

KS3 PE Curriculum Overview

Subject Curriculum Intent:

Pupils should develop **techniques & knowledge of basic rules** in games, selecting **sending & receiving skills** to maintain possession in a range of team/independent activities. They should develop knowledge of how to assess their performances against **success criteria** in a variety of contexts, suggesting simple ways of improving their work. They should take part in **invasion games, parkour, dodgeball, basketball, netball, football, badminton, circuits, boxing, cricket/baseball** activities, developing greater competence, and then **athletics** activities to understand the basic setup, techniques & rules of events.

Students will **build on generic knowledge of games and athletics from Year 7**, whilst being introduced to new activities, developing more sport-specific skills over each term. The activities are rotationally sequenced with the focus on children becoming more confident as both a team player and an individual through the terms.

Terms	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic * Due to interventions/Class sizes some activities may change e.g., Walk n Talk/Wii Sports instead of Core Activity	Parkour Dodgeball Football	Invasion Games Basketball Netball	Net & Wall Games Badminton Tennis	Health/Fitness/ Regulation Circuits Boxing	Striking & Fielding Games Cricket Baseball	Athletics

<p>Core Knowledge: Locomotor Non- Locomotor Manipulative Communication Independence Resilience Balance Reflection Rules</p>	<p style="text-align: center;"><u>Invasion Games</u></p> <ul style="list-style-type: none"> • Basic movements + throwing/passing/dribbling. • Rules to stop/start and basic scoring. • Attack & Defend games. • Criteria to judge success. • Understanding space (off the ball). <p><u>Parkour</u></p> <ul style="list-style-type: none"> • Different styles of movement • Listening to instructions • Apply balance/strategies/evasive techniques. <p><u>Dodgeball</u></p> <ul style="list-style-type: none"> • Targeted throwing • Teamwork • Rules and changing game to develop resilience. • Warm up and cool downs <p><u>Basketball</u></p> <ul style="list-style-type: none"> • Warm up and cool down drills • Basic dribbling • Basic shooting • Lay ups • Rules <p><u>Netball</u></p>	<p style="text-align: center;"><u>Net & Wall Games</u></p> <ul style="list-style-type: none"> • skills & knowledge in isolated practice & pair work. • Using combinations and movement with more confidence • Understanding body positioning and using breathing techniques <p><u>Badminton/Tennis</u></p> <ul style="list-style-type: none"> • Rules • Attack • Positioning • Singles • Doubles <p style="text-align: center;"><u>Health/Fitness & Regulation</u></p> <p><u>Circuits</u></p> <ul style="list-style-type: none"> • Working towards a time/sets • Setting a personal goal • Working in a pair • Independence • Understanding muscle groups • Warmups and cool downs <p><u>Boxing</u></p> <ul style="list-style-type: none"> • Understanding stances – Southpaw/orthodox • Breathing techniques 	<p style="text-align: center;"><u>Cricket/Baseball</u></p> <ul style="list-style-type: none"> • Catching in the deep (high) and short. • Long barrier & intercepting skills. • Throwing techniques – overarm, bowling & pitching. • Hitting techniques to contact the ball. • Rules to safely setup & play competitive games. • Basic scoring to determine success. • Fielding & batting skills for different contexts (selecting skills in changeable situations). • Bowling & batting to eliminate opponents. • Analysis of strengths & possible improvements. • Transfer of techniques, rules (& tactics) across striking & fielding activities. • Experience playing on a professional pitch. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Run - pacing & sprint starts techniques. • Jump - take-off principles, scissors technique. • Throw - grip, stance & push/pull/sling actions.
--	---	--	---

	<ul style="list-style-type: none">• Warm up and cool down drills• Positions• Attacking• Defending• Rules <p><u>Football</u></p> <ul style="list-style-type: none">• Warm up cool down• Dribbling• Positioning• Shooting• Defending• Tactics• Teamwork	<ul style="list-style-type: none">• Combination drills• Paired work• Boxing games – knee sparring/shoulder sparring• Understanding how heartbeat changes under stress• Types of training routines and their benefits to fitness.• Safe sparring and understanding how to attack and defend.• Warm up and cool down exercises for specific muscles	<ul style="list-style-type: none">• Rules and procedures for safe setup & performance in athletic events.• Measuring & assessing performance.• Event-specific techniques to improve distances & times – run ups, shuffles, changeovers, bend running.• Exploring new running and jumping events & techniques.• Evaluate strengths & weakness of performance.• Sequencing of techniques allows effective transfer of skills & rules across activities to consolidate knowledge & consistency in skills.
--	--	---	---

Why this learning now?

- Transition invasion principles from primary to secondary school.
- Introduce core skills – non/motor/manipulative.
- Sequenced to build skills/know from basic in isolation to selection in teams.
- Transfer of skills & concepts across activities.
- Build on basic movement techniques (a2b)
- Skills sequenced to build up from basic a2b to more advanced, outwitting your opponent.
- Analysis of performance in most lessons to encourage reflection of own performances.
- Incorporating manipulative with locomotor skills – passing + dribbling + shooting (hands/feet)

- Transition of movement with understanding of breathing techniques to regulate.
- How to warm-up transferred into future lessons.
- Encourage pupil responsibility of monitoring & improving techniques.
- Boxing to build on movement patterns in previous activities.
- Build on response to combinations.
- Opportunities to develop teamwork (basketball) and resilience (boxing).
- Consolidate techniques built upon over KS3.
- Sequenced to build skills/know from basic in isolation to selection in competitive points.
- Transfer of core techniques (breathing) & movements across sports.

- Build on exploratory run, throw & jump techniques covered in Terms 1 and 2.
- Develop event-specific knowledge & skills as foundation blocks for specialised techniques in later years.
- Knowledge & skills enable access to inter-house & sports day competitions.
- Opportunities to self-assess performance & set targets for improvement.
- Consolidation of core skills from other games and transfer of concepts across S&F games.
- Sequenced to build skills/know from basics to game-specific techniques.

<p>Assessment Opportunities</p> <p>Children will also have personal targets in the Personal Target Tracker Booklet</p>	<p>AFL embedded throughout, with regular formative and summative assessments through Thresholds taking place via:</p> <ul style="list-style-type: none"> Recall starters/warm up tasks to link & assess prior learning. Teacher observation of lesson-based assessment objectives – focus on Physical, Psychological & Personal with links to school values. Live and verbal feedback. Targeted questioning and whole-class feedback. Self- & peer-assessment of techniques and tasks. <p>Summative ‘Assessment Tasks’ at the end of each activity unit to inform progress – in form of competitive situations & scenarios.</p> <ul style="list-style-type: none"> Rules and skills in isolated practice. Selection of skills & rules in competition to maintain possession. Peer and self-assessment Games – spar tag using isolated techniques (jab arm to score) Questioning/Dual Coding Rules event procedures, rules, and techniques in safe, practice environments. Can select basic rules, procedures & skills to safely compete in track & field events. Self-assessment of athletic performance using score boards 		
<p>Targets from Action Plan</p>	<p>A larger selection of activities on curriculum to encourage more active participation from the children. This should then have a positive impact on their overall progress/attendance/physical and overall mental well-being</p>		
<p>Key Vocabulary : Gateway 500+ Vocabulary for preparing for adulthood</p>	<p>Movement, toes, pivot, decision making, math’s vocabulary, dodge, kings & Queens, catch, target, strategy, rules, resilience, commitment, teamwork, independence, going beyond your borders, communication, job roles as a sportsperson.</p>	<p>Possession, receiving, technique, passing, apply, criteria, balance, travel, pacing. Component, comparison, timing, unison, teamwork, stance, punch, roll, rules</p>	<p>Pacing, rotation, release, accelerate, dismissal, rotation, officiate/umpire, bowl, pitch, strike, out LBW, rules</p>

<p>School Values covered</p>	<p>'Personal' skills to be developed across activities:</p> <ul style="list-style-type: none"> • Balance – having a balanced response to peers and teacher's decisions. • Going beyond your borders – trying a new sport. • Resilience – developing techniques to manage stress and anxiety. • Communication – developing verbal and listening skills. • Independence – developing personal responsibility. • Reflection – thinking about our actions and how to improve for next time.
<p>Links to careers and the world of work</p>	<p>Pupils will develop transferrable skills & qualities, such as balance (response), going beyond your borders, independence, reflection, communication and resilience, teamwork, empathy, and strategies to help in a host of future careers, including:</p> <p>Fitness instructors and roles in the health/leisure sector</p> <p>Teaching and sports coaching</p> <p>Researchers and sports science</p> <p>Professional athletes</p>