

Year 7 - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Keywords stated and reinforced during lessons (displayed where possible)</li> <li>❖ Practically demonstrating using key terminology</li> <li>❖ Discovery and discussion to develop understanding of skills and concepts</li> </ul>	<ul style="list-style-type: none"> <li>● Use of creativity when implementing skills and ideas into the lesson</li> <li>● Willingness to participate in and respond positively to sporting and cultural opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Roles within sport highlighted in lesson (performer, coach, S&amp;C, referee and beyond)</li> <li>● Understanding how performers prepare for activity and sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>● Extra-curricular clubs to participate and represent</li> <li>● Trips to enhance experience of the sports</li> <li>● PE Scholars</li> </ul>	<ul style="list-style-type: none"> <li>○ Athletes from a range of sports used as examples on lessons.</li> <li>○ Diverse athletes highlighted in PE</li> </ul>
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<p>Oct: Autumn 1 Sport (Invasion Games)            Dec: Autumn 2 Sport (Invasion Games)            Feb: Spring 1 (Health / Outdoor and Adventurous Activities / Aesthetics)            Mar: Spring 2 (Health / Outdoor and Adventurous Activities / Aesthetics)            May: Summer 1 (Olympic Sports)            Jun/Jul: Summer 2 (Striking and Fielding)</p> <p>Each topic assessment marked out of 20 / Practical assessment out of 35. (Total of 55)</p> <p>July: End of Year Assessment (Marked out of 45)</p>			<ul style="list-style-type: none"> <li>● Youtube videos to support understanding</li> <li>● Using knowledge organisers to assist with pre-reading and understanding of future topics</li> </ul>	<ul style="list-style-type: none"> <li>● Extra-curricular clubs signposted in lessons to encourage attendance</li> </ul>
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum <i>(including KS2)</i>

## Physical Education

<p>Invasion Games (Rugby / Netball / Basketball)</p>	<ul style="list-style-type: none"> <li>● Knowledge of muscles/muscle groups used to perform skills</li> <li>● Components of fitness which would benefit the performer when trying to outwit an opponent.</li> <li>● Understand the teaching points required to perform basic skills within a game situation.</li> <li>● Knowledge of basic rules to officiate in and participate in a competitive game.</li> <li>● Knowledge of positions and roles of competitors within a range of invasion games.</li> <li>● Knowledge of basic tactical approaches that will benefit performers in a competitive situation</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Core skills developed to establish a foundation to build on in year 8.</b></li> <li>- <b>Skills fall in line with those required in the GCSE PE &amp; A-level specifications.</b></li> <li>- <b>Links to the wider curriculum (History, Maths, SMSC, Science)</b></li> <li>- Concepts of invasion sport links to Handball &amp; Football (Year 9)</li> </ul>	<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 their technique and improve their performance in other competitive sports</li> <li>-</li> </ul>
<p>Aesthetic Appreciation / Health and Fitness</p>	<ul style="list-style-type: none"> <li>● Knowledge of muscles/muscle groups used to perform skills</li> <li>● Components of fitness which would benefit the performer when performing.</li> <li>● Understand the characteristics of a good sports leader</li> <li>● Understand the range of leadership roles available in sport</li> <li>● Understand how the degree of difficulty can be increased to benefit the performer in a competitive situation</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Core skills developed to establish a foundation to build on in year 8.</b></li> <li>- <b>Skills fall in line with those required in the GCSE PE &amp; A-level specifications.</b></li> <li>- <b>Links to the wider curriculum (History, Maths, SMSC, Science)</b></li> <li>- Gymnastics develops correct body control for Trampolining (Year 9)</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<p>Olympic Sports / Striking &amp; Fielding</p>	<ul style="list-style-type: none"> <li>● Knowledge of muscles/muscle groups used to perform skills</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Core skills developed to establish a foundation to build on in year 8.</b></li> <li>● <b>Skills fall in line with those required in the GCSE PE &amp; A-level specifications.</b></li> </ul>	<ul style="list-style-type: none"> <li>● analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>

## Physical Education

	<ul style="list-style-type: none"> <li>• Components of fitness which would benefit individual performance and hand-eye coordination sports.</li> <li>• Understand the key teaching points required to effectively perform individual skills</li> <li>• Knowledge of basic rules to officiate within hand- eye coordination sports</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Links to the wider curriculum (History, Maths, SMSC, Science)</b></li> </ul>	<ul style="list-style-type: none"> <li>• develop their technique and improve their performance in other competitive sports</li> <li>• use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> </ul>
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### Year 8 - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Keywords stated and reinforced during lessons (displayed where possible)</li> <li>❖ Practically demonstrating using key terminology</li> <li>❖ Discovery and discussion to develop understanding of skills and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Use of creativity when implementing skills and ideas into the lesson</li> <li>• Willingness to participate in and respond positively to sporting and cultural opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Roles within sport highlighted in lesson (performer, coach, S&amp;C, referee and beyond)</li> <li>• Understanding how performers prepare for activity and sporting events.</li> </ul>	<ul style="list-style-type: none"> <li>• Extra-curricular clubs to participate and represent</li> <li>• Trips to enhance experience of the sports</li> <li>• PE Scholars</li> </ul>	<ul style="list-style-type: none"> <li>○ Athletes from a range of sports used as examples on lessons.</li> <li>○ Diverse athletes highlighted in PE</li> </ul>
Formal Assessments (Title/Date)			Blended Learning	Home Learning
Oct: Autumn 1 Sport (Invasion Games) Dec: Autumn 2 Sport (Invasion Games) Feb: Spring 1 (Health / Outdoor and Adventurous Activities / Aesthetics) Mar: Spring 2 (Health / Outdoor and Adventurous Activities / Aesthetics)			<ul style="list-style-type: none"> <li>• Youtube videos to support understanding</li> <li>• Using knowledge organisers to assist with pre-</li> </ul>	<ul style="list-style-type: none"> <li>• Extra-curricular clubs signposted in lessons to encourage attendance</li> </ul>

## Physical Education

May: Summer 1 (Olympic Sports) Jun/Jul: Summer 2 (Striking and Fielding)		reading and understanding of future topics	
Each topic assessment marked out of 20 / Practical assessment out of 35. (Total of 55)			
❖ July: End of Year Assessment (Marked out of 45)			
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
Invasion Games (Rugby, Netball, Basketball)	<ul style="list-style-type: none"> <li>● Secure knowledge of Components of fitness which would benefit the performer when trying to outwit an opponent.</li> <li>● Understand the teaching points required to perform a range of skills within a game situation.</li> <li>● Be a Confident decision maker when officiating and participating in a competitive game.</li> <li>● Knowledge of positions and roles of competitors within a range of invasion games.</li> <li>● Knowledge of a variety of tactical approaches that will benefit performers in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Core skills developed to establish a foundation to build on in year 8.</b></li> <li>- <b>Skills fall in line with those required in the GCSE PE &amp; A-level specifications.</b></li> <li>- <b>Links to the wider curriculum (History, Maths, SMSC, Science)</b></li> <li>● Concepts of invasion sport links to Handball &amp; Football (Year 9)</li> </ul>	<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 their technique and improve their performance in other competitive sports</li> </ul>
Aesthetic Appreciation / Health and Fitness	<ul style="list-style-type: none"> <li>● Good knowledge of Components of fitness which would benefit the performer when performing.</li> <li>● To be able to give a WWW and an EBI as a group leader and as a reflective participant.</li> <li>● Understand the range of leadership roles available in sport</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Core skills developed to establish a foundation to build on in year 8.</b></li> <li>- <b>Skills fall in line with those required in the GCSE PE &amp; A-level specifications.</b></li> <li>- <b>Links to the wider curriculum (History, Maths, SMSC, Science)</b></li> <li>● Gymnastics develops correct body control for Trampolining (Year 9)</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> <li>● analyse their performances compared to previous ones and demonstrate</li> </ul>

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	<ul style="list-style-type: none"> <li>● Understand how the degree of difficulty can be increased to benefit the performer in a competitive situation</li> <li>● Good knowledge of the key teaching points in aesthetic appreciation activities and give constructive feedback to develop further</li> </ul>		improvement to achieve their personal best
Olympic Sports / Striking & Fielding	<ul style="list-style-type: none"> <li>● Good knowledge of Components of fitness which would benefit individual performance and hand- eye coordination sports.</li> <li>● Understand a range teaching points required to effectively perform individual skills</li> <li>● To be able to effectively make decisions in both individual performance events and hand eye coordination sports.</li> <li>● Secure knowledge rules to officiate within hand- eye coordination sports</li> <li>● Secure knowledge of positions and roles of competitors within a range of hand- eye coordination sports.</li> <li>● Good Knowledge of tactical approaches that can be applied within both individual performance events and hand-eye coordination sports.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Core skills developed to establish a foundation to build on in year 8.</b></li> <li>● <b>Skills fall in line with those required in the GCSE PE &amp; A-level specifications.</b></li> <li>● <b>Links to the wider curriculum (History, Maths, SMSC, Science)</b></li> </ul>	<ul style="list-style-type: none"> <li>● analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>● develop their technique and improve their performance in other competitive sports</li> <li>● use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li> </ul>

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Word Rich - Oracy, Vocabulary, Reading, Writing		SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
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Formal Assessments (Title/Date)				Blended Learning	Home Learning
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Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum <i>(including KS2)</i>	
<b>Invasion Games (Football, Handball, Netball)</b>	<ul style="list-style-type: none"> <li>● Secure knowledge of muscles/muscle groups that can be applied within a range of invasion games.</li> <li>● Secure knowledge of a variety of Components of fitness which would</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Core skills developed to establish a foundation to build on in year 8.</b></li> <li>● <b>Skills fall in line with those required in the GCSE PE &amp; A-level specifications.</b></li> <li>● <b>Links to the wider curriculum (History, Maths, SMSC, Science)</b></li> </ul>		<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 their technique and improve their performance in other competitive sports</li> </ul>	

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	<p>benefit the performer when trying to outwit an opponent.</p> <ul style="list-style-type: none"> <li>● Evaluate the most relevant teaching points required to perform a range of skills within a game situation.</li> <li>● Be a Confident decision maker when officiating and participating in a competitive game and be able to provide peers with constructive feedback that will aid performance.</li> <li>● Know what positions and roles of competitors are relevant within a range of invasion games to successfully outwit opponents.</li> <li>● Evaluate a variety of tactical approaches that will benefit performers in a competitive situation.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Links to Invasion Games (Year 7 &amp; 8)</b></li> </ul>	
<p>Aesthetic Appreciation / Net &amp; Wall Games</p>	<ul style="list-style-type: none"> <li>● Secure knowledge of muscles/muscle groups used to perform skills</li> <li>● Secure knowledge of Components of fitness which would benefit the performer when performing.</li> <li>● To be able to reflect and evaluate as a group leader</li> <li>● Evaluate how the degree of difficulty can be increased to benefit your performance in a competitive situation</li> <li>● Evaluate what teaching points in aesthetic appreciation activities are beneficial to aid performance and give constructive feedback to develop further.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Core skills developed to establish a foundation to build on in year 8.</b></li> <li>● <b>Skills fall in line with those required in the GCSE PE &amp; A-level specifications.</b></li> <li>● <b>Links to the wider curriculum (History, Maths, SMSC, Science)</b></li> <li>- <b>Links to Gymnastics (Year 7 &amp; 8)</b></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> </ul>

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Olympics Sports / Striking & Fielding	<ul style="list-style-type: none"><li>● Secure of muscles/muscle groups used to perform skills</li><li>● Secure knowledge of Components of fitness which would benefit individual performance and hand- eye coordination sports.</li><li>● Evaluate the teaching points required to effectively perform individual skills</li><li>● To Reflect and Evaluate WWW and EBI in individual performance events and plan for development.</li><li>● Secure knowledge rules to confidently officiate hand- eye coordination sports</li><li>● Evaluate positions and roles of competitors within a range of hand- eye coordination sports and provide constructive feedback.</li><li>● Secure Knowledge of tactical approaches that can be applied within both individual performance events and hand-eye coordination sports.</li></ul>	<ul style="list-style-type: none"><li>● <b>Core skills developed to establish a foundation to build on in year 8.</b></li><li>● <b>Skills fall in line with those required in the GCSE PE &amp; A-level specifications.</b></li><li>● <b>Links to the wider curriculum (History, Maths, SMSC, Science)</b></li></ul>	<ul style="list-style-type: none"><li>● analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li><li>● develop their technique and improve their performance in other competitive sports</li><li>● use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</li></ul>
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