

Overall Curriculum Intent - Key Stage 3 Physical Education (Year 7)

Intent – Students will explore the concept and the importance of 'physical literacy'. Students will build on physical skills in a range of team sports and individual activities, to develop motivation, competence, confidence, knowledge & understanding of the power of Physical Education.

The Physical Education curriculum at The Brian Clarke Academy inspires pupils to be physically confident so they have the knowledge and understanding to lead a healthy, active lifestyle throughout their time here and into adulthood. The encouraging environment that the staff create ensures all students feel safe and enjoy Physical Education. High expectations are consistent across the Department ensuring a positive learning experience.

Our Key Stage 3 Curriculum is ambitious and broad and provides our students with the opportunity to engage and excel in a range of sports and activities. They learn about the importance of 'physical literacy' developing their Motor competence becoming increasingly specific to sports and activities as they progress through the Key Stage. The sequencing of activities builds on knowledge developed each year, improving their retrieval skills. They understand how to apply strategies and tactics to overcome challenges through decision making, solving problems and analysing their own performance to improve and progress. The Key Stage 3 Curriculum is designed to build resilience, so students can cope with physically demanding activities for a sustained time.

The Key Stage 3 Curriculum promotes and strengthens the Brian Clarke Community, which is a central part of our School. Throughout the Key Stage the Curriculum is underpinned by Cultural Capital, developing skills like communication, teamwork, leadership, fairness, respect, and sporting etiquette. Equipping students with the necessary skills for Key Stage 4.

The Physical Education Curriculum is complemented by a wide variety of Co-curricular and Extra-curricular activities. These provide opportunities for students to develop their skills further in a range of sports and activities and represent their House or School in competitions and events, as well as developing leadership and officiating skills.

Year 7 Implementation

At the start of Year 7 pupils complete two lessons of baseline tasks in speed, agility, hand-eye coordination, endurance, accuracy, and the concept of invasion and teamwork to demonstrate previous experience, understanding and skills developed at Key Stage 2. This creates a clear picture of the pupils as they start in Year 7. Over the academic year pupils complete a broad range of activities that include team sports and individual activities in a range of competitive and non-competitive situations. Pupils develop an appreciation of aesthetic qualities in movement (Dance and Gymnastics), teamwork and co-operation in games activities and the ability to make personal improvements (in Athletics). In year 7, pupils are building fundamental skills that may be introduced for the first time, as well as developing their knowledge of basic rules across a wide range of sports.

In year 7 pupils will cover a range of sports and activities throughout the Academic year. The timing of when they will cover the sports depends on the facility available at the time of their lessons. Sports covered over the course of the academic year (not necessarily in this order):

Boys	Football	Basketball	Gymnastics/Dance	Rugby	Badminton	Athletics	Rounder's / Cricket
Girls	Netball	Football	Badminton	Gymnastics/Dance	Rugby	Athletics	Rounder's / Cricket

Year 7 Impact

- ✓ Develop competence and confidence in a broad range of Sports and Physical activities
- ✓ Introduced to the benefits of physical activity be able to work for sustained periods of time
- ✓ Engaged in both cooperative and competitive sports and activities
- ✓ Experience alternative roles within PE (player, performer, coach, instructor, official, leader)
- ✓ Adopt and lead healthy, active lifestyles and be involved during Co-curricular and Extra-Curricular activities
- ✓ Take part in a range of activities to support their personal, social, and emotional development and develop skills that are applicable to The Brian Clarke Community

Sports / Activities covered throughout the year	Netball/Football	Basketball	Gymnastics & Dance	Rugby	Badminton	Athletics/Cricket/Rounders
<p>Knowledge Introduced</p>	<p>Establish School Culture, expectations and routines in PE. Insisting on high standard and high quality of work. How to get involved in Extra-curricular activities.</p> <p>Introduce the purpose of PE and its importance in everyday life (Active healthy lifestyles).</p> <p>Build confidence through the development and introduction of core skills.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>The structure of a warm - up</p> <p>Encouraging participation through Invasion games and building the theme of 'Community' through teamwork.</p> <p>Learn specific core skills in Netball (girls) or Football (Boys & Girls)</p>	<p>Continue to embed School culture, expectations and routines in PE. Insisting on high standard and high quality of work.</p> <p>Continue to develop knowledge and apply core skills/tactics into game situations.</p> <p>How to design a pulse raiser activity for a partner as part of the structure of a warm - up.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Learn specific core skills in Basketball (Boys)</p>	<p>Continue to embed School culture, expectations and routines in PE. Insisting on high standard and high quality of work.</p> <p>Develop discussions of the benefits of exercise and how having a positive attitude and a willingness to learn and try new activities can positively affect PE and other areas of school/life.</p> <p>Continue to build knowledge on designing pulse raisers for different sports/activities.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Develop an understanding of the benefits of Gymnastics/Dance in everyday life. Introduce key messages such as body confidence and developing physical competence through individual and paired work.</p> <p>Introduce core skills and concepts in Gymnastics/Dance (Boys & Girls)</p>	<p>Continue to embed School culture, expectations and routines in PE. Insisting on high standard and high quality of work.</p> <p>Continue to build knowledge on designing pulse raisers for different sports/activities and lead through dynamic stretching explaining the importance of the structure of a warmup.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Continue to build upon knowledge of attacking/defending/ tactics and applying these transferable skills to a different sport (Rugby)</p> <p>Introduce core skills and concepts in Rugby (Boys & Girls). Provide enough knowledge and exposure to play games of tag rugby</p>	<p>Continue to embed School culture, expectations and routines in PE. Insisting on high standard and high quality of work.</p> <p>Continue to build knowledge on designing pulse raisers for different sports/activities and lead through dynamic stretching.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Introduce core skills and concepts in Badminton (Boys & Girls)</p>	<p>Continue to embed School culture, expectations and routines in PE. Insisting on high standard and high quality of work.</p> <p>Continue to build knowledge on designing pulse raisers for different sports/activities and lead through dynamic stretching explaining the importance of the structure of a warmup</p> <p>Building resilience through lessons that are physically demanding. Build on individual qualities such as communication, listening, teamwork and leadership.</p> <p>Introduce core skills and concepts in: Athletics Rounder's Cricket</p>

<p>Key vocabular/ concepts/ideas students must master</p>	<p>Netball: Introduce or further develop knowledge of Netball (Girls) on the following new skills: Passing Catching Footwork Defending Attacking Position on the team Shooting This will be developed alongside the introduction and understanding of the basic rules of the sport.</p> <p>Netball Vocabulary: Marking Pivot Attack Possession Defend Peripheral Receive Intercept Shooting. Officiating Transverse. Centre pass Obstruction. Contact</p> <p>Football: Introduce or further develop the skills of Football in the following new skills: Passing Dribbling Shooting Tackling Attacking Defending This will be developed alongside the introduction and understanding of the basic rules of the sport.</p> <p>Football Vocabulary: Passing Control Dribbling. Attacking Defending shooting Tackling Width</p>	<p>Basketball (Boys): Introduction or development of knowledge of Basketball (Boys) on the following new skills: Two handed catching dominant hand dribbling Passing Shooting Screening Attacking Defending Rebounding This will be developed alongside the introduction and understanding of the basic rules of the sport.</p> <p>Basketball Vocabulary: Passing Dribbling Attacking Defending Shooting Spatial awareness Rebounding</p> <p>They will be introduced to ways to outwit an opponent and begin to apply them in game situations.</p> <p>Implement a pulse raiser activity for a partner and explain the immediate effects on the body, developing communication skills.</p>	<p>Gymnastics/Dance: Develop their understanding of how to develop sequencing and routines in an expressive manner through gymnastics/Dance</p> <p>Reflect on their own and their peers' performances with Gymnastics and Dance and gain greater knowledge in the following skills (Gymnastics) Individual Static balances (point/patch) Dynamic balances Rolls Jumps Link movements Sequences in Pairs (mirroring, unison and canon) Skills in Dance: Steps Gestures Formations Rhythmic patterns</p> <p>Gymnastics/Dance Vocabulary: Balance Static Dynamic Tension Extension. Control Sequence. Aesthetics Fluency Performance Appreciation Choreography Mirroring</p> <p>Build the fundamental skills of gymnastics to develop specific skills, flexibility, strength, technique, control and balance.</p> <p>Students will also develop a greater understanding of high-quality feedback through peer assessments and observation.</p>	<p>Rugby: Learn specific core skills in Rugby by introducing the following skills: Passing Receiving Timing the run Scoring a try Decision making Adhering to the rules</p> <p>Providing opportunity to develop teamwork, communication skills, discipline, respect for others and sportsmanship.</p> <p>Rugby Vocabulary: Passing Receiving Attacking Defending Offside. Onside Try Knock on Forward pass In touch</p>	<p>Badminton: Working in pairs and small groups to understand the basic principles of Badminton. Through playing and umpiring, students will be introduced the laws and rules of the game and start to link about how to outwit and opponent. Badminton skills: The lines of the court (singles and doubles) How to set the court up with post & nets Ready position Basic short serve Overhead clear Underarm clear Smash How to win a point</p> <p>Badminton Vocabulary: Serve Baseline Clear Court Net Post Service box</p>	<p>Cricket/Rounder's (Boys & Girls) Students will gain an understanding in Cricket & Rounders whilst understanding the main roles of game play. Understanding the following skills: Bowling Batting Fielding Catching & Throwing (Underarm/Overarm) Knowledge of different roles in the team.</p> <p>Cricket / Rounders Vocabulary: Catching Throwing Bowling Batting Grip position Side-on Accuracy Timing Back stop no ball Wide Wicket keeper</p> <p>Athletics: Gain an understanding in a variety of athletic events. Introducing the following skills: Sprint starts and finish (100m/200m) Pacing (middle/long distance) Arm/leg action Head /body position Run up Throwing/jumping technique How a relay race works</p> <p>Athletics vocabulary: Sprint Endurance Pacing. Power Speed Rotation Aerobic Anaerobic Stamina Middle/long</p>
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	They will all be introduced to ways to outwit an opponent and begin to apply them in game situations.					distance
Knowledge revisited	Revisit KS2 and extend and develop isolated skills and concepts taught through modified games.	Build on knowledge and application of key skills to improve technique, performance and to develop competence/ confidence. Warming up importance.	Build on fundamental skills/ transferable skills to develop fluency, technique and improve performance. Warming up and cooling down importance.	Warming up and cooling down importance.	Warming up and importance.	Warming up and importance.
CIAG Links/ Opportunities	<ul style="list-style-type: none"> ✓ Being aware of the sources of help and support available and responding positively to feedback ✓ Being aware that learning, skills and qualifications are important for career ✓ Recording achievements <p>Links to 4th Gatsby Benchmark – Linking curriculum learning to careers:</p> <ul style="list-style-type: none"> ✓ Sports Science ✓ PE teacher ✓ Professional Sportsperson ✓ Diet and fitness instructor / Nutritionist ✓ Personal Trainer / Sports coach/ Manager ✓ Careers in Cardiology / NHS / Military 	<ul style="list-style-type: none"> ✓ Being able to deal effectively with the demands and challenges of everyday life. ✓ Being able to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others. ✓ Being able to solve problems, communicate and work as a team, developing effective decision-making skills. ✓ Understand both the psychological process and the physical process. Understanding that persistence is not dependant on physical ability. <p>Links to 4th Gatsby Benchmark – Linking curriculum learning to careers:</p> <ul style="list-style-type: none"> ✓ Sports Science ✓ PE teacher / Military ✓ Professional Sportsperson ✓ Diet and fitness instructor / Nutritionist ✓ Personal Trainer / Sports coach/ Manager ✓ Careers in Cardiology / NHS 	<ul style="list-style-type: none"> ✓ Developing friendships and relationships with others ✓ Being aware that it is important to take initiative in their learning and life and developing organisational skills ✓ Being aware that building a career will require them to be imaginative and flexible and resilient ✓ Developing the ability to communicate their needs and wants ✓ Being able to identify a role model and being aware of the value of leadership <p>Links to 4th Gatsby Benchmark – Linking curriculum learning to careers:</p> <ul style="list-style-type: none"> ✓ PE teacher ✓ Career in sports development ✓ Sports media manager ✓ Sports Journalist 			

Overall Curriculum Intent – Key Stage 3 Physical Education (Year 8)

Intent - Students will explore the concept and the importance of '**physical literacy**'. Students will build on physical skills in a range of team sports and individual activities, to develop motivation, competence, confidence, knowledge & understanding of the power of Physical Education.

The Physical Education curriculum at The Brian Clarke Academy inspires pupils to be physically confident so they have the knowledge and understanding to lead a healthy, active lifestyle throughout their time here and into adulthood. The encouraging environment that the staff create ensures all students feel safe and enjoy Physical Education. High expectations are consistent across the Department ensuring a positive learning experience.

Our Key Stage 3 Curriculum is ambitious and broad and provides our students with the opportunity to engage and excel in a range of sports and activities. They learn about the importance of 'physical literacy' developing their Motor competence becoming increasingly specific to sports and activities as they progress through the Key Stage. The sequencing of activities builds on knowledge developed each year, improving their retrieval skills. They understand how to apply strategies and tactics to overcome challenges through effective decision making, solving problems, and analysing their own performance to improve and progress. The Key Stage 3 Curriculum is designed to build resilience, so students can cope with physically demanding activities for a sustained time.

The Key Stage 3 Curriculum promotes and strengthens the Brain Clarke Community, which is a central part of our School. Throughout the Key Stage the Curriculum is underpinned by Cultural Capital, developing skills like communication, teamwork, leadership, fairness, respect, and sporting etiquette. Equipping students with the necessary skills for Key Stage 4.

The Physical Education Curriculum is complemented by a wide variety of Co-curricular and Extra-curricular activities. These provide opportunities for students to develop their skills further in a range of sports and activities and represent their House or School in competitions and events, as well as developing leadership and officiating skills.

Year 8 Implementation

Throughout Year 8 pupils will continue to build on the knowledge introduced in Year 7 and with retrieval practice from the previous year develop their confidence further by increasing their Physical Literacy and competence in a range of sports. They will continue to participate in a broad curriculum and with the introduction of Fitness to lead an active, healthy lifestyle. Pupils will begin to evaluate their own and other performance and suggest ways to improve.

In year 8 pupils will cover a range of sports and activities throughout the Academic year. The timing of when they will cover the sports depends on the facility available at the time of their lessons. Sports covered over the course of the academic year (not necessarily in this order):

Boys	Badminton	Rugby	Football	Basketball	Gymnastics/Fitness	Athletics	Rounder's / Cricket
Girls	Rugby	Netball	Badminton	Gymnastics/Fitness	Football	Athletics	Rounder's / Cricket

Year 8 Intent

- ✓ Develop and build competence and confidence in a broad range of physical activities from fundamental skills learnt in Year 7.
- ✓ Be comfortable with being physically active for sustained periods of time
- ✓ Engaged in both cooperative and competitive sports and activities
- ✓ Experience alternative roles within PE (player, performer, coach, instructor, official, leader)
- ✓ Adopt and lead healthy, active lifestyles and be involved during Co-curricular and Extra-Curricular activities
- ✓ Take part in a range of activities to support their personal, social, and emotional development and develop skills that are applicable to The Brian Clarke Community

Sports / Activities covered throughout the year	Badminton / Rugby	Netball/Football	Basketball	Gymnastics/Fitness	Athletics	Rounders Cricket
Knowledge Introduced	<p>Revisit School Culture, expectations, and routines in PE Insisting on high standard and high quality of work. How to get involved in Extra-curricular activities.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Revisit warming up</p> <p>Continue to develop and embed specific core skills in Badminton (Boys & Girls) & Rugby (Girls & Boys)</p>	<p>School Culture, expectations, and routines in PE. Insisting on high standard and high quality of work.</p> <p>Developing and applying core sport specific skills and continuing to develop techniques</p> <p>Promote character development through communication, listening and working as a team.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Implement a warmup – Start to deliver a warmup in small groups</p> <p>Continue to develop and embed specific core skills in Netball (Girls) & Football (Boys and Girls)</p>	<p>School Culture, expectations, and routines in PE. Insisting on high standard and high quality of work.</p> <p>Develop skills and techniques to improve performance</p> <p>Continue to build upon knowledge of attacking/defending/ tactics and applying these transferable skills from other invasion games to Basketball</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Continue to develop and embed specific core skills in Basketball (Boys)</p>	<p>School Culture, expectations, and routines in PE. Insisting on high standard and high quality of work.</p> <p>Develop skills and techniques to improve performance and develop fitness</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Lead a warmup in small groups</p> <p>Develop specific skills, flexibility, strength, technique, control and balance in Gymnastics and be able to reflect on their own and their peers' performances.</p> <p>Components of fitness, how to improve fitness</p>	<p>School Culture, expectations, and routines in PE. Insisting on high standard and high quality of work.</p> <p>Develop skills and techniques to improve performance</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Lead a warmup in small groups and begin to be specific to the sport.</p>	<p>School Culture, expectations, and routines in PE. Insisting on high standard and high quality of work.</p> <p>Develop specific skills through striking and fielding games.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Continue to develop and embed specific core skills in Rounders and Cricket</p>

<p>Key vocabulary/ concepts/ideas students must master</p>	<p>Badminton: Build on skills learnt from year 7 and begin to use strategies to outwit an opponent using the following skills: How to set the court up (where applicable) Ready position Serving (variations) Overhead clear Underarm clear Smash Court markings Continue to learn the rules of the game Start to umpire and make decision on whether the shuttle cock was 'in' or 'out' clearly making the decision. Badminton vocabulary: Serving Forehand Backhand Attacking Defending Flight Power. Speed</p> <p>Rugby: Focus on how to use basic principles of attack and defense to plan strategy and tactics for Rugby. Pupils will improve their skill quality with the intention of outwitting opponents. In all games activities, pupils think about how to use skills, strategies, and tactics to outwit the opposition. Throughout the unit there will be intermittent games played to ensure skills and knowledge are utilised in game situation. Ultimately</p>	<p>Netball: Build upon prior knowledge and gain a greater understanding and application of the following skills: Passing under pressure Footwork various ways to land Defending (Marking the ball and man to man marking) Attacking (getting free to receive a pass) Positions (Adhering to the correct markings on the court) Shooting How to take a centre pass Side/back line pass This will be developed alongside greater understanding of more rules of the sport.</p> <p>Netball Vocabulary: Marking Pivot Attack Possession Defend. Peripheral Receive. Intercept Shooting</p> <p>Football: Focus on developing the skills needed to play conditioned games. Focus on how to use basic principles of attack and defense to plan strategy and tactics for Football. Pupils think about how to use skills, strategies, and tactics to outwit the opposition. Football :</p>	<p>Basketball Build upon prior knowledge on the following new skills: Two handed catching dominant hand dribbling Passing Shooting Feinting Screening Attacking Defending Revisiting the rules of the game Rebounding</p> <p>Basketball Vocabulary: Passing Dribbling Attacking Defending Shooting Spatial awareness</p>	<p>Gymnastics: Introducing the skills of Gymnastics and develop sequencing and routines in an expressive manner. Reflect on their own and their peers' performances with Gymnastics and gain greater knowledge in the following skills: Revisit skills from year 7 (rolls/balances - point & patch, jumps Dynamic balances) Develop rolls Develop leaps Group balances Group performances Jumps / vaulting (introducing flight)</p> <p>Gymnastics Vocabulary: Balance Static Dynamic Tension Extension. Control Sequence. Aesthetics Fluency Performance</p> <p>Students will also develop a greater understanding of high-quality feedback through peer assessments and observation.</p> <p>Fitness: Pupils will be introduced to the different components of fitness and why they are important: How to measure your pulse Speed/agility Cardiovascular endurance Muscular endurance</p>	<p>Athletics: Build upon prior knowledge and develop competency and technical ability safely and effectively.</p> <p>Gain greater understanding of knowledge of the following techniques: 100m/200m technique – start/finish/bend running Pacing in middle distance/long distance Jumping events in long jump and triple jump Throwing technique in Shot Put and Discus</p> <p>Athletics vocabulary: Sprint Endurance Pacing. Power Explosive Power Speed. Acceleration Strength Rotation Aerobic Anaerobic Sliding technique Stepping technique</p>	<p>Cricket: Students will gain an understanding of tactical play and how to apply this effectively in Cricket. Students will build on a greater understanding of the following skills: Variety of Bowling Variety of Batting, Fielding ground fielding catching, and fielding and wicketkeeping and run outs.</p> <p>Cricket Vocabulary: Catching. Throwing Bowling. Batting Grip position Side-on Accuracy Timing Wicketkeeping Running between wickets</p> <p>Rounders: Students will build on year 7 and gain greater knowledge: Catching and throwing Accuracy of bowling batting Understanding the roles of game play. Focusing on strategy and running between bases. Learning the rules of the game.</p> <p>Rounders Vocabulary: Catching. Throwing Bowling. Batting Grip position Side-on Accuracy Timing</p>
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	<p>student should be competent at playing a free - flowing game of tag rugby.</p> <p>Passing</p> <p>Receiving</p> <p>Scoring a try</p> <p>Attacking space</p> <p>Creating space</p> <p>Decision making</p> <p>Adhering to the rules</p> <p>Running With the ball</p> <p>Rugby vocabulary:</p> <p>Passing Receiving</p> <p>Handling Pace</p> <p>Knock on</p> <p>Forward pass</p> <p>Offside</p> <p>Timing</p>	<p>Variety of passes</p> <p>Dribbling</p> <p>Shooting</p> <p>Tackling</p> <p>Attacking (different ways to beat a defender)</p> <p>Defending</p> <p>Football Vocabulary:</p> <p>Passing Control</p> <p>Dribbling. Attacking</p> <p>Defending Shooting</p> <p>Tackling Width</p> <p>Over lap</p>		<p>Pupils will look at types of training to improve the components of fitness:</p> <p>Testing</p> <p>SAQ</p> <p>Boxercise</p> <p>Aerobic fitness/endurance</p> <p>HIIT</p>		<p>Obstruction. No-ball</p> <p>Backstop</p>
Knowledge revisited	<p>Serving</p> <p>Forehand</p> <p>Backhand</p> <p>Single games</p> <p>Double games</p> <p>Rules of Badminton</p> <p>How to set up the court</p> <p>Passing</p> <p>Receiving</p> <p>Attacking</p> <p>Defending</p> <p>Scoring a try</p> <p>Play the ball</p>	<p>Passing</p> <p>Footwork</p> <p>Attacking</p> <p>Defending</p> <p>Shooting</p> <p>Communicaton</p> <p>Footwork</p> <p>Obstruction</p> <p>Passing</p> <p>Receiving</p> <p>Attacking</p> <p>Defending</p> <p>Shooting</p>	<p>Passing</p> <p>Dribbling</p> <p>Shooting</p> <p>Defending</p> <p>Rebounding</p>	<p>Individual Static balances (point/patch)</p> <p>Dynamic balances</p> <p>Rolls</p> <p>Jumps</p> <p>Sequencing</p> <p>Paired balancing</p> <p>Paired/ individual performances</p>	<p>Athletics</p> <p>Running technique</p> <p>Sprint starts (power)</p> <p>Relay changeover/baton exchange</p> <p>Pacing</p> <p>Aerobic/Anaerobic</p> <p>Events:</p> <p>50m/100m/200m/400m</p>	<p>Cricket:</p> <p>Bowling techniques, line, and length</p> <p>Batting/ technique</p> <p>Fielding/ ground fielding</p> <p>Catching</p> <p>Throwing</p> <p>Rounders:</p> <p>Batting technique</p> <p>Scoring system</p> <p>Catching</p> <p>Throwing</p> <p>Bowling</p> <p>Obstruction</p>
CIAG Links/ Opportunities	<ul style="list-style-type: none"> ✓ Being aware of the sources of help and support available and responding positively to feedback ✓ Being aware that learning, skills and qualifications are important for career ✓ Being willing to challenge themselves and try new things ✓ Recording achievements <p>Links to 4th Gatsby Benchmark – Linking curriculum</p> <ul style="list-style-type: none"> ✓ Sports science / PE teacher 	<ul style="list-style-type: none"> ✓ Being able to deal effectively with the demands and challenges of everyday life. ✓ Being able to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others. ✓ Being able to solve problems, communicate and work as a team. <p>Links to 4th Gatsby Benchmark – Linking curriculum</p> <ul style="list-style-type: none"> ✓ Physiotherapist 	<ul style="list-style-type: none"> ✓ Developing friendships and relationships with others ✓ Being aware that it is important to take initiative in their learning and life ✓ Being aware that building a career will require them to be imaginative and flexible ✓ Developing the ability to communicate their needs and wants ✓ Being able to identify a role model and being aware of the value of leadership <p>Links to 4th Gatsby Benchmark – Linking curriculum</p>			

	<ul style="list-style-type: none">✓ Professional sportsperson✓ Diet and fitness instructor / Personal trainer	<ul style="list-style-type: none">✓ Sports coach/consultant/ manager✓ PE teacher / Careers in cardiology / Military✓ Professional sportsperson✓ Sports commentating / Diet and fitness	<ul style="list-style-type: none">✓ PE teacher / Career in sports development✓ Sports media manager / Sports Journalist
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Overall Curriculum Intent – Key Stage 3 Physical Education (Year 9)

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The Key Stage 3 Curriculum promotes and strengthens the Brian Clarke Community, which is a central part of our School. Throughout the Key Stage the Curriculum is underpinned by Cultural Capital, developing skills like communication, teamwork, leadership, fairness, respect, and sporting etiquette. Equipping students with the necessary skills for Key Stage 4.

The Physical Education Curriculum is complemented by a wide variety of Co-curricular and Extra-curricular activities. These provide opportunities for students to develop their skills further in a range of sports and activities and represent their House or School in competitions and events, as well as developing leadership and officiating skills.

Year 9 Implementation

In Year 9 pupils will consolidate their previous two years of learning and start to examine more advanced skills and tactics to develop competence further. Transferring skills learnt in the broad curriculum will enable a greater understanding and develop personal skills such as evaluation of their performance and others. As well as understanding the use of strategies and tactics to overcome an opponent.

In year 9 pupils will cover a range of sports and activities throughout the Academic year. The timing of when they will cover the sports depends on the facility available at the time of their lessons. Sports covered over the course of the academic year (not necessarily in this order):

Boys	Badminton	Gymnastics/Dance	Football	Rugby	Fitness	Athletics	Rounder's / Cricket
Girls	Fitness	Netball	Badminton	Dance	Football	Athletics	Rounder's / Cricket

Year 9 Intent

- ✓ Demonstrate clear understanding and competence and in a broad range of physical activities.
- ✓ Be comfortable with being physically active for sustained periods of time
- ✓ Lead small groups in a warmup and cool down
- ✓ Engaged in both cooperative and competitive sports and activities
- ✓ Experience alternative roles within PE (player, performer, coach, instructor, official, leader)
- ✓ Adopt and lead healthy, active lifestyles and be involved during Co-curricular and Extra-Curricular activities
- ✓ Take part in a range of activities to support their personal, social, and emotional development and develop skills that are applicable to The Brian Clarke Community

Sports / Activities covered throughout the year	Badminton	Netball /Gym & Dance	Football / Rugby	Fitness / Dance (Girls)	Athletics	Cricket/ Rounders
Knowledge Introduced	<p>School Culture, expectations, and routines in PE. Insisting on high standard and high quality of work.</p> <p>Developing technique and understanding in Badminton further with a greater understanding of the rules and tactical play.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Continue to develop and embed specific core skills in Badminton (Boys & girls)</p>	<p>School Culture, expectations, and routines in PE. Insisting on high standard and high quality of work.</p> <p>Continue to develop knowledge of Invasion games further, gaining a greater understanding of the rules and applying tactics. Improve communication, listening and working as a team.</p> <p>Continue to build confidence in Gymnastics and Dance performances and evaluate own and others performance.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Continue to develop and embed specific core skills in Netball (Girls) & Gym/Dance (Boys)</p>	<p>School Culture, expectations, and routines in PE. Insisting on high standard and high quality of work.</p> <p>Developing technique and understanding in Badminton further with a greater understanding of the rules and tactical play.</p> <p>Continue to develop knowledge of Invasion games further, gaining a greater understanding of the rules and applying tactics. Improve communication, listening and working as a team.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Continue to develop and embed specific core skills in Badminton (girls) & Football (boys)</p>	<p>School Culture, expectations, and routines in PE. Insisting on high standard and high quality of work.</p> <p>What is Fitness? Why is it important in everyday life? What does it look like to be physically fit? Revisit the components of Fitness.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>Continue to develop and embed specific skills in Fitness (Girls and Boys) Dance (Girls)</p>	<p>School Culture, expectations, and routines in PE. Insisting on high standard and high quality of work.</p> <p>Building resilience through lessons that are physically demanding.</p> <p>All students will gain an understanding of the specific skills in Athletics</p>	<p>School Culture, expectations, and routines in PE Insisting on high standard and high quality of work.</p> <p>Continue to develop and embed specific core skills in Cricket & Rounders</p> <p>Building resilience through lessons that are physically demanding.</p>

<p>Key vocabulary/ concepts/ideas students must master</p>	<p>Grow previous knowledge from Badminton and build and develop skills further using the following skills: Setting the court up successfully without guidance Serving - Low/short / high/deep varying the serve (forehand and backhand shots, Court markings Umpire a game successfully (singles and doubles) and use effective decision making. Outwitting an opponents with a variety of shots</p> <p>Badminton vocabulary: Serving Forehand Backhand Attacking Defending Flight Power Speed smash Drive</p>	<p>Continue to develop Netball skills and knowledge further learning more advanced techniques using the following skills: Passing (successful under pressure) Footwork (Both feet/left/right) Set plays (from centre pass / Backline) Defending Attacking (different ways to beat a defender) dodge/straight drive/angled drive Shooting (technique above the head) Different rules of the game / roles of different positions. Decision making in a game</p> <p>Netball Vocabulary: Passing Footwork Marking 3ft distance Positions of the game Transverse line</p> <p>Gymnastics & Dance: Pairs/small group balances Flight</p> <p>In Dance pupils will develop an understanding of choreographic devices, compositional ideas, and aesthetic appreciation for movement in a selected themed dance Skills developed in Dance: Travelling Balance Stillness</p>	<p>Continue to develop Football skills by: Using a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Skills being developed further: Passing (Short- long- instep) Dribbling (Running With ball, step Overs, feints) Defending (Tackling Block and slide) Tuning With the ball Shooting (accuracy) Understanding of the rules of the game Decision making in a game Situation</p> <p>Football Vocabulary: Overlap Pace of run Switch play Volleying Overload attack Phases of play Jockeying</p> <p>Rugby Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Skills: passing (running pass, dummy half pass) Offloading (before/after contact) Tackling (front, side) where applicable) Play the ball (ball presentation/away) catching (high ball)</p>	<p>In Dance pupils will develop an understanding of choreographic devices, compositional ideas, and aesthetic appreciation for movement. Creating groups dances in different styles.</p> <p>Dance Vocabulary: Balance Static Dynamic Tension Extension. Control Sequence. Aesthetics Fluency Performance Appreciation Choreography</p> <p>Fitness: Pupils understand the components of fitness and learn ways to improve the different areas by developing the following skills and knowledge: Testing How to measure HR Speed / Agility Endurance Interval training (HIIT) Boxercise Short term effects of exercise Long term effects of exercise</p> <p>Fitness vocabulary: Endurance Heart Rate Short term effects Long term effects Speed Agility Interval</p>	<p>Athletics: Field events: Stance Grip Preparation Movement / release Jumping events: Run up Take off Finish / landing Track events: Start/finish Head position Leg / arm action Coordination of arms and legs pacing</p> <p>Athletics Vocabulary: Pacing Power Speed out the blocks Rotation takes off Flight Release point Angle of trajectory</p>	<p>Cricket: Students will gain an understanding of tactical play and how to apply this effectively in Cricket. Students will build on a greater understanding of the following skills: Batting: Stance Variety of shots, running between the wickets Bowling variety of speed / length Fielding: Stopping & returning, catching close and high, throwing to the wicket, run outs Adhering to the rules Contribution to open play Cricket Vocabulary: Catching. Throwing Bowling. Batting Grip position Side-on Accuracy Timing Wicketkeeping Running between wickets</p> <p>Rounders: Students will build on year 7 and 8 and gain greater knowledge, skills and understanding of how to play rounders. Batting – variety of shots Bowling – variety of bowling Fielding – throwing and catching, retrieving the ball Understanding the position and show understanding of the rules to make effective decision making</p>
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		Rotation Jumps Gestures Motifs Gymnastics/Dance Vocabulary: Balance Static Dynamic Tension Extension Control Sequence Aesthetics Fluency Performance Appreciation Choreography	running with the ball (side step or swerve) Rugby Vocabulary: Passing Recieveing Handling Pace Backwards. Tackling Overlap. Phases of play			Rounders Vocabulary: Catching. Throwing Bowling. Batting Grip position Side-on Accuracy Timing Obstruction. No-ball Backstop
Knowledge revisited	Serving Forehand Backhand Single Double games Rules of Badminton	Passing Footwork Marking 3ft distance Positions of the game Transverse line Sequence work Fluency	Serving Forehand Backhand Single Double games Rules of Badminton Passing Shooting Defending	Heart Lungs Heart rate Endurance Speed Agility	Fundamentals of ABC (Agility, balance, and coordination) Basic core skills of running, jumping, and throwing	Bowlings techniques Batting techniques Fielding Gound fielding Wicket keeping Run outs Catching
CIAG Links/ Opportunities	<ul style="list-style-type: none"> ✓ Being aware of the sources of help and support available and responding positively to feedback ✓ Being aware that learning, skills and qualifications are important for career ✓ Being willing to challenge themselves and try new things ✓ Recording achievements ✓ Being aware of heritage, identity and values Links to 4th Gatsby Benchmark – Linking curriculum <ul style="list-style-type: none"> ✓ Sports science / PE teacher ✓ Professional sports person ✓ Diet and fitness instructor / Personal trainer ✓ Sports coach/consultant/manager 	<ul style="list-style-type: none"> ✓ Being able to deal effectively with the demands and challenges of everyday life. ✓ Being able to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others. ✓ Being able to solve problems, communicate and work as a team. ✓ Being able to understand why determination is desirable. Being able to create internal motivation through pupils seeing the benefit of it. ✓ Links to previous experience to dispel fear of the unknown. Discuss occasions in previous weeks, years and activities when pupils have felt the temptation to stop. Consider what it will feel like at various stages, and how the temptation to give in manifests itself. Create an awareness of the feel-good factor of triumphing 	<ul style="list-style-type: none"> ✓ Developing friendships and relationships with others ✓ Being aware that it is important to take initiative in their learning and life ✓ Being aware that building a career will require them to be imaginative and flexible ✓ Developing the ability to communicate their needs and wants ✓ Being able to identify a role model and being aware of the value of leadership ✓ Being aware of the concept of entrepreneurialism and self-employment Links to 4th Gatsby Benchmark – Linking curriculum <ul style="list-style-type: none"> ✓ PE teacher ✓ Career in sports development / sport coaching ✓ Sports media manager / advertising ✓ Sports Journalist 			

	<ul style="list-style-type: none">✓ Careers in cardiology✓ Military / Sports Injury	<p>against temptation. linking this to cross curricular and examinations etc.</p> <p>Links to 4th Gatsby Benchmark – Linking curriculum</p> <ul style="list-style-type: none">✓ Physiotherapist✓ Sports coach/consultant/ manager✓ PE teacher✓ Professional sportsperson✓ Sports commentating✓ Diet and fitness instructor	
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