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PHYSICAL EDUCATION DEPARTMENT KEY STAGE 3 CURRICULUM OVERVIEW

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The Physical Education department's key stage 3 curriculum is designed to implement the Academy's vision of "Deepening Learning, Raising Aspiration", in line with the OAT curriculum strategy of "Teach, Develop, Change". Our curriculum is carefully designed to build resilience, aspiration and independence in our learners.

The purpose of study is to deliver a high quality physical education curriculum that inspires all pupils to succeed and exceed 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

#### EXTRA CURRICULAR INTENT

The extra-curricular content delivered is a generous opportunity for students to improve their knowledge and skills in certain sports. Clubs offer opportunities for students to practice and learn further about their favourite sports whilst gaining many benefits of exercise. These benefits can be physical, mental or social. This can lead to an improved grade in the subject but they also lead to opportunities of representing the school in various sports.

Representing the school allows students to compete against other schools in a range of competitive sports across the Mid-Essex District. These fixtures prove to be very enjoyable for our students and we thank all our students for their dedication to clubs and fixtures.

Locally there are many sports clubs and joining with these sports clubs is another way of supplementing our curriculum further. The benefits of these local clubs are that students will start new friendships and enjoy a sport they feel passionate about whilst increasing their levels of physical activity. We feel that joining local clubs is an excellent way of keeping young people's bodies and minds active.

We have two cycles of sports clubs. The first cycle runs from September to March where many of the traditional winter sports are offered such as football, netball and rugby. The summer cycle will see sports such as cricket and athletics being offered.

Finally, leadership is yet another opportunity available to select students. Opportunities tend to arise in the summer term where groups of students will support Primary Schools by organising and hosting their District Sports day which is known as 'Dengie Sports', an athletics event which we host at Ormiston.

**Year  
7**

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

## Team Games, individual Sports and Fitness

Diversity

Autumn

Setting  
lessons x 4

Boys – Rugby, cross country, individual fitness, football and badminton  
Girls – Netball, cross country, individual fitness, gymnastics and hockey

## Team Games and Individual Sports

## Team Games, Athletics and Dance

Diversity

Spring

Boys – Hockey and gymnastics  
Girls – Football and badminton

Athletics, dance and basketball

## Team Games, Athletics and Dance

Diversity

## Team Games

Diversity

Summer

Athletics, dance and basketball

Rounders and cricket

**Autumn Half Term 1 and Half Term 2****Block 1 – Weeks 1 to 2**

- Basic setting based on performance at a range of sports such as football, cross country and bench ball (please note sports may change).
- Allowing for sets that enable students to work at the correct level and feel comfortable within their working environment.
- Introduction to sports clubs and staff members

**Block 2 – Weeks 3 to 12 (10 lessons x 2)**Rugby and Netball

- Exploring the basic and fundamental skills of rugby (boys) and netball (girls) to enable a culture that could result in representation for some and fitness and enjoyment for all.
- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.

Cross Country and Fitness

- Introduction to cross country in order to analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best over the weeks.
- Fitness lessons will deliver an introduction into methods of training and a basic understanding of how training can improve certain elements of fitness.

**Notes/Links/Interleaving**

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.

Students will apply the practical skills developed in Primary School towards these lessons.

**Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Cross country allows for constant challenge and improvements for all individuals to achieve personal bests as often as possible.
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

**Spring Half Term 1****Block 1 and 2****Boys: Hockey and Gymnastics (6 x lessons of each)****Girls: Football and Badminton (6 x lessons of each)**Hockey and Football

- Exploring the basic and fundamental skills of hockey and football to enable a culture that could result in representation for some and fitness and enjoyment for all.
- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.

Gymnastics

- Introduction to aesthetics and body control, tension. Students will be taught a wide range of skills and techniques and synthesize their own performance over the weeks

Badminton

- Exploring the basic and fundamental skills badminton to enable a culture that could result in fitness and enjoyment for all.
- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.

**Notes/Links/Interleaving**

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.

- **Gymnastics allows an insight to aesthetic sports. Students who are keen on aesthetic sports can go on to take GCSE Dance through Performing Arts**
- **Team sports will build in skills and tactics each year, allowing students to be able to play and self-officiate as they go through the Key Stages**
- **All activities are meant to allow student to self-discover what they enjoy and allow them to become 'Fit for Life' as they find sports they can continue outside of school**
- **Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement**

**Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Creative sports such as Gymnastics allow students to create new moves, forms, and sequences to create a unique piece with their own differentiation based on ability
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond.

Spring Half Term 2	
Block 3 – Full Block (10 x lessons)	Block 4 = 5 x lessons of each
<p style="text-align: center;"><u>Athletics</u></p> <ul style="list-style-type: none"> <li>Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.</li> <li>Analyse their performances compared to previous ones and demonstrate improvements to achieve their PB</li> <li>Take part in competitive sports and activities outside school through clubs and District Sports for some</li> </ul>	<p style="text-align: center;"><u>Dance</u></p> <ul style="list-style-type: none"> <li>Perform dances using advanced dance techniques within a range of dance styles and forms.</li> </ul> <p style="text-align: center;"><u>Basketball</u></p> <ul style="list-style-type: none"> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.</li> </ul>
<p style="text-align: center;"><b>Notes/Links/Interleaving</b></p> <p>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.</p> <ul style="list-style-type: none"> <li><b>Athletics builds the foundations in KS3 of all Track and Field activities offered. By KS4, students will have more flexibility and will get to specialise and focus on the events they are best at (Similar to GCSE PE where they would compete in only 2-3 events)</b></li> <li><b>Dance allows an insight to aesthetic sports. Students who are keen can go on to take GCSE Dance through Performing Arts</b></li> <li><b>Team sports will build in skills and tactics each year, allowing students to be able to play and self-officiate as they go through the Key Stages</b></li> <li><b>All activities are meant to allow student to self-discover what they enjoy and allow them to become 'Fit for Life' as they find sports they can continue outside of school</b></li> <li><b>Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement</b></li> </ul>	<p style="text-align: center;"><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.</li> <li>Creative sports such as Dance allow students to create new moves, forms, and sequences to create a unique piece with their own differentiation based on ability</li> <li>Athletics allows students to get a strong baseline knowledge of all the Track and Field events offered and gain PBs in all</li> <li>Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement</li> <li>Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond</li> </ul>

**Summer Half Term 1****Block 1: Athletics (continuing from Spring, 10 x lessons)****Block 2/3: Dance and Basketball (5 weeks each)**Athletics

- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Analyse their performances compared to previous ones and demonstrate improvements to achieve their PB
- Take part in competitive sports and activities outside school through clubs and District Sports for some

Dance

- Perform dances using advanced dance techniques within a range of dance styles and forms.

Basketball

- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games

**Notes/Links/Interleaving**

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.

- **Athletics builds the foundations in KS3 of all Track and Field activities offered. By KS4, students will have more flexibility and will get to specialise and focus on the events they are best at (Similar to GCSE PE where they would compete in only 2-3 events)**
- **Dance allows an insight to aesthetic sports. Students who are keen can go on to take GCSE Dance through Performing Arts**
- **Team sports will build in skills and tactics each year, allowing students to be able to play and self-officiate as they go through the Key Stages**
- **All activities are meant to allow student to self-discover what they enjoy and allow them to become 'Fit for Life' as they find sports they can continue outside of school**
- **Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement**

**Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Creative sports such as Dance allow students to create new moves, forms, and sequences to create a unique piece with their own differentiation based on ability
- Athletics allows students to get a strong baseline knowledge of all the Track and Field events offered and gain PBs in all
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

## Summer Half Term 2

### Block 1 and 2 (6 x lessons of each)

#### Rounders

- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Take part in competitive sports and activities outside school through clubs and District Sports for some

#### Cricket

- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Take part in competitive sports and activities outside school through clubs and school teams

#### **Notes/Links/Interleaving**

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.

- **Team sports will build in skills and tactics each year, allowing students to be able to play and self-officiate as they go through the Key Stages**
- **All activities are meant to allow student to self-discover what they enjoy and allow them to become 'Fit for Life' as they find sports they can continue outside of school**
- **Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement**

#### **Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

Year  
8

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn

## Team Games, Individual Sports and Fitness

Diversity

Boys- Rugby, cross country, and individual fitness  
Girls- Netball, cross country, and individual fitness

Spring

## Team Games and Individual Sports

Diversity

Boys- Football and  
badminton  
Girls- Rugby and gymnastics

Boys- Handball and gymnastics  
Girls- Football and badminton

Athletics  
Basketball  
OAA

Summer

## Team Games, Athletics and OAA

Diversity

Athletics, basketball, OAA (Outdoor  
Adventurous Activity)

## Team Games

Diversity

Rounders and cricket



**Autumn Term 1**

**Block 1 – Cross Country and Individual Fitness**  
**Block 2: Boys Rugby, Girls Netball (10 x lessons)**

Cross Country and Fitness

- Revisiting cross country from last year, in order to analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best over the weeks.
- Fitness lessons will continue to deliver methods of training and a basic understanding of how training can improve certain elements of fitness.

Rugby and Netball

- Exploring the basic and fundamental skills of rugby (boys) and netball (girls) to enable a culture that could result in representation for some and fitness and enjoyment for all.
- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.

**Notes/Links/Interleaving**

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.

**To build on last year's blocks, more theory is added:**

- **In Cross Country, students will start to apply the FITT principle to increase the time and intensity to make progress**
- **In fitness, students will start to take their resting and training heart rates. In year 7, they identified changes to their body, now they are able to calculate a change to show improvement over the weeks. Team sports will build in skills and tactics each year, allowing students to be able to play and self-officiate as they go through the Key Stages**
- **All activities are meant to allow student to self-discover what they enjoy and allow them to become 'Fit for Life' as they find sports they can continue outside of school**
- **Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement**

**Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Cross country allows for constant challenge and improvements for all individuals to achieve personal bests as often as possible.
- Application of methods and training can be used to provide coaching opportunities
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

**Spring Half Term 1****Block 1 –****Boys: Football and Badminton (6 x lessons of each)****Girls: Rugby and Gymnastics (6 x lessons of each)**Rugby and Netball

- Building the basic and fundamental skills of rugby (girls) and football (boys) to enable a culture that could result in representation for some and fitness and enjoyment for all.
- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.

Gymnastics

- Development of aesthetics and body control, tension. Students will be taught a wide range of skills and techniques and synthesize their own performance over the weeks

Badminton

- Developing the basic and fundamental skills badminton to enable a culture that could result in fitness and enjoyment for all.
- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Develop ability to score and officiate their own match

**Notes/Links/Interleaving**

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.

- **Gymnastics builds insight to aesthetic sports. Students who are keen on aesthetic sports can go on to take GCSE Dance through Performing Arts**
- **Team sports will build in skills and tactics each year, allowing students to be able to play and self-officiate as they go through the Key Stages**
- **All activities are meant to allow student to self-discover what they enjoy and allow them to become 'Fit for Life' as they find sports they can continue outside of school**
- **Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement**

**Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Creative sports such as Gymnastics allow students to create new moves, forms, and sequences to create a unique piece with their own differentiation based on ability
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

**Spring Half Term 2****Block 2 –****Boys: Handball and Gymnastics (6 x lessons of each)****Girls: Football and Handball (6 x lessons of each)**Handball and Football

- Building the basic and fundamental skills of handball (boys) and football (girls) to enable a culture that could result in representation for some and fitness and enjoyment for all.
- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.

Gymnastics

- Development of aesthetics and body control, tension. Students will be taught a wide range of skills and techniques and synthesize their own performance over the weeks

Badminton

- Developing the basic and fundamental skills badminton to enable a culture that could result in fitness and enjoyment for all.
- Develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Develop ability to score and officiate their own match

**Notes/Links/Interleaving**

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.

- **Gymnastics builds insight to aesthetic sports. Students who are keen on aesthetic sports can go on to take GCSE Dance through Performing Arts**
- **Team sports will build in skills and tactics each year, allowing students to be able to play and self-officiate as they go through the Key Stages**
- **All activities are meant to allow student to self-discover what they enjoy and allow them to become 'Fit for Life' as they find sports they can continue outside of school**
- **Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement**

**Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Creative sports such as Gymnastics allow students to create new moves, forms, and sequences to create a unique piece with their own differentiation based on ability
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

## Summer Half Term 1

## Block 1 – 10 x lessons

Athletics

- Building on previously taught technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Analyse their performances compared to previous ones and demonstrate improvements to achieve their PB
- Take part in competitive sports and activities outside school through clubs and District Sports for some

## Block 2 – Basketball and OAA (5 x lessons each)

OAA

- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

Basketball

- Build on technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games

**Notes/Links/Interleaving**

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.

- **Athletics builds the foundations in KS3 of all Track and Field activities offered. By KS4, students will have more flexibility and will get to specialise and focus on the events they are best at (Similar to GCSE PE where they would compete in only 2-3 events)**
- **OAA allows students to build teamwork, communication, and non-verbal communication skills, which can be applied in everyday life. Great introduction to Outdoor education and RYLA courses. This will be revisited in Year 10 (KS4)**
- **Team sports will build in skills and tactics each year, allowing students to be able to play and self-officiate as they go through the Key Stages**
- **All activities are meant to allow student to self-discover what they enjoy and allow them to become 'Fit for Life' as they find sports they can continue outside of school**
- **Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement**

**Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- OAA students might find they are interested in RYLA
- Athletics allows students to get a strong baseline knowledge of all the Track and Field events offered and gain PBs in all
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

## Summer Half Term 2

### Block 1 and 2: Rounders and Cricket (6 x lessons of each)

#### Rounders

- Continue to develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Take part in competitive sports and activities outside school through clubs and District Sports for some

#### Cricket

- Continue to develop technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Take part in competitive sports and activities outside school through clubs and school teams

#### **Notes/Links/Interleaving**

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.

- **Team sports will build in skills and tactics each year, allowing students to be able to play and self-officiate as they go through the Key Stages**
- **All activities are meant to allow student to self-discover what they enjoy and allow them to become 'Fit for Life' as they find sports they can continue outside of school**
- **Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement**

#### **Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

Year 9	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Team Games, Individual Sports and Theory						Team Games, Individual Sports and Theory					
Autumn	Boys- Rugby Girls- Individual fitness <b>or</b> badminton -Components of Fitness -Fitness Testing <b>*CoF Test</b>						Boys- Individual fitness <b>or</b> badminton Girls- Netball -Methods of Training (practical and theory) <b>*Continuous, weight, fartlek, interval, circuit training</b> <b>*MoT test 1</b>					
	Team Games, Individual Sports and Theory						Team Games, Individual Sports and Theory					
Spring	Boys- Football Girls- Individual fitness <b>or</b> badminton -Principles of Training -Training methods <b>*MoT test 2</b>						Boys- Individual fitness <b>or</b> badminton Girls – Football -PEP Planning -SMARTER targets -PAR-Q and Lifestyle Questionnaires -4 week exercise plans					
	Athletics and Theory						Team Games and Theory					
Summer	Athletics -PEP Completion -Session cards -Retesting, graphs, and evaluations						Rounders Body systems preparation for Unit 1 examination in Year 10					

\*\*Where one class is on individual fitness and another is on badminton, this is due to spacing to allow all classes to have one block in this sporting activity.

## Autumn Half Term 1

## Practical

Rugby

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Critically assess and analyse performance to work towards improvement
- Development, implement and refine team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, play a number of positions and physically exert themselves throughout

Individual Fitness

- Pupil to experience more intense fitness activities and develop an accurate replication of the required techniques. Pupils will develop the skills of sustained running and skill replication over a set time. Pupils should understand that different events demand different components of fitness and be able to adapt to the set task.
- Highlight the possible health benefits gained from taking part in fitness based activities and discuss the need to stay healthy and active. Understand the nature of heart rate before, during and after exercise.
- Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. To recognise that different types of activities require different type of fitness.

Badminton

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Critically assess and analyse performance to work towards improvement
- Development, implement and refine team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, scorekeeping and physically exert themselves throughout.

## Theory

Components of Fitness

- Students to be introduced to the Health and skill related components of fitness
- Conduct and analyse fitness tests of a client (peer)
- Analyse test results to connect with national data
- During this theory block, students will have a **Component of Fitness Assessment** to ensure that theory content is able to be recalled and can provide baseline theory those going into NCFE Health and Fitness at KS4

**Notes/Links/Interleaving**

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

- **Team sports build in skills and tactics each year, through the Key Stages**
- **Activities to allow student to discover what they enjoy, become 'Fit for Life'**
- **Club Links both within school and outside of ORA posted in PE**
- **Theory lessons weekly start to embed content for Year 10 H&F exam**

**Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

Autumn Half Term 2	
Practical	Theory
<p><u>Netball</u></p> <ul style="list-style-type: none"> <li>• Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>• Critically assess and analyse performance to work towards improvement</li> <li>• Development, implement and refine team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, play a number of positions and physically exert themselves throughout.</li> </ul> <p><u>Individual Fitness</u></p> <ul style="list-style-type: none"> <li>• Pupil to experience more intense fitness activities and develop an accurate replication of the required techniques. Pupils will develop the skills of sustained running and skill replication over a set time. Pupils should understand that different events demand different components of fitness and be able to adapt to the set task.</li> <li>• Highlight the possible health benefits gained from taking part in fitness based activities and discuss the need to stay healthy and active. Understand the nature of heart rate before, during and after exercise.</li> <li>• Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. To recognise that different types of activities require different type of fitness.</li> </ul> <p><u>Badminton</u></p> <ul style="list-style-type: none"> <li>• Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>• Critically assess and analyse performance to work towards improvement</li> <li>• Development, implement and refine team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, scorekeeping and physically exert themselves throughout</li> </ul>	<p><u>Practical and Theory Methods</u></p> <ul style="list-style-type: none"> <li>• Learn the theory of the Methods of training students used when in Year 7/8 Fitness blocks and link to specific sports people</li> <li>• Connect methods of training with sports and fitness activities</li> <li>• Demonstrate an understanding all the methods of training and how to use them for a fitness goal</li> <li>• During this theory block, students will have a <b>Method of Training Assessment</b> to ensure that theory content is able to be recalled and can provide baseline theory those going into NCFE Health and Fitness at KS4</li> </ul>
<p><b>Notes/Links/Interleaving</b></p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> <li>• <b>Team sports build in skills and tactics each year, through the Key Stages</b></li> <li>• <b>Activities to allow student to discover what they enjoy, become 'Fit for Life'</b></li> <li>• <b>Club Links both within school and outside of ORA posted in PE</b></li> <li>• <b>Theory lessons weekly start to embed content for Year 10 H&amp;F exam</b></li> </ul>	<p><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.</li> <li>• Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement</li> <li>• Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond</li> </ul>



## Spring Half Term 1

## Practical

Football

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Critically assess and analyse performance to work towards improvement
- Development, implement and refine team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, play a number of positions and physically exert themselves throughout.

Individual Fitness

- Pupil to experience more intense fitness activities and develop an accurate replication of the required techniques. Pupils will develop the skills of sustained running and skill replication over a set time. Pupils should understand that different events demand different components of fitness and be able to adapt to the set task.
- Highlight the possible health benefits gained from taking part in fitness based activities and discuss the need to stay healthy and active. Understand the nature of heart rate before, during and after exercise.
- Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. To recognise that different types of activities require different type of fitness.

Badminton

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Critically assess and analyse performance to work towards improvement
- Development, implement and refine team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, scorekeeping and physically exert themselves throughout.

## Theory

Training Theories

- Principles of Training to the Training Methods learnt last term
- Use principles of training to start to build a fitness goal for a peer
- During this theory block, students will have a **Method of Training Assessment** to ensure that theory content is able to be recalled and can provide baseline theory those going into NCFE Health and Fitness at KS4

**Notes/Links/Interleaving**

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

- **Team sports build in skills and tactics each year, through the Key Stages**
- **Activities to allow student to discover what they enjoy, become 'Fit for Life'**
- **Club Links both within school and outside of ORA posted in PE**
- **Theory lessons weekly start to embed content for Year 10 H&F exam**

**Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

Spring Half Term 2	
Practical	Theory
<p><u>Football</u></p> <ul style="list-style-type: none"> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Critically assess and analyse performance to work towards improvement</li> <li>Development, implement and refine team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, play a number of positions and physically exert themselves throughout.</li> </ul> <p><u>Individual Fitness</u></p> <ul style="list-style-type: none"> <li>Pupil to experience more intense fitness activities and develop an accurate replication of the required techniques. Pupils will develop the skills of sustained running and skill replication over a set time. Pupils should understand that different events demand different components of fitness and be able to adapt to the set task.</li> <li>Highlight the possible health benefits gained from taking part in fitness based activities and discuss the need to stay healthy and active. Understand the nature of heart rate before, during and after exercise.</li> <li>Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. To recognise that different types of activities require different type of fitness.</li> </ul> <p><u>Badminton</u></p> <ul style="list-style-type: none"> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>Critically assess and analyse performance to work towards improvement</li> <li>Development, implement and refine team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, scorekeeping and physically exert themselves throughout.</li> </ul>	<p><u>PEP Planning</u></p> <ul style="list-style-type: none"> <li>Learn to define a PEP (Personal Exercise Programme)</li> <li>Understand the importance of a PEP in setting targets</li> <li>Use SMARTER targets to design a goal for a peer</li> <li>Understand and fill out PAR-Q and then be able to analyse the results</li> <li>Complete and create Lifestyle questionnaires and be able to analyse the results</li> <li>Use results from PAR-Q and lifestyle questionnaires to adapt SMARTER targets</li> <li>Introduction to the layout of a 4 week plan, using the FITT Principles and previous taught theory</li> </ul>
<p><b>Notes/Links/Interleaving</b></p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> <li><b>Team sports build in skills and tactics each year, through the Key Stages</b></li> <li><b>Activities to allow student to discover what they enjoy, become 'Fit for Life'</b></li> <li><b>Club Links both within school and outside of ORA posted in PE</b></li> <li><b>Theory lessons weekly start to embed content for Year 10 H&amp;F exam</b></li> </ul>	<p><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.</li> <li>Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement</li> <li>Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond</li> </ul>

## Summer Half Term 1

## Practical

Athletics

- Building on previously taught technique as well as a range of tactics and strategies to overcome opponents in direct competition.
- Analyse their performances compared to previous ones and demonstrate improvements to achieve their PB
- Take part in competitive sports and activities outside school through clubs and District Sports for some
- Pupils will gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others' performances. Pupils will be able to use information gained from analysis of performance to influence and improve techniques through peer coaching

**Notes/Links/Interleaving**

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

- **Team sports build in skills and tactics each year, through the Key Stages**
- **Activities to allow student to discover what they enjoy, become 'Fit for Life'**
- **Club Links both within school and outside of ORA posted in PE**
- **Theory lessons weekly start to embed content for Year 10 H&F exam**
- **Each term has built on Theory skills leading up to the Summer term. This preparation is a run through of the coursework worth 60% of Year 11 H&F should students choose to take that course.**

## Theory

PEP Completion

- Understanding how to create a run a well developed PEP
- Students will look at the set up for Health and Safety
- Students will conduct fitness tests and create SMARTER targets for a specific client (peer)
- Importance of warm up and cool downs will be evaluated to then synthesise appropriate sessions for different methods of training
- Session cards to be created and adapted for different methods of training
- Understand excel and visual graphs to show improvement
- Be able to critically analyse previous work and how improvements could be made
- Use organisational skills and time keeping to complete and record tasks

**Additional Higher Content**

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond

Summer Half Term 2	
Practical	Theory
<p><u>Rounders</u></p> <ul style="list-style-type: none"> <li>• Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> <li>• Critically assess and analyse performance to work towards improvement Development, implement and refine team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, scorekeeping and physically exert themselves throughout.</li> </ul>	<p><u>Body systems</u></p> <ul style="list-style-type: none"> <li>• Introduction to the body systems as lessons (previous learnt as homework) <ul style="list-style-type: none"> <li>-Skeletal System</li> <li>-Muscular System</li> <li>-Respiratory System</li> <li>-Cardiovascular System</li> <li>-Energy Systems</li> </ul> </li> <li>• Develop knowledge and understanding of the structure and functions of key body systems.</li> <li>• Develop an understanding of the short and long term effects that health and fitness activities have on the body</li> </ul>
<p><b>Notes/Links/Interleaving</b></p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> <li>• <b>Team sports build in skills and tactics each year, through the Key Stages</b></li> <li>• <b>Activities to allow student to discover what they enjoy, become 'Fit for Life'</b></li> <li>• <b>Club Links both within school and outside of ORA posted in PE</b></li> <li>• <b>Theory lessons weekly start to embed content for Year 10 H&amp;F exam</b></li> <li>• <b>Theory lessons have built upon Homework tasks, which have covered all 5 body systems over the year</b></li> </ul>	<p><b>Additional Higher Content</b></p> <ul style="list-style-type: none"> <li>• Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.</li> <li>• Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement</li> <li>• Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond</li> </ul>