

**Key stage 3 PE Curriculum Principles:**

- To provide high quality physical activity experience that will inspire an active generation to enjoy PE, encourage each other and help students to become strong physically, mental and socially.
- To build on key knowledge and understand within health and fitness, practical sports and knowledge of theory, repeating and refining these skills each year through the curriculum at Shirebrook Academy.
- To develop on key characters of successful people, through the power of sport.
- To provide the opportunity to represent the Academy in a range of competitive and challenging situations

	Boys 1	Boys 2	Girls 1	Girls 2
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**Year 7:**

Our overall all intent in Year 7 is to ensure students build on knowledge and skills learnt in Key Stage 2 and they have the opportunity to refine and develop these further in more complex situations. Students will also experience a range of new activities which meet every aspects of National Curriculum.

Half Term 1	Double Lesson: Fundamentals Single Lesson: Personal Fitness	Double Lesson: Fundamentals Single Lesson: Personal Fitness	Double Lesson: Fundamentals Single Lesson: Personal Fitness	Double Lesson: Fundamentals Single Lesson: Personal Fitness
Half Term 2	Double Lesson: Football Single Lesson: Gymnastics	Double Lesson: Rugby Single Lesson: OAA	Double Lesson: Netball Single Lesson: Dance	Double Lesson: Concept of Games Single Lesson: OAA
Half Term 3	Double Lesson: Concepts of Games Single Lesson: OAA	Double Lesson: Concepts of Games Single Lesson: Dance	Double Lesson: Football Single Lesson: Gymnastics	Double Lesson: Netball Single Lesson: Dance
Half Term 4	Double Lesson: Rugby Single Lesson: Dance	Double Lesson: Football Single Lesson: Gymnastics	Double Lesson: Concept of Games Single Lesson: OAA	Double Lesson: Football Single Lesson: Gymnastics
Half Term 5	Double Lesson: Athletics	Double Lesson: Athletics	Double Lesson: Athletics	Double Lesson: Athletics

	Single Lesson: Striking and Fielding	Single Lesson: Striking and Fielding	Single Lesson: Striking and Fielding	Single Lesson: Striking and Fielding
Half Term 6	Double Lesson: Striking and Fielding Single Lesson: Athletics and Competitions	Double Lesson: Striking and Fielding Single Lesson: Athletics and Competitions	Double Lesson: Striking and Fielding Single Lesson: Athletics and Competitions	Double Lesson: Striking and Fielding Single Lesson: Athletics and Competitions
<b>Year 8:</b> Our overall intent for Year 8 is that students build on skills developed in Year 7 and start to explore these in more complex situations. Students will start exploring tactical awareness in a variety of sports as well as experience intra-school competitions. There is also an induction to more sporting activities widening the opportunities for students further.				
Half Term 1	Double Lesson: Handball Single Lesson: Basketball	Double Lesson: Rugby Single Lesson: Gymnastics	Double Lesson: Netball Single Lesson: Fitness & OAA	Double Lesson: Football & Fitness Single Lesson: Dance
Half Term 2	Double Lesson: Football & Fitness Single Lesson: Table Tennis	Double Lesson: Handball Single Lesson: Fitness & OAA	Double Lesson: Football & Fitness Single Lesson: Dance	Double Lesson: Netball Single Lesson: Gymnastics
Half Term 3	Double Lesson: Interform Competition Single Lesson: Fitness & OAA	Double Lesson: Interform Competition Single Lesson: Basketball	Double Lesson: Interform Competition Single Lesson: Gymnastics	Double Lesson: Interform Competition Single Lesson: Trampolining
Half Term 4	Double Lesson: Rugby Single Lesson: Gymnastics	Double Lesson: Football & Fitness Single Lesson: Table Tennis	Double Lesson: Handball Single Lesson: Trampolining	Double Lesson: Striking and Fielding Single Lesson: Fitness & OAA
Half Term 5	Double Lesson: Athletics Single Lesson: Striking and Fielding	Double Lesson: Athletics Single Lesson: Striking and Fielding	Double Lesson: Athletics Single Lesson: Striking and Fielding	Double Lesson: Athletics Single Lesson: Striking and Fielding
Half Term 6	Double Lesson: Striking and Fielding	Double Lesson: Striking and Fielding	Double Lesson: Striking and Fielding	Double Lesson: Handball

	Single Lesson: Athletics and Competitions	Single Lesson: Athletics and Competitions	Single Lesson: Athletics and Competitions	Single Lesson: Athletics and Competitions
<p>Year 9</p> <p>Our overall intent for Year 9 is that students embed and apply their sporting skills and explore them in a range of complex situations, in addition to some students taking on different roles within the lesson. Students have the opportunity to experience an insight into some of the KS4 options available to them as well as expanding on some of the knowledge of theory within PE.</p>				
Half Term 1	Double Lesson: Handball Single Lesson: Gymnastics	Double Lesson: Football Single Lesson: Basketball	Double Lesson: Netball Single Lesson: Dance	Double Lesson: Table Tennis & Trampolining Single Lesson: Trampolining competitions
Half Term 2	Double Lesson: Football & Fitness Single Lesson: Fitness & OAA	Double Lesson: Handball Single Lesson: Gymnastics	Double Lesson: Table Tennis & Trampolining Single Lesson: Trampolining competitions	Double Lesson: Netball Single Lesson: Gymnastics
Half Term 3	Double Lesson: Trampolining Single Lesson: Transition Options for KS4	Double Lesson: Rugby Single Lesson: Transition Options for KS4	Double Lesson: Handball Single Lesson: Transition Options for KS4	Double Lesson: Football Single Lesson: Transition Options for KS4
Half Term 4	Double Lesson: Rugby Single Lesson: Table Tennis	Double Lesson: Trampolining Single Lesson: Fitness & OAA	Double Lesson: Football Single Lesson: Gymnastics	Double Lesson: Handball Single Lesson: Dance
Half Term 5	Both Lessons: Athletics	Both Lessons: Athletics	Both Lessons: Athletics	Both Lessons: Athletics
Half Term 6	Double Lesson: Striking and Fielding Single Lesson: 3 weeks of Badminton 3 weeks of Basketball	Double Lesson: Striking and Fielding Single Lesson: 3 weeks of Badminton 3 weeks of Table Tennis	Both Lessons: Striking and Fielding	Both Lessons: Striking and Fielding

Year & Term	Themes / Key Questions	Knowledge	Skills	Academic Language
Y7	Fitness and fundamentals	Students will participate in a variety of activities based around various fitness tests and training methods.	Pupils will develop the fundamental skills of running, jumping, throwing, catching, kicking and hitting. Pupils will develop the skills necessary to compete in a number of fitness based activities including continuous training, interval training, circuit training.	Heart rate, Cool down, Dynamic Stretching, Pace, Speed, Recovery, Fatigue & Lactic acid.
	Games	Pupils will be able to show basic technique during simple, basic practice. Students will take part in net/wall games, invasion games and striking and fielding games based activities. Pupils will gain knowledge in order to make are able to make decision which are reasonable when in isolation from an opponent.	Pupils are able to execute some games specific skills in practice when under no pressure. Pupils can make some simple tactical decisions in a games. Pupils will show techniques and accuracy in set plays and in open play. Pupils will start to develop to choose the right skills needed for a game situation and to outwit an opponent.	Attack, Defence, pressing, formation, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball & following through. footwork, repossession, dodging, intercepting, marking, covering, delaying and passes- wrist, shoulder, drop, feint
	Dance, gymnastics	Pupils will show an understanding of creativity and movement patterns individually and as part of a group.  Pupils will try to improve own performance after seeing others and can suggest ways they may improve.	Pupils will replication skills in a variety of dance styles, showing increased fluency of movement. Pupils will link various movements together with reasonable precision.  Pupils perform dance movements with control and will show a range of well-coordinated choreographed movements to the set music.	Gesture, rhythm, unison, canon & composition Rolls, Cartwheel, Balance, (counter balance/counter tension), Mirror and Matching & Composition.
	Athletics and Rounders	Pupils are taught varied terminology relating to athletic activities and how to	Athletics: Students are taught to replicate the basic skills of throwing, running and jumping and applies a	Warm up, Cool down, Leg drive, Sprint, Pacing, Speed, Take off, Flight, Landing, Recovery, Fatigue & Lactic acid, . Stance, batting square,

		<p>apply basic safety principles to athletics activities.</p> <p>Rounders: Pupils develop the use a sound understanding of the principles of attack when planning their approaches to competitive games. Work effectively as a batting team and together will outwit a fielding team.</p>	<p>reasonable knowledge of the underpinning principles related to athletics.</p> <p>Rounders: pupils develop the skills to accurately &amp; consistently replicate batting and bowling techniques. Pupils develop skills to hit the ball and can start place the ball towards an intended target when needed.</p>	<p>post fielder, deep fielder, innings, backward hit, no ball, bowling square, officiating/umpiring &amp; anticipation.</p>
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Year & Term	Themes / Key Questions	Knowledge	Skills	Academic Language
8	Games	<p>Pupils will be able to show more consistent technique in more complex practices and under some pressure. Pupils are able to make appropriate decision under some pressure from an opponent</p> <p>Pupils begin to display an increasing level of skill when under pressure. Final outcomes are more consistent. Pupils show greater tactical awareness.</p>	<p>Technique is becoming more consistent and refined within a game situation. With students showing increased awareness of how to tactically outwit opponent.</p> <p>Pupils regularly chooses the right skills needed for a game situation and to outwit an opponent. As above:</p>	<p>As above: Positions, free kick, penalty pass, blocking, Overhead, corners, wide positioning, double drizzle</p>
8	Dance, gymnastics and Trampolining	<p>Dance: Display good creatively and awareness of movement patterns. Contribute regularly to group ideas and able to take a lead.</p> <p>Gym: Able to experiment and plan own sequences and help others with their work. Gymnastic skills are refined and</p>	<p>Dance: Sometimes requires support, showing increased fluency of movement and rhythm. Able to link replicated movements together with reasonable precision.</p> <p>Gym: Perform most gymnastic movements with control and will attempt</p>	<p>As above plus: Handstand, Handspring, Flight, Vaulting, Side &amp; through vault, Balance &amp; Composition</p>

		linked smoothly showing quality and control.	to link elements together. Finds more complex flight movements more challenging.	
8	Athletics and Rounder's	Athletics: Able to identify and explain the short term effects of exercise. Can explain how warming up and cooling down help performance and use terminology relating to fitness activities. Rounders: Understand the basic and some more advanced rules of the game. Able to highlight and correct key the faults of others.	Athletics: Push body to challenge physical capacity. Show a good replication of skills across most athletic disciplines and applies a reasonable knowledge during performances. Rounders: Display increasing tactical awareness when batting, bowling and fielding. Bowls showing increasing variation (speed, height and trajectory of delivery).	As above: hugging the bend, strides, driving keen As above: plus Donkey Drop, Varied height, number of ball innings

Year & Term	Themes / Key Questions	Knowledge	Skills	Academic Language
9	Games	Pupils display more refined techniques under increasing level of pressure. Decision making is mostly correct even when under pressure. Skill level and decision making are inconsistent in isolation and when under pressure. Pupils can make good tactical decisions in a game	Pupils shows evidence of techniques and accuracy in set plays and in open play and are aware of how to apply tactically strategies Pupils regularly chooses the right skills needed for a game situation and to outwit a strong opponent.	As above: plus starts, restarts, set plays, team strategy, preparation, recovery, fitness, exercise, activity, leading, officiating, principles of play, attack, defence, outwitting an opponent, countering a play
	Dance, gymnastics and Trampolining	Dance: Demonstrate creativity within their group often leading others. Able to analyse own and others performance and suggest ways to improve.	Dance: Perform an excellent range of choreographed movements smoothly and accurately as part of a larger sequence. These movement patterns are purposeful and reflect the concept well.	As above: plus formations, patterns, gesture, sequencing, levels, musicality direction, audience, upbeat, down beat, street, jack, retreat, stomp, shuffle, happy feet, dip, supported lifts/jumps

		Gym: Able to link movements together to create a smooth flowing sequence.	Gym: Shows a very good knowledge of rhythm and timing with little or no help. Attempts more advanced skills with increased level of success.	
	Athletic and rounders	<p>Athletics: clearly understands the importance of maintaining a healthy active lifestyle.</p> <p>Rounders: Display a clear understanding of rule and how to apply them in a game situation. How the ability to officiate impartially. Show good awareness of others ability and able to provide constructive feedback.</p>	<p>Athletics: Show a consistent level of performance across all 3 disciplines (run, throw, jump). Pupils are motivated to improve their performance and display a consistently high level of execution. Can adapt and change techniques to meet increased demands placed on the body. Core skills are performed consistently even when fatigued.</p> <p>Rounders: Able to execute more advanced batting,</p>	<p>As above: plus official, fosbury flop</p> <p>As above: plus Open side, last batter bowling and fielding skills and have a significant impact on the game. Show good tactical awareness to exploit opponents areas of weakness</p>