Key Stage 3 Curriculum

Physical Education

In Year 7 Students will study:

THE WINSFORD ACADEMY

	Winter Term	Spring Term	Summer Term

Curriculum Intent Statement:

In Year 7, students will begin by building on their primary school experiences. This allows the PE team to upskill all students, ensuring they start their academy sporting life on a strong footing, regardless of background. Throughout the year, they will develop solid foundations across all activity areas, gaining the ability to warm up independently and successfully. Skills will be developed in isolation and then applied in modified practices and games. In gymnastics and dance, students will focus on designing and performing routines using advanced techniques.

	Winter Term		Autumn Term		Summer Term	
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Content	**Boys & Girls:** Baseline activities *students will take part in a range of activities to assess their skills, understanding and current knowledge of PE*	**Boys** Rugby & Indoor athletics **Girls:** Football & Indoor athletics	**Boys** Football & Dance **Girls:** Gymnastics & Rugby	**Boys** Gymnastics & Handball **Girls:** Dance & Netball	**Boys** Tennis & Athletics **Girls:** Cricket & Athletics	**Boys** Cricket & Outdoor games **Girls:** Tennis & Outdoor Games
Homework	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered
Wider Curriculum Offer	Football, Netball & Fitness Club	Football, Netball & Rugby Club	Football, Netball & Rugby Club	Football, Handball & Rugby Club	Athletics, & Tennis Club	Cricket & Tennis Club

Assessment

Students are assessed using the 5 learning strands:

LEARNING STRAND	DESCRIPTION
Warm up	This strand looks at students understanding of how to safely prepare for physical exercise
Acquire and develop skills	This strand looks to explore student's ability to develop basic skills in isolate situations.
Select and apply skills	This strand looks at how well students can select the correct skills in competitive situations to outwit opponents and devise compositional ideas
Knowledge of health and fitness *(Evaluating and improving performance)*	This strand looks at students' knowledge of health and fitness and how they can develop fitness to improve performance. Students are also asked to provide feedback on their own and other students performances.
Knowledge and application of rules	This strand looks to develop students understanding of rules of activities and their ability to successfully apply them within competition situations. Students will be given officiating opportunities and will be asked to provide feedback on how to improve their own and other students' performances

In Year 8 Students will study:

	Winter Term	Spring Term	Summer Term

Curriculum Intent Statement:

In Year 8, students will refine and expand their knowledge, skills, and understanding within each activity. They will demonstrate increased confidence and accuracy in their performances, and their leadership journey will continue as they are given opportunities to lead group warm-ups and manage selected drills. This development will be supported through our academy enrichment program, offering students the opportunity to become Academy Sports Leaders, who will assist in leading and supporting the primary sporting calendar.

	Winter Term		Autumn Term		Summer Term	
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Content	**Boys** Football and Baseline fitness **Girls:** Hockey and Baseline fitness	**Boys** Rugby & Indoor athletics **Girls:** Football & Indoor athletics	**Boys** Hockey & Fitness **Girls:** Gymnastics & Rugby	**Boys** Gymnastics & Handball **Girls:** Dance & Netball	**Boys** Tennis & Athletics **Girls:** Cricket & Athletics	**Boys** Cricket & Outdoor games **Girls:** Tennis & Outdoor Games
Homework	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered
Wider Curriculum Offer	Football, Netball & Fitness Club	Football, Netball & Rugby Club	Football, Netball & Rugby Club	Football, Handball & Rugby Club	Athletics, & Tennis Club	Cricket & Tennis Club

Assessment

Students are assessed using the 5 learning strands;

LEARNING STRAND	DESCRIPTION
Warm up	This strand looks at students understanding of how to safely prepare for physical exercise
Acquire and develop skills	This strand looks to explore student's ability to develop basic skills in isolate situations.
Select and apply skills	This strand looks at how well students can select the correct skills in competitive situations to outwit opponents and devise compositional ideas
Knowledge of health and fitness *(Evaluating and improving performance)*	This strand looks at students' knowledge of health and fitness and how they can develop fitness to improve performance. Students are also asked to provide feedback on their own and other students performances.
Knowledge and application of rules	This strand looks to develop students understanding of rules of activities and their ability to successfully apply them within competition situations. Students will be given officiating opportunities and will be asked to provide feedback on how to improve their own and other students' performances

In Year 9 Students will study:

	Winter Term	Spring Term	Summer Term

Curriculum Intent Statement:
In year 9, students will now look to advance the knowledge, skills and understanding of each activity area. This year focusing on creative ideas, tactics and strategies to successfully outwit opponents and deliver highly composed complex performances using a range of advanced techniques. Students with be given a greater level of independence, amplifying the character-building qualities with the desire to ensure we create well rounder future citizens and potential leaders.

	Winter Term		Autumn Term		Summer Term	
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Content	**Boys** Basketball & Football **Girls:** Netball & Football	**Boys** Badminton & Hockey **Girls:** Table Tennis & Rugby	**Boys** Rugby & Table Tennis **Girls:** Gymnastics & Fitness	**Boys** Gymnastics & Fitness **Girls:** Dance & Badminton	**Boys** Tennis & Athletics **Girls:** Cricket & Athletics	**Boys** Cricket & Problem Solving **Girls:** Tennis & Problem Solving
Homework	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered	Multiple choice quiz on activities being covered
Wider Curriculum Offer	Football, Netball & Fitness Club	Football, Netball & Rugby Club	Football, Netball & Rugby Club	Football, Handball & Rugby Club	Athletics, & Tennis Club	Cricket & Tennis Club

Assessment

Students are assessed using the 5 learning strands

LEARNING STRAND	DESCRIPTION
Warm up	This strand looks at students understanding of how to safely prepare for physical exercise
Acquire and develop skills	This strand looks to explore student's ability to develop basic skills in isolate situations.
Select and apply skills	This strand looks at how well students can select the correct skills in competitive situations to outwit opponents and devise compositional ideas
Knowledge of health and fitness *(Evaluating and improving performance)*	This strand looks at students' knowledge of health and fitness and how they can develop fitness to improve performance. Students are also asked to provide feedback on their own and other students performances.
Knowledge and application of rules	This strand looks to develop students understanding of rules of activities and their ability to successfully apply them within competition situations. Students will be given officiating opportunities and will be asked to provide feedback on how to improve their own and other students' performances

Assessment grids

Year 7	Warm up	Acquire and develop skills	Select and apply skills	Knowledge of health and fitness (Evaluating & improving performance)	Knowledge and application of rules
Greater depth and breadth	✓ Can lead a small group in a stretching regime and can correct other student stretching mistakes. ✓ Can name most of the main muscle groups.	✓ Can attempt skills in isolation with good level of success and consistency, skill carried out at speed and with control. ✓ They attempt outwitting opponents in a 4v2 situation with greater consistency but rely on one method to maintain possession in games. ✓ In Gymnastics and dance students show good levels of flexibility, strength and control when performing action phrases in practice situations.	✓ Can attempt to perform skills under pressure in 4v4 modified practice/game but with limited success. ✓ Can identify some basic key game concepts to try and outwit an opponent. ✓ Compose a range of simple moves in creative situations (dance, gymnastics)	✓ Can explain most of the reasons why we exercise on a regular basis. ✓ They can comment on most of the strengths in other people's performance, providing feedback on how to improve such weaknesses.	✓ Make simple decisions as an official, showing good knowledge of basic rules displayed in competitive situations and can apply rules when given officiating role. ✓ Rarely, if ever gives away penalties in modified games. ✓ Can score other pupils' routines in creative areas such dance and gymnastics, giving comments on how to improve next time.
Securing	✓ Can lead a partner stretching regime and can suggest common student mistakes when stretching. ✓ Can name a few of the main muscle groups.	✓ Students attempt skills with some conviction in isolation with moderate level of success. ✓ They attempt outwitting an opponent in a 3v2 situation with some success. ✓ They can describe the key points to a skill and explain importance of each point.	✓ Can attempt to perform skills under pressure in 3v3 modified practice/game but with limited success. ✓ Can identify some basic key game concepts to try and outwit an opponent. Compose simple moves in creative situations (dance, gymnastics)	✓ Can identify and discuss some of the reasons of why regular exercise is important on health. ✓ Can identify some strengths in own performance and discuss how to improve at least one weakness making reference to simple training methods	✓ Good knowledge of basic rules displayed in competitive situations, rarely gives away penalties in modified games. ✓ Can give detailed suggestions on how to improve judges score in creative areas such dance and gymnastics
Developing	✓ Students can perform their own static stretches using the correct technique. ✓ They can also discuss differences between static and dynamic stretches	✓ Students attempt skills in isolation with some success but lacks accuracy. ✓ Attempts outwitting an opponent in a 3v1 situation, with occasional success but not always at speed. ✓ They can describe most of the basic points to a successful skill.	✓ Can attempt to perform skills under pressure in 3v3 modified practice/game but with limited success. ✓ Can identify some basic key game concepts to try and outwit an opponent. ✓ Compose simple moves in creative situations (dance, gymnastics)	✓ Can comment on a few reasons for participating in regular exercise. ✓ Can comment on features of a basic performance and suggest components of fitness important in that particular activity area.	✓ Some knowledge of basic rules displayed in competitive situations. ✓ They occasionally give away penalties in modified games. ✓ Can make simple suggestions on how to improve judges score in creative areas such dance and gymnastics
Emerging	✓ Students can copy stretches. Identify the difference between static and dynamic stretches	✓ Students attempt skills in isolation with limited and inconsistent success. They can attempt outwitting an opponent in a 2v1 situation, with occasional success but not at speed. They can comment on some of the basic points to a skill.	✓ Can attempt to perform skills under pressure in 2v2 modified practice/game but with limited success. ✓ Can identify some basic key game concepts to try and outwit an opponent. ✓ Copy simple moves in creative situations (dance, gymnastics) but struggle to perform in sequences and routines.	✓ Can describe a few of the basic reasons why we take part in exercise. ✓ Can make basic points in regard to improving another pupils' performance.	✓ Students show limited knowledge of basic rules and often gives away penalties in modified games. ✓ Lacks knowledge of how to improve judges score in creative areas such dance and gymnastics

Year 8	Warm up	Acquire and develop skills	Select and apply skills	Knowledge of health and fitness (Evaluating & improving performance)	Knowledge and application of rules
Greater depth and breadth	✓ Can lead the whole group in a pulse raiser & stretching regime. ✓ Can explain most of the reasons why they are stretching each muscle and discuss at least two benefits of a good warm-up routine. Students can set up and run a simple skill drill to prepare peers for lesson ahead.	✓ Students attempt skills in isolation with high level of success and consistency, skills are carried out at high speed and with good control. ✓ They attempt outwitting opponents in a 5v3 situation with greater consistency showing lots of variety in the way they maintain possession. ✓ In Gymnastics and dance students show good levels of flexibility, strength and control when performing routines in practice situations, using lots of advanced techniques in their performances.	✓ Can attempt to perform skills under pressure in 6v6 modified practice/game with very few mistakes. They can identify all of the key game concepts to try and outwit an opponent using some of them to good effect. Compose range of complex moves in creative situations (dance, gymnastics) and adapt them in regard to speed, direction and height.	✓ Students find it easy to explain the main impacts of regular training on the body. The can justify the use of each component of fitness required to be successful in a chosen activity. They can also discuss a lots of training methods that would improve a weak component of fitness.	✓ Make good decisions as an official, showing a higher understanding of the basic rules displayed in competitive situation and can apply rules when given officiating role. Rarely, if ever gives away penalties in modified games. Can score other pupils routines in creative areas such dance and gymnastics giving very detailed comments on how to improve next time.
Securing	✓ Can lead a larger group pulse raiser & stretching regime. ✓ Can explain some of the reasons why they are stretching each muscle and discuss at least one benefit of a good warm-up routine. ✓ Can attempt to set up and run a simple skill drill to prepare peers for lesson ahead.	✓ Students attempt skills in isolation with high level of success and consistency, skills are carried out at high speed and with good control. They attempt outwitting opponents in a 5v2 situation with greater consistency showing some variety in the way they maintain possession. In Gymnastics and dance students show good levels of flexibility, strength and control when performing routines in practice situations, using some advanced techniques in their performances.	✓ Can attempt to perform skills under pressure in 5v5 modified practice/game with few mistakes. They can identify all of the key game concepts to try and outwit an opponent. Compose range of complex moves in creative situations (dance, gymnastics) and adapt them in regard to speed, direction and height.	✓ Students can explain the main impacts of regular training on the body. The can identify and explain most of the key components of fitness required to be successful in a chosen activity. They can also discuss a few training methods that would improve a weak component of fitness.	✓ Make good decisions as an official, showing a higher understanding of the basic rules displayed in competitive situation and can apply rules when given officiating role. Rarely, if ever gives away penalties in modified games. Can score other pupils routines in creative areas such dance and gymnastics giving very detailed comments on how to improve next time.
Developing	✓ Can lead a small group pulse raiser and stretching regime. ✓ Can suggest sport/activity specific stretches ✓ Can give clear communication of why they are stretching each muscle and can discuss the impact of a poor warm-up routine.	✓ Attempt skills in isolation with very good level of success and consistency, skills are carried out at high speed and with some control. ✓ Can attempt outwitting opponents in a 4v3 situation with greater consistency showing a few ways they maintain possession. ✓ In Gymnastics and dance students show good levels of flexibility, strength and control when performing routines in practice situations, using a few advanced techniques in their performances.	✓ Can attempt to perform skills under pressure in 5v5 modified practice/game with some mistakes at times. ✓ They can identify all of the key game concepts to try and outwit an opponent. ✓ Compose range of moves in creative situations (dance, gymnastics) and adapt them in regard to speed and direction.	✓ Can describe the main impacts of regular training on the body. ✓ Can identify and comment on most of the key components of fitness required to be successful in a chosen activity. ✓ Can comment readily on other students' performances and suggest how they can improve through various training methods.	✓ Make some good decisions as an official, showing a higher understanding of the basic rules displayed in competitive situation and can apply rules when given officiating role. ✓ Rarely, if ever gives away penalties in modified games. ✓ Can score other pupils routines in creative areas such dance and gymnastics giving detailed comments on how to improve next time.
Emerging	✓ Can lead a small group in a pulse raiser and stretching regime. ✓ They can identify basic reasons why we warm-up. Students can name all of the main muscle groups giving an example stretch for each	✓ Attempt skills in isolation with good level of success and consistency, skill carried out at high speed, but control can suffer as a consequence. ✓ They attempt outwitting opponents at speed in a 4v2 situation with greater consistency showing clear disguise when maintaining possession in games. ✓ In Gymnastics and dance students show good levels of flexibility, strength and control when performing sequences in practice situations.	✓ Can attempt to perform skills under pressure in 4v4 modified practice/game but with limited success. ✓ Can identify most of the key game concepts to try and outwit an opponent. ✓ Compose range of moves in creative situations (dance, gymnastics) and adapt them in regard to speed	✓ Can make several references to the main impacts of regular training on the body. ✓ Can discuss some of the key components of fitness required to be successful in a chosen activity. ✓ They can also link a few training methods that would improve a weak component of fitness.	✓ Make simple decisions as an official, showing good knowledge of basic rules displayed in competitive situation and can apply rules when given officiating role. ✓ Rarely, if ever gives away penalties in modified games. ✓ Can score other pupils routines in creative areas such dance and gymnastics giving comments on how to improve next time.

Year 9	Warm up	Acquire and develop	Select and apply	Knowledge of health and fitness (Evaluating & improving performance)	Knowledge and application of rules
Greater depth and breadth	✓ Increased levels of independence as students can lead whole group warm-up (pulse raiser and stretches). Stretches are specific to activity with clear communication of why we are stretching each muscle. Students can set up and run a progressive drill to prepare peers for lesson ahead	✓ Students attempt skills in isolation with very high level of success and consistency. Skills are carried out at high speed and with clear control. Students can use a variety of methods to maintain possession in outwitting opponents in a 5v4 situation. In gymnastics and dance students show high levels of flexibility, strength and control in performing complex routines in practice situations using lots of advanced techniques in their performances.	✓ Can perform skills under pressure in 9v9 modified practice/game with high levels of consistency. They can identify lots of key game concepts and use these effectively to outwit an opponent showing dominance whilst in possession. They can compose and perform complex moves in creative situations (dance, gymnastics).	✓ Students can provide analytical feedback of how current level of fitness affects their performance in any chosen activity. Students can suggest a range of training methods to improve fitness components required in that activity.	✓ Umpire / referee games to a high standard with an unbiased approach to games. Can explain and justify why decisions have been made clearly to peers. ✓ MAY BE USED AS ACADEMY SPORTS LEADERS WITH PRIMARY COMPETITIONS
Securing	✓ Increased levels of independence as students can lead whole group warm-up (pulse raiser and stretches). Stretches are specific to activity with clear communication of why we are stretching each muscle	✓ Students attempt skills in isolation with high level of success and consistency. Skills are carried out at speed and with lots of control. Students can use some methods to maintain possession in outwitting opponents in a 5v4 situation. In gymnastics and dance students show high levels of flexibility, strength and control in performing complex routines in practice situations.	✓ Can perform skills under pressure in 7v7 modified practice/game with high levels of consistency. They can identify lots of key game concepts and use theses effectively to outwit an opponent showing dominance in whilst in possession. They can compose and perform complex moves in creative situations (dance, gymnastics).	✓ Students can feedback to staff and peers on how they could improve their current level of fitness by engaging in regular training. ✓ Students can suggest some ways in how they can improve the main components of fitness such as strength and aerobic endurance.	✓ Students can umpire / referee games to a very good standard. They can justify most of the decisions they have been given to their peers. ✓ MAY BE USED AS ACADEMY SPORTS LEADERS WITH PRIMARY COMPETITIONS
Developing	✓ Students can set up and run a progressive drill to prepare peers for lesson ahead. They can adapt the drill to increase the pressure on the attacker.	✓ Students attempt skills in isolation with a very good level of success. Skills are carried out at speed and with good control. They attempt outwitting opponents in a 5v3 situation with greater consistency showing some variation in the way they maintain possession. In gymnastics and dance students show good levels of flexibility, strength and control when performing routines in practice situations,	✓ Can attempt to perform skills under pressure in 7v7 modified practice/game with very few mistakes. They can identify all of the key game concepts to try and outwit an opponent using some of them to good effect. Compose range of complex moves in creative situations (dance, gymnastics) and adapt them in regard to speed, direction and height.	✓ Students can evaluate their current level of fitness identifying their strongest and weakest components of fitness. ✓ They can suggest methods to improve these components and discuss the benefits these improvements would have on overall performance.	✓ Students can umpire / referee games to a good standard, occasionally making an incorrect decision when taking charge in competitive practices/games. They can justify some of the decisions they have been given to their peers. ✓ MAY BE USED AS ACADEMY SPORTS LEADERS WITH PRIMARY COMPETITIONS
Emerging	✓ Students can lead the whole group in a pulse raiser & stretching regime. They can explain the benefits of an effective pulse raiser. Students can set up and run a simple skill drill to prepare peers for lessons ahead.	✓ Students attempt skills in isolation with high level of success and consistency, skills are carried out at high speed and with good control. They attempt outwitting opponents in a 5v3 situation with greater consistency showing lots of variety in the way they maintain possession. In Gymnastics and dance students show good levels of flexibility, strength and control when performing routines in practice situations, using lots of advanced techniques in their performances.	✓ Can attempt to perform skills under pressure in 6v6 modified practice/game with very few mistakes. They can identify all of the key game concepts to try and outwit an opponent using some of them to good effect. Compose range of complex moves in creative situations (dance, gymnastics) and adapt them in regard to speed, direction and height.	✓ Students can explain the main impacts of regular training on the body. ✓ They can identify and explain most of the key components of fitness required to be successful in a chosen activity. They can also discuss a few training methods that would improve a weak component of fitness.	✓ Students attempt to umpire / referee games to a satisfactory standard, but struggle to make the correct decisions on a consistent basis ✓ MAY BE USED AS ACADEMY SPORTS LEADERS WITH PRIMARY COMPETITIONS