

Subject overview: KS3 PHYSICAL EDUCATION

Subject Rationale (Intent) linked to [whole school curriculum mission](#)

In brief (no more than four sentences)

In PE students will:-

P - physically active.

E - enjoy and build on skills in sport

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E - encourage a healthy, active lifestyle.

D - develop rules, tactics & strategies.

S - secure knowledge and prepare for success in wider life.

Other details:

At St Edmunds students have a broad range of physical activities. These include invasion games, striking & fielding, athletics, gymnastics & trampolining and fitness. Year 7 also experiences outdoor and adventurous activities too. Each area is taught throughout KS3 and follows a series of progressive learning objectives to stretch and challenge students' performance and understanding in each activity. For example, in Year 7 athletics students understand the principles of throwing, jumping and running. In year 8 they are expected to understand correct techniques across the events and in Year 9 to undertake more advanced techniques/approaches in their events.

Due to timetable and facilities available, teaching classes work around a rotation, which means that the order that different topics are taught will vary by class and group. See our curriculum plan: [x PE Curriculum Plan Overview 2022-2023.xlsx](#)

In PE, high challenge is present in all lessons. Teachers use opportunities in lessons to develop individual motor competencies, cognitive understanding and also social-emotional understanding of activity. Students develop personal competencies too (e.g. organisation/co-operation/resilience) and gain a wider knowledge and understanding of PE and sport as a whole (e.g. sporting values/anatomy & physiology/sporting enhancing drugs). Through adapted learning opportunities, students are encouraged to develop progressively more challenging skills including competitive skills, personal bests and higher performance levels.

Opportunities to further develop their motor competencies, rules, strategies and tactics and understanding of the sport, come from a vast variety of

extra-curricular enrichment activities too. For example: [Summer extra-curricular clubs](#)

YEAR 7

TERM	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this? How does it link to prior learning? Any notable links to St Edmund's curriculum mission)	Main method of assessment?
Year 7	Invasion Games (Basketball/Netball/Football/rugby)	To develop and improve pupils' confidence when performing invasion game skills and to learn basic rules, tactics and strategies within a game situation. Development of skills from KS2 learning and developing the basic principles of attack and defence. Students will be challenged in pressurised competitive situations and how to outwit the opposition. Working in small teams and experiencing different roles in attack and defence.	Continual formative assessment by teacher through open and closed questioning and observations in their attacking and defensive skills. Peer assessment via analysis and evaluation.
Year 8	Invasion games (Basketball/Netball/Football/rugby)	Students will focus on developing and improving their invasion game skills and will be encouraged to think about how to use these skills, strategies and tactics to outwit the opposition such as using good agility to lose your opponent and turning and passing effectively. Students will fully understand the principle of attack and defence and have experienced pressured and competitive situations, which will enable them to apply their learning effectively and reach higher levels of performance.	Continual formative assessment by teacher through open and closed questioning and observations in their attacking and defensive skills. Peer assessment via analysis and evaluation.

<p>Year 9</p>	<p>Invasion games (Basketball/Handball/Football)</p>	<p>In this year students will focus on developing, implementing and refining team and individual set plays- to outwit opponents. They are expected to demonstrate a range of attacking techniques such as change of pace, direction to outwit their opposition. Students will be expected to understand game rules, play a number of positions and physically exert themselves throughout.</p> <p>Students will now have experienced a range of attacking and defending strategies and can perform different techniques with skill for example in football - closing down a player, jockeying and tackling.</p>	<p>Continual formative assessment by teacher through open and closed questioning and observations in their attacking and defensive skills.</p> <p>Peer assessment via analysis and evaluation.</p>
<p>Year 7</p>	<p>Gymnastics and trampolining</p>	<p>To introduce a new activity of trampolining and enable pupils to learn new basic skills as well as promote the coaching/learning of others around them, and to understand and respect the safety and aesthetic appreciation of the sport. Students to develop basic jumps, seat landings and front landings and look to perform these in a 6 bounce routine.</p> <p>In gymnastics students will develop ways to travel and balance in their core skills (rolls, cartwheels and a variety of balances on different body parts). They will perform individually, in pairs and as part of a small group and will incorporate control and precision when performing with creativity and challenge.</p>	<p>Challenging Q&A used to assess pupils ability to analyse and evaluate performance.</p>
<p>Year 8</p>	<p>Gymnastics and trampolining</p>	<p>In year 8 in trampolining, students develop their front and back landings and are encouraged to perform variations of these, e.g seat drop to front drop. Students are now able to add onto basic routines and perform 8 bounce routines with improved height and centering.</p> <p>In gymnastics students are encouraged to draw on their core skills and perform on low apparatus (benches/box tops). They will also develop flight into their routines through jumps and vaulting (if possible). Students now aim to perform with control, height and precision. In gymnastics some students use their prior learning of balance to perform sports acro balances in pairs, trios and small</p>	<p>Observations of pupil performance. Self assessment/peer assessment.</p>

		groups. They will then experiment with different bases and tops and are challenged to produce at least three balances and incorporate these into a group routine.	
Year 9	Trampolining	In year 9 students will use their skills learned in year 7 & 8 to perform a full competitive 10 bounce routine and other more advanced skills, for example roller. Students will also be challenged to perform forward and backward rotations, when ready and to incorporate these into their routines.	Peer assessment of their routines/balances.
Year 7	Fitness	Students will be introduced to the main fitness training methods and how these are beneficial to a healthy active lifestyle. To encourage students to continue learning about the importance of being active from KS2. Students will learn about the importance of taking part in physical activity and will be challenged through a range of fitness based activities for example, circuit training, interval training.	Observations of students' performances - times/reps measured against starting points. Peer assessment to improve technique and open/closed questioning.
Year 8	Fitness	Students develop their fitness and reflect on what athletes would use the training methods taught and why. Students will be given challenges to complete and competitive activities in relation to fitness e.g. rowing challenge/beat the bleep.	Observations of students' performances - times/reps measured against starting points. Peer assessment to improve technique and open/closed questioning.
Year 9	Fitness	In year 9 students are challenged to think about their own individual fitness level and what they need to work on to raise their overall fitness. Students are expected to individualise their training and work	Observations of students' performances -

		with a partner or individually to produce their own workout for a particular fitness type or activity. Students start to identify heart rates and training zones in order to improve further.	times/reps measured against starting points. Peer assessment to improve technique and open/closed questioning.
Year 7	Striking and fielding (rounders/cricket)	Students will have developed coordination skills and may have previously had experience of striking and fielding games. In year 7 students will develop their ability to throw and catch over shorter distances, improve their contact in batting skills and learn to bowl accurately in the game being taught.	Open and closed questioning throughout to check understanding of the games.
Year 8	Striking and fielding (Rounders/cricket)	In year 8 students develop the consistency of batting and are encouraged to make contact and then place the ball. When fielding students should develop their throwing distance and accuracy when throwing to bases/stumps and when bowling, use a variety of bowls in order to outwit the opposition. Students play independently in smaller games using basic rules and regulations. Teachers get students to acknowledge the strengths and weaknesses and place in the field accordingly.	Continual formative assessment by teacher through open and closed questioning and observations in their attacking and defensive skills. Peer assessment via analysis and evaluation.
Year 9	Striking and fielding (Rounders/cricket)	Students would have experienced refining their batting, bowling and fielding skills through their rounders/cricket work in year 8. Students will work on demonstrating consistency in the execution of the core skills for batting, bowling and fielding. Development of decision making skills will be encouraged through game play. They have experience in scoring a game and should independently be able to score and officiate.	Continual formative assessment by teacher through open and closed questioning and observations in their attacking and defensive skills.

			Peer assessment via analysis and evaluation.
Year 7	OAA (one unit)	To introduce and develop individual skills in navigation, problem solving and decision making. Development of skills for some from KS2. Students will be challenged throughout a series of map reading exercises using features around them to orientate their maps. They will decide on speed and accuracy in order to gain as many clues as fast as they can.	Observations of pupil performance - times to complete tasks/number of clues found. Self assessment/peer assessment
Year 8	Net/Wall (Table tennis/Tennis)	Students will learn the correct grip and stance for a TT/badminton player and learn the correct techniques to execute a range of different shots. They will understand how to score games and officiate. Students will work in pairs and experience both cooperative and competitive matches.	Continual formative assessment by teacher through open and closed questioning and observations in their attacking and defensive skills. Peer assessment via analysis and evaluation.
Year 9	Net/Wall (Table tennis/Badminton/Tennis)	Students will link previous knowledge of techniques and refine these to outwit the opposition. Teams will be expected to draw on a range of core skills/shots and implement them in different competitive situations. They will link their previous knowledge of transfer of weight/power into the ball/implement and the trajectory of the ball/shuttlecock. They will also be able to link skills such as aiming to place the ball/shuttle strategically away from their opposition.	Continual formative assessment by teacher through open and closed questioning and observations in their attacking and defensive skills.

			Peer assessment via analysis and evaluation.
Year 7	Athletics	<p>Students will explore the principle of running, jumping and throwing. They will explore and develop variations in technique and engage in performing and improving personal bests in relation to speed, height and distance. They will also learn basic rules and regulations of events and demonstrate safe practice and how participation impacts their health.</p> <p>Students may have experienced the fundamental skills of running, jumping and throwing at primary school so will build on these competencies.</p>	<p>Observations of students' performances - times, distances and heights measured against starting points. Peer assessment to improve technique and open/closed questioning.</p>
Year 8	Athletics	<p>Students will have the basic fundamentals of running, jumping and throwing to understand the correct techniques, as developed in year 7. Year 8 students will understand the fitness elements and its relationship to performance in athletics activities. Students will perform and improve core skills and personal/team bests in relation to speed, height, distance and accuracy and use of strategies and tactics in order to participate competitively. Through doing so, they should develop confidence in their movements and challenge their mental capacity. They will also learn more rules and regulations of events and demonstrate safe practice and how participation impacts their health.</p>	<p>Recorded times/distances. Self and peer observations to analyse and evaluate their and others performances.</p>
Year 9	Athletics	<p>Students will further enhance replication and performance across all events development of approaches in throws and jumps. They will develop a more detailed understanding of fitness and its effect on the performance of athletics activities and how this is beneficial to general health. Students will focus on planning, preparing for and competing in a range of athletics events incorporating appropriate strategies and</p>	<p>Recorded times/distances. Self and peer observations to analyse and evaluate their and</p>

		tactics - independence and team work in relay teams. They will perform core skills and record personal bests.	others performances.
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