer assessment.		
<b>Assessment</b>	Students / teacher assessment through tracking sheets and level completion. Students will be assessed throughout the 8 lessons and will be graded at the end based on the AQA GCSE PE Specification for skills and Full Context performance		
<b><u>Essential Knowledge (what must students know):</u></b>		<b><u>Essential Skills (what must students be able to demonstrate):</u></b>	
<p><b>Students must know:</b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• Safety aspects of getting out and putting away of the equipment.</li> <li>• Safety aspects of using the trampolining – basic jumping and stopping.</li> <li>• Safety aspects of supporting others on the trampoline – spotting.</li> <li>• Safety aspects of sequential learning of skills to avoid injury.</li> <li>• Technique of skills to support their own learning and the learning of their peers.</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – trampoline, crash mats, end decks, routine cards, tracking sheets  <b>Muscles</b> – Quadricep, Hamstrings, Gastrocnemius, Deltoid, Tricep.  <b>Fitness</b> – strength, power, flexibility  <b>Skill terminology</b> – shapes, pike, tuck, straddle, front somersault, back somersault, front drop, back drop, twists</p>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm up safely</li> <li>• Select and apply techniques and demonstrate control of their body when performing these with a good degree of technical correctness.</li> <li>• Link skills and techniques into sequences.</li> <li>• Compose sequences.</li> <li>• Identify and work on the strength and suppleness to perform with greater quality.</li> <li>• Self and peer assessment to improve the quality of performance.</li> <li>• Assess the fitness needs of trampolining.</li> </ul>	
		<ol style="list-style-type: none"> <li>1. Trampoline safety: basic jumps, aerial shapes and turns demonstrating control, body tension and posture. Link into a 10 bounce sequence. Assess and support a peer in developing a sequence to be aesthetically pleasing.</li> <li>2. For the remaining 7 lessons students using tracking sheets will work with a partner (along with support from the teacher) to develop skills and techniques at their own pace of learning. Students will work through levels which build skill complexity and are incorporated into sequences. Skill development will be:                      Aerial shapes (tuck, pike, straddle, star, split).                      Twists - ½ and full                      Level 1 sequencing                      Seat drops                      Level 2 sequencing                      Seat drops with twists                      Level 3 sequencing                      Hands and knees to front drops                      Front drop onto a mat                      Level 4 sequencing                      Back landing onto a mat                      Level 5 sequencing                      Front drop                      Back landing                      Shapes and twists into and out of front / back drop                      Level 6 sequencing                      Swivel hips (with progressions as needed)                      Hands and knees turn over                      Level 7 sequencing                      Seat drop, to front, to feet</li> </ol>	

		<p>Front drop, to seat drop, to feet                  Front drop, half twist to feet                  Half twist to front drop, to feet                  Back drop, half twist to feet                  Half twist to back drop, to feet                  Five back bounce                  Level <b>8</b> sequencing                  Front drops (piked and straight), to feet                  Back drops (piked and straight), to feet                  Front drop to back drop to feet                  Back drop to front drop to feet                  Three quarter forward turnover to back, to feet                  Seat drop, full twist to seat (roller), to feet                  Backward roll                  Level <b>9</b> sequencing                  Seat drop half twist to back drop, to feet                  Back drop, half twist to back drop (cradle), to feet                  Front drop, half turn to front drop (half turntable), to feet                  Hands and knees forward turnover(with tuck and extension) to seat, to feet                  Front drop or back drop full twist to feet                  Full twist to seat drop or back drop, to feet                  Back drop, back pullover to feet                  Front somersault (tucked) or back somersault (tucked or straight)                  Level <b>10</b> sequencing</p>
<p><b>Careers Links:</b>                  Leisure Centre assistant. PE Teacher. Official. Coach.                  Fitness Instructor. Physiotherapist. First Aider/Paramedic.                  Sports Injury Specialist. Nutritionist. Sports Psychologist.                  Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                  Trampoline club is on x1 a week for all to attend.                  Represent your House or School in competitions.</p>	<p><b>MYPB:</b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

<b>PE: Medium Term Overview</b>			
<b>Year 9</b>	<b>Summer Term</b>	<b>Unit Title: Rounders</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	In this unit pupils will demonstrate timing and fluency in the replication of techniques for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents within games that they play. Pupils should be able to accurately score & officiate games. Students will play a number of games and be able to umpire their own games.		
<b>Assessment</b>	Students will be assessed throughout the 8 lessons and will be graded at the end based Skills and application of skills in full context.		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• Know the basic laws of the game.</li> <li>• Know the success criteria for batting, bowling and fielding.</li> <li>• Know the technique of batting.</li> <li>• Know the technique for bowling.</li> <li>• Know the technique and role of the fielders.</li> <li>• Know how the rounders scoring system works</li> <li>• Know the success criteria for effective game play.</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – base, ball, bat, umpire  <b>Tactics and techniques</b> - stance, body position, follow-through, no ball, batting order, bowling techniques, field placements, coaching, officiating/umpiring, anticipation  <b>Muscles</b> – Quadricep, Hamstrings, Gastrocnemius, Deltoid, Tricep.  <b>Fitness</b> - Cardio Vascular, Pulse Raiser.  <b>Game terminology</b> – Rounder, bases, bowlers square, deep fielders, back stop, post fielders, bowler, backstop, innings, no ball, forward area, backward area, batting square, bowling square  <b>Skills</b> – batting, bowling, fielding</p>		<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Identify their strengths and weaknesses and take decisions about what to work on.</li> <li>• Work with other students to improve their own technique in a variety of different skills.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Demonstrate a range of rounders skills within batting, bowling and fielding.</li> <li>• Outwit an opponent by selecting their shot based on where the ball is bowled and with the intention of avoiding the fielders.</li> <li>• Hit with control and accuracy.</li> <li>• Bowl with increasing accuracy and an awareness of the field placement</li> <li>• Field effectively and return the ball to an appropriate base position</li> <li>• Take an active and thoughtful part in the games.</li> <li>• Identify the fitness needs of different roles in the game.</li> </ul>	
		<ol style="list-style-type: none"> <li>1. Throwing/catching/fielding - accurately replicate close / short fielding skills and use effectively in a game. To develop communication skills, teamwork through rounders game play. To develop creative thinking &amp; outwitting opponents with the fielding of the ball. To be able to perform throwing/catching/fielding skills into a full game of rounders.</li> <li>2. Throwing/catching/fielding - accurately replicate distance fielding skills (including the long barrier) and use effectively in a game. To develop communication skills, teamwork through rounders game play. To develop creative thinking &amp; outwitting opponents with the fielding of the ball. To be able to perform throwing/catching/fielding skills into a full game of rounders.</li> <li>3. Bowling development- 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. To incorporate bowling into a full game of rounders.</li> <li>4. Batting development - develop batting technique to increase opportunity to hit and score within a game. Show a confident understanding of umpire calls/rules and batting/bowling infringements. Hit effectively to score within a full game of rounders.</li> <li>5. Batting development - develop batting technique incorporating power and placement. To develop strategic concepts when batting. To analyse</li> </ol>	

		<p>individual strengths and make tactical changes to batting to maximise scoring within a full game of rounders.</p> <ol style="list-style-type: none"> <li>6. Fielding roles/outwit opponents (responsibilities of back stop, first base and 2<sup>nd</sup> base). Work effectively within a full game of rounders to outwit the opponents.</li> <li>7. Fielding positions to outwit opponents (team positioning). Make decisions about field positioning in response to batter analysis to limit scoring of opponents during full games of rounders.</li> <li>8. Assessment</li> </ol>
<p><b>Careers Links:</b>                  Leisure Centre assistant. PE Teacher. Official. Coach. Fitness Instructor. Physiotherapist. First Aider/Paramedic. Sports Injury Specialist. Nutritionist. Sports Psychologist. Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                  Rounders club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b>MYPB:</b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

<b>PE: Medium Term Overview</b>			
<b>Year 9</b>	<b>Summer Term</b>	<b>Unit Title: Tennis</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	<p>Pupils will focus on developing they key tennis skills as well as team attacking and defending strategies for tennis. Pupils will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. Students will evaluate their own and others performance and have opportunities to lead groups.</p>		
<b>Assessment</b>	<p>Students will be continually assessed through teacher observation during progressive practices, set plays and full matches. Students will be graded against the AQA GCSE PE practical criteria and given a score out of 25 at the end of the block.</p>		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• An understanding of where to hit the ball .</li> <li>• An understanding of how to move their opponent out of position.</li> <li>• A range of ground and overhead strokes.</li> <li>• Key aspects of tactical play and technique.</li> <li>• Knowledge of scoring and service rules.</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Racket, ball, net  <b>Muscles</b> – Quadriceps, Hamstrings, Gastrocnemius, Deltoid, Triceps, Bicep, Tibialis Anterior  <b>Cardiovascular</b> – Pulse Raiser, oxygenated blood  <b>Court Markings</b> – Sideline, Baseline, Tramlines, Service line  <b>Skills and Tactics</b> – Underarm serve, overarm serve, ground strokes, forehand, backhand, topspin, slice, volley, down the line, cross-court, footwork.  <b>Rules and scoring:</b> fault, ace, double fault, unforced error, in/out, scoring system, deuce, advantage, love, 15, 30, 40, game, set, match, let.</p>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Demonstrate a range of tennis skills in progressive practices, small-sided rallies and full doubles game.</li> <li>• Work with other students to improve their own technique in a variety of different scenarios.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent by using variety in power, length and height of serve.</li> <li>• Outwit an opponent by varying ball placement.</li> <li>• Outwit an opponent by using different types of shot.</li> <li>• Umpire and keep score in small-sided and fully competitive game.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. <b>Basic ground strokes</b> - Warm up safely. Learn the key coaching points to perform basic ground strokes. Perform skills in an isolated practice. Understand the court markings. Play a 1 v 1 rally / game.</li> <li>2. <b>Outwitting opponents through ball placement</b> - Warm up safely. Learn to outwit and opponent by moving your opposition. Understand scoring ad rules for doubles. Perfect your weaker skills and give feedback to your opponent on their strengths &amp; weaknesses.</li> <li>3. <b>Backhand slice</b> - Warm up safely. Learn the key coaching points to perform a backhand slice. Perform skills in an isolated practice. Play a 1v1 game – including backhand slice earns extra points.</li> <li>4. <b>Outwitting opponents through shot selection</b> Warm up safely. Learn to outwit and opponent by selecting different shots. Understand scoring ad rules for doubles. Perfect your weaker skills and give feedback to your opponent on their strengths &amp; weaknesses.</li> <li>5. <b>Volley</b> - Warm up safely. Learn the key coaching points to perform a volley. Perform skills in an isolated practice. Play doubles including a volley earns extra points.</li> <li>6. <b>Serve development</b> - Learn the key coaching points to perform an overarm serve. Perform an overarm serve in a drill aiming for markers. Play a 1v1 game using the serves they have learnt to outwit an opponent.</li> <li>7. <b>Serve development</b> - Recap the key coaching points to perform an overarm serve. Perform an overarm</li> </ol>	



		<p>serve in a drill. Play a 1v1 game where winning a game with a legal overarm serve earns double points.</p> <p>8. <b>Outwitting opponents through fully competitive game play.</b> Assessment: Play, umpire and score a number of 1 v 1 games against a variety of opponents.</p>
<p><b><u>Careers Links:</u></b>                  Leisure Centre assistant. PE Teacher. Official. Coach.                  Fitness Instructor. Physiotherapist. First Aider/Paramedic.                  Sports Injury Specialist. Nutritionist. Sports Psychologist.                  Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b><u>Enrichment:</u></b>                  Netball club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b><u>MYPB:</u></b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

<b>PE: Medium Term Overview</b>			
<b>Year 9</b>	<b>Summer Term</b>	<b>Unit Title: Cricket</b>	<b>No of Lessons: 8-10</b>
<b>Overview/Intent</b>	<p>In this unit pupils will demonstrate consistency, timing and fluency in the execution of techniques for batting, bowling and fielding. Pupils will work on improving the skill 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 or around bases to score runs. Pupils should be able to accurately score, coach &amp; officiate games.</p>		
<b>Assessment</b>	<p>Students will be continually assessed through teacher observation during progressive practices, set plays and full matches. Students will be graded against the AQA GCSE PE practical criteria and given a score out of 25 at the end of the block.</p>		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• The success criteria for effective fielding techniques</li> <li>• The success criteria for effective batting defensive techniques</li> <li>• The success criteria for effective batting attacking techniques</li> <li>• The success criteria for effective Bowling techniques</li> <li>• The success criteria for effective wicket keeping techniques.</li> </ul> <p><b>Terminology:</b>  <b>Equipment</b> – Bat, ball, Wicket,  <b>Muscles</b> – Quadriceps, Hamstrings, Gastrocnemius, Deltoid, Triceps, Bicep, Tibialis Anterior  <b>Cardiovascular</b> – Pulse Raiser, oxygenated blood  <b>Wicket Markings</b> – Crease, Off Stump, Middle Stump, Leg Stump  <b>Skills and Tactics</b> – Fielding techniques, Batting Defensive, Batting Attacking, Bowling Spin and Pace, Wicket Keeping  <b>Rules and scoring:</b> fault, ace, double fault, unforced error, in/out, scoring system, deuce, advantage, love, 15, 30, 40, game, set, match, let.</p>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm-up safely.</li> <li>• Demonstrate a range of cricket skills in unopposed and fully opposed practices</li> <li>• Work with other students to improve their own technique in a variety of different scenarios.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent and opposition by applying the correct batting technique</li> <li>• Outwit an opponent and opposition by applying the correct bowling technique</li> <li>• Umpire and keep score in small-sided and fully competitive game.</li> </ul>	<p><b>Lessons:</b></p> <p><b>Week 1 (2 Lessons) Fielding fundamentals</b>                      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. To play a full game in which pupils develop and apply winning strategies. To recognise and use the laws of cricket and officiate correctly.</p> <p><b>Week 2: (2 Lessons) Batting-defensive shots</b>                      To understand and correctly perform a batting defensive shot. To develop the knowledge of movement and timing needed to produce an effective batting execution. To attempt to use defensive shot and understand when it might be necessary to use it in a game situation. To understand some components of fitness important to cricket players.</p> <p><b>Week 3: (2 Lessons) Batting- Attacking shots</b>                      To understand &amp; accurately replicate the cut, drive and pull shot technique. To attempt to use the cut, drive and pull shot in a competitive game and in response to the type of delivery bowled. To develop communication &amp; teamwork skills as a batting pair during game situation. To encourage quick decision making in order to outwit fielders or a batsman.</p> <p><b>Week 4: (2 Lessons) Bowling-spin/pace</b>                      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. To recognise that run up speed will impact the bowling power/swing on delivery. To understand the rules &amp; infringements related to bowling deliveries.</p>	

		<p><b>Week 5: Wicket keeping and game play</b>                  To demonstrate a knowledge of the wicket keepers role and perform basic stance + catching. To replicate a combination of skills to outwit opponents in a match situation. To develop knowledge of fielding positions and correct terminology. To encourage the use of leadership &amp; communication in all game roles.</p>
<p><b>Careers Links:</b>                  Leisure Centre assistant. PE Teacher. Official. Coach.                  Fitness Instructor. Physiotherapist. First Aider/Paramedic.                  Sports Injury Specialist. Nutritionist. Sports Psychologist.                  Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                  Cricket club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b>MYPB:</b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

<b>Drama: Medium Term Overview</b>			
<b>Year 9</b>	<b>Autumn Term 1</b>	<b>Unit Title: Athletics</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	This unit introduces students to Athletics. It teaches a range of essential skills and develops an understanding of techniques used to run, throw and jump successfully. Students will be able to set up and carry equipment safely. They will also be able to monitor both their own and others progress by assisting with officiating, measuring and recording results.		
<b>Assessment</b>	Students will partake in a variety of athletic events which will include running, jumping and throwing. A 'best fit' score will be collated out of 25 in correlation to the AQA GCSE PE Practical Specification.		
<p><b><u>Essential Knowledge (what must students know):</u></b></p> <ul style="list-style-type: none"> <li>• Know how to warm up safely</li> <li>• Know how to set up and carry equipment safely</li> <li>• Know the potential dangers involved in the throwing events and how to avoid these.</li> <li>• Know how to measure and record the various events.</li> <li>• Know 5 coaching points for each of the throwing events (discus, shot, javelin)</li> <li>• Know 5 coaching points for each of the jumps (High, long and Triple)</li> <li>• Know 5 coaching points for the running events (sprint start, sprint technique, pacing, hurdles)</li> </ul> <p><b>Terminology:</b></p> <ul style="list-style-type: none"> <li>• Running, eg stride length and cadence, leg and arm action, head position, pacing</li> <li>• throwing, eg grip, stance, angle of release and follow-through</li> <li>• jumping, eg approach run, acceleration, maintaining momentum, take off and lift, arm action</li> </ul>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Warm up safely.</li> <li>• Carry throwing equipment safely</li> <li>• Demonstrate a range of running, jumping and throwing techniques.</li> <li>• Work with other students to improve their own technique in a range of running, jumping and throwing techniques.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Officiate a range of running, jumping and throwing techniques.</li> </ul>	<p><b>Lessons:</b> Students will cover at least one <b>running</b>, one <b>jumping</b> and one <b>throwing</b> event over the 8 weeks. The order of teaching will be dependent on the weather and facilities availability.</p> <ul style="list-style-type: none"> <li>• <b>Sprinting</b> lesson to include sprinting technique and sprint starts</li> <li>• <b>Middle distance</b> running (800m or 1500m) to include the importance of pacing oneself.</li> <li>• <b>Relay</b> running (4 x 100m) to include successful baton change over.</li> <li>• <b>Shot putt</b> to include correct grip, stance, angle of release and follow-through.</li> <li>• <b>Discus</b> to include correct grip, stance, angle of release and follow-through.</li> <li>• <b>Javelin</b> to include correct grip, stance, angle of release and follow-through.</li> <li>• <b>Long Jump</b> to include approach run, acceleration, maintaining momentum, take off and lift, arm action</li> <li>• <b>Triple Jump</b> to include approach run, acceleration, maintaining momentum, take off and lift, arm action</li> <li>• <b>High Jump</b> to include approach run, acceleration, maintaining momentum, take off and lift, arm action</li> </ul>	
<p><b><u>Careers Links:</u></b></p> <p>Leisure Centre assistant. PE Teacher. Official. Coach. Fitness Instructor. Physiotherapist. First Aider/Paramedic. Sports Injury Specialist. Nutritionist. Sports Psychologist. Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b><u>Enrichment:</u></b></p> <p>Athletics club is on x1 a week for all to attend. Represent your House or School in competitions.</p>	<p><b>MYPB:</b></p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>	

**PE: Medium Term Overview**

<b>Year 9</b>	<b>Autumn Term 1</b>	<b>Unit Title: Netball</b>	<b>No of Lessons: 8</b>
<b>Overview/Intent</b>	Pupils will focus on developing they key netball skills as well as team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition. Students will evaluate their own and others performance and have opportunities to lead groups.		
<b>Assessment</b>	Students will be continually assessed through teacher observation during progressive practices, set plays and full matches. Students will be graded against the AQA GCSE PE practical criteria and given a score out of 25 at the end of the block.		

<p><b><u>Essential Knowledge (what must students know):</u></b></p> <p><b>Fundamental skills:</b> passing &amp; receiving, footwork (stationary and moving), court positions, positional roles and responsibilities, tactical awareness, rules.</p> <p><b>Terminology:</b></p> <p><b>Equipment</b> – Netball, Net, Post, Bibs, Cones</p> <p><b>Muscles</b> – Quadriceps, Hamstrings, Gastrocnemius, Deltoid, Triceps, Bicep, Tibialis Anterior</p> <p><b>Cardiovascular</b> – Pulse Raiser, oxygenated blood</p> <p><b>Court Markings</b> – Sideline, Baseline, Thirds, End third, goal third, centre third, centre circle, D, shooting area</p> <p><b>Skills and Tactics</b> – Chest pass, bounce pass, shoulder pass, overhead pass, catch, footwork, defending, blocking, marking, attacking, dodging, space, drive, retreat, square ball, switch, centre pass, double-mark, holding the space, zonal defence, set-plays (backline pass, centre pass, sideline pass, penalty pass, free pass).</p> <p><b>Rules:</b> footwork, held-ball, obstruction, simultaneous obstruction, offside, breaking, contact &amp; contest</p>	<p><b><u>Essential Skills (what must students be able to demonstrate):</u></b></p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know how to warm-up safely.</li> <li>• Demonstrate a range of Netball skills in progressive practices, small-sided games and full 7v7 game.</li> <li>• Work with other students to improve their own technique in a variety of different scenarios.</li> <li>• Give constructive feedback to other students on their performance.</li> <li>• Outwit an opponent by using different types of passes, footwork and dodging techniques.</li> <li>• Outwit an opponent by using different types attacking tactics such as set-plays, creating space.</li> <li>• Outwit an opponent by using different defending skills and tactics such as blocking, marking and zonal defence.</li> <li>• Umpire and keep score in small-sided and fully competitive game.</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>1. <b>Fundamental skills Passing, receiving, footwork</b> - Warm-up safely. Key coaching points for different passes: chest, bounce, shoulder, overhead. Key coaching points of footwork. Pass and move drills focus on basic skills of throwing and catching and footwork.</li> <li>2. <b>Fundamental skills Passing, receiving, footwork</b> Warm up with passing drills *leadership opportunities*. Recap key coaching points from lesson 1. Game play - SSG possession games/line ball. Focus on pass and move, create space, move into space, indicate for pass, footwork.</li> <li>3. <b>Shooting</b> – Warm up with passing drills *leadership opportunities*. Know the key coaching points for shooting (under net/close and on edge of D/long), drills with different types of shot, SSG game where all must shoot. Observe and evaluate own and others technique.</li> <li>4. <b>Defending</b> – Warm up with passing drills*leadership opportunities*. Know how to mark opposition with and without the ball, key rules, double marking tactics, play a game defend every ball. Observe and evaluate own and others technique.</li> <li>5. <b>Attacking principles</b> – Warm up with passing drills*leadership opportunities*. Key coaching points for different types of didge. Principles of getting free,</li> </ol>
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		<p>creating space, indicating, pass into space, holding space. Game play – SSG, possession game 10 passes = 1 point using attacking principles. Observe and evaluate own and others technique.</p> <p>6. <b>Full game play tactics and strategy</b> – Warm up with passing drills*leadership opportunities*. Full 7v7 game focus on positional roles and responsibilities. Observe and evaluate own and others technique.</p> <p>7. <b>Full game play tactics and strategy</b> – Warm up with passing drills*leadership opportunities*. Full 7v7 game focus on set-plays (backline pass, centre pass).</p> <p>8. <b>Full game play tactics and strategy</b> – Warm up with passing drills*leadership opportunities*. Full 7v7 game                  Assessment: Demonstration of variety of skills and selection of appropriate skill, effective use of positional roles and responsibilities, tactics, set-plays.</p>
<p><b>Careers Links:</b>                  Leisure Centre assistant. PE Teacher. Official. Coach.                  Fitness Instructor. Physiotherapist. First Aider/Paramedic.                  Sports Injury Specialist. Nutritionist. Sports Psychologist.                  Sports media careers. Opportunities to help officiate at school and house matches.</p>	<p><b>Enrichment:</b>                  Netball club is on x1 a week for all to attend.                  Represent your House or School in competitions.</p>	<p><b>MYPB:</b>                  Empathy, Collaboration, Creativity, Evaluation, Innovation,                  Integrity, Resilience, Self-motivation</p>