

### What are the aims and intentions of this curriculum?

The aim of our Key Stage 3 Curriculum is to demonstrate consistent technical skills, maximise performance in competitive games, demonstrate sound the understanding of tactics and techniques to outwit an opponent, to lead games and tournaments and to develop their orienteering knowledge and understand the health-related components of fitness.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Girls: Netball and Football Boys: Rugby and Basketball	<p>Through these sports be able to understand, use and recall terminology relating to <b>netball</b>, football, rugby and basketball.</p> <p><i>E.g. principles of attack and defense, keeping possession and making progression, dispossessing an opponent, covering, intercepting, marking, tackling, width and depth in attack.</i></p> <p><b>Single and double leads, channels, spilt land, rebounds, holding, marking, intercepting</b></p> <p><b>Bullet pass, lob, toss ups, top D, collecting and analysing data.</b></p> <p><b>Technical language – breaking, off side, transverse lines</b></p>	<p>Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.</p> <p><b>Netball:</b> In this unit students will focus on how to apply more advanced skills, techniques and ideas in netball showing more consistency and control of the ball when in attacking and defending play. They will learn to apply the principles of attack and defence more readily within the game and adapt them appropriately as the situation changes. Students will learn to evaluate performances and understand the how skills, tactics and composition relate to fitness and the quality of the performance. They will develop their understanding of positional play as well as improve their knowledge of the rules of the game both as a player and umpire.</p>	<p><b>Formative:</b> Q and a Skills in Isolation &amp; Competition. Peer &amp; Self-Assessment</p> <p><b>Summative:</b> NC Levels</p>
Autumn 2	Girls: Handball and Rugby Boys: Football and Gymnastics	<p>Through these sports be able to understand, use and recall terminology relating to <b>handball</b>, football and rugby. <i>E.g. Attack, Defence, pressing, formation, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball &amp; following through. E.g. Attack, Defence, pressing, formation, finding and using space, changing speed, dribbling, delaying, anticipation and intercepting.</i></p> <p><b>Gymnastics - TBC</b></p>	<p>Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In invasion games the main intention is to invade your opponents' territory and to outwit them so that you can score goals or points.</p> <p><b>Gymnastics – TBC</b></p>	<p><b>Formative:</b> Q and a Skills in Isolation &amp; Competition. Peer &amp; Self-Assessment</p> <p><b>Summative:</b> NC Levels</p>
Spring 1	Girls: Badminton and Gymnastics Boys: Hockey and HRF	Through these sports be able to understand, use and recall terminology relating to: Gymnastics – as above	Gymnastics – as above	<b>Formative:</b> Q and a

		<p><b>Badminton</b> – <i>Body positioning, Service angle, flight of shuttle, angles, forehand, backhand, smash, overhead, drop shot, finishing the rally, tactics, game plan, success criteria, officiating/umpiring, captaincy, adjustments/variations, anticipation &amp; fitness</i></p> <p><b>Hockey</b> – <i>principles of attack and defense, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through</i></p> <p><b>HRF</b> - <i>Cardiovascular Endurance, Muscular Strength, Muscular endurance, Flexibility, Body Composition, oxygen debt.</i></p>	<p><b>Badminton</b> –Students will aim to demonstrate consistent technique throughout. Students will focus on accurate replication of skills and refining game strategies with the intention of outwitting their opponents. In net games, it is the player's aim to get the ball to land in the target area so that the opponent cannot return it. Students will develop confidence in scoring and officiating badminton games. To understand the basic skills of movement, forehand and backhand shots and the tactics and scoring for singles. Students will incorporate these skills into modified games</p> <p><b>Hockey</b> – Students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In all games' activities, students think about how to use skills, strategies and tactics to outwit the opposition.</p> <p><b>HRF</b> - In this unit students will learn and accurately replicate specific techniques for a variety of activities based on health-related components of fitness. They will carry out tests which investigate the bodies' ability to exercise and identify personal strengths and weaknesses. Students will gain an understanding of their individual needs and how they can improve their fitness to enhance their performance and adopt a health, active lifestyle.</p>	<p>Skills in Isolation &amp; Competition. Peer &amp; Self-Assessment Fitness Testing <b>Summative:</b> NC Levels</p>
Spring 2	Girls: HRF and Hockey Boys: Handball and Badminton	All as per previous instruction	All as per previous instruction	
Summer 1	Girls: Athletics and Rounders Boys: Cricket and Athletics	<p>Through these sports be able to understand, use and recall terminology relating to:</p> <p><b>Athletics:</b> running, throwing and jumping, <i>e.g.: static stretch/passive stretch, controversial stretches, Achilles tendon, hamstring, abductors, quadriceps, pectorals, biceps, triceps, abdomen, aerobic, anaerobic, interval training, fartlek training, endurance, power.</i></p> <p><b>Rounders and cricket:</b> <i>E.g.: flat catches, long barrier, body position, follow-through, mechanics of movement, line and length, attacking and defensive strokes, batting</i></p>	<p><b>Athletics</b> - In this unit, students begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Students develop their understanding of fitness and its relationship to performance. In athletic activities, students will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy.</p> <p><b>Rounders and cricket</b> - In this unit students focus on accurate replication &amp; further developing, implementing and refining techniques for batting, bowling and fielding. Students will further work on the skill of outwitting opponents and finding space. In</p>	<p><b>Formative:</b> Q and a Skills in Isolation &amp; Competition. Peer &amp; Self-Assessment Fitness Testing <b>Summative:</b> NC Levels</p>

		<i>order, batting drive, bowling techniques, field placements, coaching, officiating/umpiring, anticipation</i>	striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Student should begin to accurately umpire games. Students will begin to identify their strengths and weaknesses.	
Summer 2	Girls: Cricket and Teambuilding Boys: Rounders and Teambuilding	Cricket and rounders as per previous instruction. <b>Team Building:</b> <i>Trust Games, Problem Solving, Table Top Maps, Map Symbol Game, Orientating a Map to Ground – Points of a Compass, Thumbing a Map, Cardinal Cones, Netball Numbers, Star Orienteering, Odds &amp; Evens Relay, Score Orienting, Blind Folded Star Orienteering, Mountain Bike Odds and Evens Relay, Mountain Bike Score Orienteering</i>	<b>Teambuilding:</b> Within year eight teambuilding students spend their time developing their orienteering skills, focusing on the abilities to read maps and navigate round courses. They will be taught techniques to help them use a map successfully and quickly, as well as recognise and understand what it is representing and why it is representing in that way. To do this the children will learn about team work and cooperation along with how to work with and alongside others to reach and complete an aim.	<b>Formative:</b> Q and a Skills in Isolation & Competition. Peer & Self-Assessment <b>Summative:</b> NC Levels