

Year Group 7-9

Term	1	2	3	4	5	6
<b>Topic Title</b>	<b>Badminton/Football/netball</b>	<b>Boys - Badminton cross-country, Girls cross-country/Hockey and Rugby</b>	<b>Boys-Table tennis/dodgeball, Girls - Badminton/Dance/dodgeball</b>	<b>Handball/Circuits, Girls - basketball/Handball</b>	<b>Boys -Athletics/cricket, Girls Athletics/Rounders</b>	<b>Athletics/softball/tennis/OAA</b>
<b>Rationale</b>	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The sports are done at this stage to prepare for the N Lincs and national competitions. The Medium term plans on the archive break down the skills. Year 7 – simple passing, footwork, attacking play. This is built on in year 8 with a wider range of passes and in year 9 more attention is placed on these skills in small sided games.	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. In preparation for District cross country and badminton competitions. The cross-country is done now in the curriculum as we hold an annual fun run in November and the District event is in December. The medium term plans show the progression of activities from year 7-9. In year 7 simple passing and receiving and attacking play and this is built on in year 8 with more advanced drills. In year 9 there is more emphasis on small side games. In year 7 we play tag/cuddle rugby and in year 8 we introduce safe tackling.	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Suits the available space and schools competitions diary. In year 7 the students learn the basic skills as per the medium term plans. Table tennis basic grip and basic shots - push drive, forehand/backhand. This is consolidated in year 8 with more challenging skills including spin. In badminton in year 7 basic serves and shots to more challenging shots in year 8 and 9. In year 9 the students are expected to know the rules.	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The facilities dictate the activities and we prepare for local competitions	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We have rounders and cricket in the final term. The students keep a record of personal records and aim to beat national targets.	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We are preparing for Sports day and House competitions. The skills on the plans show clear progression from basic skills in year 7 to more advanced skills and tactics in year 9.
<b>Prior knowledge</b>	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.	Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.
<b>Key knowledge/skills development</b>	use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, develop their technique and improve their performance, analyse their performances compared to previous ones and demonstrate improvement, take part in competitive sports and activities outside school through community links or sports clubs. to achieve their personal best.	use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, develop their technique and improve their performance, analyse their performances compared to previous ones and demonstrate improvement, take part in competitive sports and activities outside school through community links or sports clubs. to achieve their personal best	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, develop their technique and improve their performance, analyse their performances compared to previous ones and demonstrate improvement, take part in competitive sports and activities outside school through community links or sports clubs. to achieve their personal best	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, develop their technique and improve their performance, analyse their performances compared to previous ones and demonstrate improvement, take part in competitive sports and activities outside school through community links or sports clubs. to achieve their personal best	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, develop their technique and improve their performance, analyse their performances compared to previous ones and demonstrate improvement, take part in competitive sports and activities outside school through community links or sports clubs. to achieve their personal best	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, develop their technique and improve their performance, analyse their performances compared to previous ones and demonstrate improvement, take part in competitive sports and activities outside school through community links or sports clubs. to achieve their personal best
<b>National Curriculum/specification links</b>	Develop competence to excel in a broad range of physical activities <input type="checkbox"/> are physically active for sustained periods of time <input type="checkbox"/> engage in competitive sports and activities <input type="checkbox"/> lead healthy, active lives.	Develop competence to excel in a broad range of physical activities <input type="checkbox"/> are physically active for sustained periods of time <input type="checkbox"/> engage in competitive sports and activities <input type="checkbox"/> lead healthy, active lives.	Develop competence to excel in a broad range of physical activities <input type="checkbox"/> are physically active for sustained periods of time <input type="checkbox"/> engage in competitive sports and activities <input type="checkbox"/> lead healthy, active lives.	Develop competence to excel in a broad range of physical activities <input type="checkbox"/> are physically active for sustained periods of time <input type="checkbox"/> engage in competitive sports and activities <input type="checkbox"/> lead healthy, active lives.	Develop competence to excel in a broad range of physical activities <input type="checkbox"/> are physically active for sustained periods of time <input type="checkbox"/> engage in competitive sports and activities <input type="checkbox"/> lead healthy, active lives.	Develop competence to excel in a broad range of physical activities <input type="checkbox"/> are physically active for sustained periods of time <input type="checkbox"/> engage in competitive sports and activities <input type="checkbox"/> lead healthy, active lives.
<b>Literacy</b>	Speaking for literacy by using key words, tracing points and terminology.	Speaking for literacy by using key words, tracing points and terminology.	Speaking for literacy by using key words, tracing points and terminology.	Speaking for literacy by using key words, tracing points and terminology.	Speaking for literacy by using key words, tracing points and terminology.	Speaking for literacy by using key words, tracing points and terminology.
<b>Numeracy</b>	Stop watches for timing, score cards	Score cards, heart rate data, training zones, records of results, quantitative data.	Timing, use of score boards	Heart rate data, training zones	Quantitative data and recording results. Timing and measurement.	Quantitative data and recording results. Timing and measurement. Scoring.
<b>STEM</b>	Science, health, and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement	Science, health, and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement	Science, health, and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement	Science, health, and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement	Science, health, and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement	Science, health, and physical education blend well...These hands-on experiences activated the brain and body to learn the STEM concepts. Player can capture the movement and undergo movement analysis through apps for skills enhancement. Use of heart rate monitors.
<b>Cross curricular links</b>	Maths - Time, Science/Biology - The body in action and effects of exercise, The Cardiovascular system	Maths - Time, Science/Biology - The body in action and effects of exercise, The Cardiovascular system	Maths - Time, Science/Biology - The body in action and effects of exercise, The Cardiovascular system	Maths - Time, Science/Biology - The body in action and effects of exercise, The Cardiovascular system	Maths - measurement, time	Maths - measurement, time
<b>Key vocabulary</b>	Sport specific	Serve, doubles, singles, smash, drive, forehand, backhand, drop shot	Singles, doubles, serve, forehand, backhand, drive, push	Warm up, cool down, hypertrophy, hamstrings, quadriceps, calf, biceps, triceps, heart rate	Warm up, cool down, hypertrophy, hamstrings, quadriceps, calf, biceps, triceps, heart rate	Warm up, cool down, hypertrophy, hamstrings, quadriceps, calf, biceps, triceps, heart rate