



## Alcester Academy Curriculum Planning: Key Stage 3

Department: Physical Education				Year Group: 7			
Term	Topic/ subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning are supported
Winter/ Spring	FOOTBALL	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	<b>F:</b> <b>Passing/Dribbling/Control/ Turning/Shooting/Tackling /Game play</b>	Outwitting opponents. Accurate replication. Performing at maximum levels. Identifying + solving problems. Exercising safely + effectively.	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b>	Ongoing assessment throughout schemes.	<b>Equipment/ graded groupings/ area/drills/ support-peer &amp; staff</b>
	RUGBY	Analyse performances compared to previous ones and demonstrate improvement to achieve a personal best.	<b>R: Ball familiarisation/Passing and receiving/Passing and receiving on the move/Tag tackling/ Effective Attacking/Game play</b>		<b>Counting, scoring, ordering, grouping. (See Policy)</b>  <b>Clubs. Peer assessment. Celebration. Promoting school &amp; British values. Teamwork. Inter-intra fixtures. Leadership. Officiating. Tactical discussion. G&amp;T. Rules. Fair play. Respect. Trust. Rewards-sanctions. Challenges. World stars. Why sports? Belonging. Club links. Healthy living.</b>	Progress check on practical performance at the end of each unit with progress measured against PE target.  CORE Task (Leadership/Officiating) completed depending on student activity choice.	



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					House activities. Sports leaders. House /sports captains. Sportsmanship. Respect. Interpretations. Etiquette. Discovery. Inclusion.		
Winter/ Spring	NETBALL  HANDBALL	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Analyse performances compared to previous ones and demonstrate improvement to achieve a personal best.	<b>N: Ball familiarisation/pass + receive/footwork + pivot/P+R on the move/dodging + outwitting/shooting.</b>  <b>H: Ball familiarisation/Fundamental skills/Fastbreak and attack/Defence/Shooting/Gameplay</b>	Outwitting opponents. Accurate replication. Performing at maximum levels. Identifying + solving problems. Exercising safely + effectively.	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b>  <b>Counting, scoring, ordering, grouping. (See Policy)</b>  <b>Clubs.</b> <b>Peer assessment.</b> <b>Celebration.</b> <b>Promoting school &amp; British values.</b> <b>Teamwork.</b> <b>Inter-intra fixtures.</b> <b>Leadership.</b> <b>Officiating.</b> <b>Tactical discussion.</b> <b>G&amp;T.</b> <b>Rules.</b> <b>Fair play.</b> <b>Respect.</b> <b>Trust.</b> <b>Rewards-sanctions.</b> <b>Challenges.</b> <b>World stars.</b> <b>Why sports?</b>	Ongoing assessment throughout schemes.  Progress check on practical performance at the end of each unit with progress measured against PE target.  CORE Task (Leadership/Officiating) completed depending on student activity choice.	<b>Equipment / graded groupings/ area/drills/ support-peer &amp; staff</b>

					<b>Belonging.</b> <b>Club links.</b> <b>Healthy living.</b> <b>House activities.</b> <b>Sports leaders.</b> <b>House /sports captains.</b> <b>Sportsmanship.</b> <b>Respect.</b> <b>Interpretations.</b> <b>Etiquette.</b> <b>Discovery.</b> <b>Inclusion.</b>		
Winter/ Spring	GYMNASTICS  DANCE	Develop technique and improve performance in other competitive sports.  Perform dances using advanced dance techniques within a range of dance styles and forms.  Analyse performances compared to previous ones and demonstrate improvement to achieve a personal best.	<b>G: Locomotion/rolls/jumps/twists/ sequence building.</b>  <b>D: Actions/Dynamics/Space/ Relationships.</b>	Accurate replication. Exploring + communicating ideas, concepts and emotions. Performing at maximum levels. Identifying + solving problems. Exercising safely + effectively.	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b>  <b>Counting, shape, ordering, grouping. (See Policy)</b>  <b>Clubs.</b> <b>Peer assessment.</b> <b>Celebration</b> <b>Promoting school &amp; British values.</b> <b>Leadership.</b> <b>Creative discussion.</b> <b>Problem solving.</b> <b>G&amp;T.</b> <b>Respect.</b> <b>Trust.</b> <b>Mirroring.</b> <b>Challenges.</b> <b>Aesthetics.</b> <b>Reflections.</b>	Ongoing assessment throughout schemes.  Progress check on practical performance at the end of each unit with progress measured against PE target.  CORE Task (Leadership/Officiating) completed depending on student activity choice.	<b>Equipment / graded groupings/ area/drills/ support-peer &amp; staff</b>



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					<b>Cultural dance.</b> <b>Belonging.</b> <b>Healthy living.</b> <b>Respect.</b> <b>Interpretations.</b> <b>Appreciation.</b> <b>Creativity &amp; emotion.</b> <b>Discovery.</b> <b>Inclusion.</b> <b>Conciliation.</b> <b>Sympathy.</b>		
Winter/ Spring	BASKETBALL  HEALTH RELATED FITNESS	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Analyse performances compared to previous ones and demonstrate improvement to achieve a personal best.	<b>BB: Ball familiarisation/footwork /pivot/pass+receive/ dribble/set shot.</b>  <b>HRF: Warm up/cool down/relax techniques/training methods/testing methods.</b>	Outwitting opponents. Accurate replication. Performing at maximum levels. Identifying + solving problems. Exercising safely + effectively.	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b>  <b>Counting, scoring, measuring, ordering, grouping, data. (See Policy)</b>  <b>Clubs.</b> <b>Peer assessment.</b> <b>Celebration</b> <b>Promoting school &amp; British values.</b> <b>Teamwork.</b> <b>Inter-intra fixtures.</b> <b>Officiating.</b> <b>Tactical discussion.</b> <b>Problem solving.</b> <b>G&amp;T.</b> <b>Rules.</b> <b>Fair play.</b> <b>Respect.</b> <b>Trust.</b> <b>Challenges.</b> <b>Wide range.</b>	Ongoing assessment throughout schemes.  Progress check on practical performance at the end of each unit with progress measured against PE target.  CORE Task (Leadership/Officiating) completed depending on student activity choice.	<b>Equipment / graded groupings/ area/drills/ support-peer &amp; staff</b>



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					<b>World stars.</b> <b>Belonging.</b> <b>Club links.</b> <b>Career pathways.</b> <b>Healthy living.</b> <b>House activities.</b> <b>Sportsmanship.</b> <b>Respect.</b> <b>Etiquette.</b> <b>Discovery.</b> <b>Inclusion.</b> <b>Conciliation.</b> <b>Sympathy.</b>		
	OAA	<p>Take part in outdoor and adventurous activities which present intellectual and physical challenges.</p> <p>Be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p>	<b>Team Building/Orienteering/Leadership/Communication</b>	<p>Performing at maximum levels.</p> <p>Identifying + solving problems.</p> <p>Exercising safely + effectively.</p>	<p><b>Explaining, instructing, describing, questioning, analysing, evaluating.</b></p> <p><b>Counting, scoring, ordering, grouping, data. (See Policy)</b></p> <p><b>Celebration</b></p> <p><b>Promoting school &amp; British values.</b></p> <p><b>Teamwork.</b></p> <p><b>Leadership.</b></p> <p><b>Creative discussion.</b></p> <p><b>Problem solving.</b></p> <p><b>G&amp;T.</b></p> <p><b>Trust.</b></p> <p><b>Mirroring.</b></p> <p><b>Challenges.</b></p> <p><b>Reflections.</b></p> <p><b>Wide range.</b></p> <p><b>Belonging.</b></p> <p><b>Career pathways.</b></p> <p><b>Healthy living.</b></p>	<p>Ongoing assessment throughout schemes.</p> <p>Progress check on practical performance at the end of each unit with progress measured against PE target.</p> <p>CORE Task (Leadership/Officiating) completed depending on student activity choice.</p>	<b>Equipment / graded groupings/ area/drills/ support-peer &amp; staff</b>

					Residential. Respect. Interpretations. Appreciation. Creativity & emotion. Discovery. Inclusion. Conciliation. Adventure. Sympathy.		
Summer	ROUNDERS  CRICKET	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Analyse performances compared to previous ones and demonstrate improvement to achieve a personal best.	<b>R: Ball familiarisation/catch + catch rules/bowling + bowling rules/running rules/batting + batting rules/ ground fielding/post work + rules.</b>  <b>C: Ball familiarisation/throw + catch/off + on drives/Forward + backward defensive/fielding – long barrier/bowling – basics.</b>	Outwitting opponents. Accurate replication. Performing at maximum levels. Identifying + solving problems. Exercising safely + effectively.	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b>  <b>Counting, scoring, shape, measuring, ordering, grouping, data. (See Policy)</b>  <b>Clubs.</b> <b>Peer assessment.</b> <b>Celebration.</b> <b>Promoting school &amp; British values.</b> <b>Teamwork.</b> <b>Inter-intra fixtures.</b> <b>Leadership.</b> <b>Officiating.</b> <b>Tactical discussion.</b> <b>G&amp;T.</b> <b>Rules.</b> <b>Fair play.</b> <b>Respect.</b> <b>Trust.</b> <b>Rewards-sanctions.</b> <b>Challenges.</b>	Ongoing assessment throughout schemes.  Progress check on practical performance at the end of each unit with progress measured against PE target.  CORE Task (Leadership/Officiating) completed depending on student activity choice.	<b>Equipment / graded groupings/ area/drills/ support-peer &amp; staff</b>



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					<b>World stars.</b> <b>Why sports?</b> <b>Belonging.</b> <b>Club links.</b> <b>Healthy living.</b> <b>House activities.</b> <b>Sports leaders.</b> <b>House /sports captains.</b> <b>Sportsmanship.</b> <b>Respect.</b> <b>Interpretations.</b> <b>Etiquette.</b> <b>Discovery.</b> <b>Inclusion.</b>		
Summer	ATHLETICS  TENNIS	Develop technique and improve performance in other competitive sports.  Analyse performances compared to previous ones and demonstrate improvement to achieve a personal best.	<b>A: Run style/Sprint start – basic/Javelin/TJ/LJ/SP/ Discus.</b>  <b>T: Court familiarisation/grips/ f.drive/ b.drive/f.volley/b.volley/ serve/ doubles play/scoring</b>	Outwitting opponents. Accurate replication. Performing at maximum levels. Identifying + solving problems. Exercising safely + effectively.	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b>  <b>Counting, scoring, measuring, ordering, grouping, data. (See Policy)</b>  <b>Clubs.</b> <b>Peer assessment.</b> <b>Celebration.</b> <b>Promoting school &amp; British values.</b> <b>Teamwork.</b> <b>Inter-intra fixtures.</b> <b>Leadership.</b> <b>Officiating.</b> <b>Tactical discussion.</b> <b>G&amp;T.</b> <b>Rules.</b> <b>Fair play.</b>	Ongoing assessment throughout schemes.  Progress check on practical performance at the end of each unit with progress measured against PE target.  CORE Task (Leadership/Officiating) completed depending on student activity choice.	<b>Equipment / graded groupings/ area/drills/ support-peer &amp; staff</b>



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					<b>Respect.</b> <b>Trust.</b> <b>Rewards-sanctions.</b> <b>Challenges.</b> <b>World stars.</b> <b>Why sports?</b> <b>Belonging.</b> <b>Club links.</b> <b>Healthy living.</b> <b>House activities.</b> <b>Sports leaders.</b> <b>House /sports captains.</b> <b>Sportsmanship.</b> <b>Respect.</b> <b>Interpretations.</b> <b>Etiquette.</b> <b>Discovery.</b> <b>Inclusion.</b>		
<b>Department: Physical Education</b>					<b>Year Group: 8</b>		
Term	Topic/ subject	Assessment Objectives	Knowledge acquisition	Skill building <i>Intent</i>	Wider reading opportunities to include numeracy and SMSC	Final assessment task and title	SEND & PP Identify where access and learning is supported
Winter/ Spring	FOOTBALL  RUGBY	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.  Analyse performances	<b>F: Passing/Dribbling and turns/Developing Attack/Developing Shooting/Heading/Strategie s and tactics</b>  <b>R: Passing and receiving/Line passing/Outwitting opponents/Attacking/Defen ding/Game Play</b>	Outwitting opponents. Accurate replication. Performing at maximum levels. Identifying + solving problems. Exercising safely + effectively.	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b>  <b>Counting, scoring, ordering, grouping. (See Policy)</b>  <b>Clubs.</b> <b>Peer assessment.</b>	Ongoing assessment throughout schemes.  Progress check on practical performance at the end of each unit with progress measured against PE target.  CORE Task (Leadership/Officiating)	<b>Equipment/ graded groupings/ area/drills/ support-peer &amp; staff</b>





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		compared to previous ones and demonstrate improvement to achieve a personal best.			<b>Celebration.</b> <b>Promoting school &amp; British values.</b> <b>Teamwork.</b> <b>Inter-intra fixtures.</b> <b>Leadership.</b> <b>Officiating.</b> <b>Tactical discussion.</b> <b>G&amp;T.</b> <b>Rules.</b> <b>Fair play.</b> <b>Respect.</b> <b>Trust.</b> <b>Rewards-sanctions.</b> <b>Challenges.</b> <b>World stars.</b> <b>Why sports?</b> <b>Belonging.</b> <b>Club links.</b> <b>Healthy living.</b> <b>House activities.</b> <b>Sports leaders.</b> <b>House /sports captains.</b> <b>Sportsmanship.</b> <b>Respect.</b> <b>Interpretations.</b> <b>Etiquette.</b> <b>Discovery.</b> <b>Inclusion.</b>	completed depending on student activity choice.	
Winter/ Spring	NETBALL  HANDBALL	Use a range of tactics and strategies to overcome opponents in direct competition through team	<b>N: OH pass/move + control/1 hand shoot/rebound/attacking-dodging + space/defending.</b>  <b>H: Ball familiarisation/Passing and receiving/Defence/Attack/L</b>	Outwitting opponents. Accurate replication. Performing at maximum levels. Identifying + solving problems.	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b>  <b>Counting, scoring, ordering, grouping. (See Policy)</b>	Ongoing assessment throughout schemes.  Progress check on practical performance at the end of each unit with progress measured against PE target.	<b>Equipment / graded groupings/ area/drills/ support-peer &amp; staff</b>



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		and individual games.  Analyse performances compared to previous ones and demonstrate improvement to achieve a personal best.	<b>Leadership/Officiating/Game play</b>	Exercising safely + effectively.	<b>Clubs.</b> <b>Peer assessment.</b> <b>Celebration.</b> <b>Promoting school &amp; British values.</b> <b>Teamwork.</b> <b>Inter-intra fixtures.</b> <b>Leadership.</b> <b>Officiating.</b> <b>Tactical discussion.</b> <b>G&amp;T.</b> <b>Rules.</b> <b>Fair play.</b> <b>Respect.</b> <b>Trust.</b> <b>Rewards-sanctions.</b> <b>Challenges.</b> <b>World stars.</b> <b>Why sports?</b> <b>Belonging.</b> <b>Club links.</b> <b>Healthy living.</b> <b>House activities.</b> <b>Sports leaders.</b> <b>House /sports captains.</b> <b>Sportsmanship.</b> <b>Respect.</b> <b>Interpretations.</b> <b>Etiquette.</b> <b>Discovery.</b> <b>Inclusion.</b>	Ongoing assessment throughout schemes.  Progress check on practical performance at the end of each unit with progress measured against PE target.  CORE Task (Leadership/Officiating) completed depending on student activity choice.	
Winter/ Spring	GYMNASTICS	Develop technique and improve performance in other	<b>G: Balance/Sports Acrobatics/Sequence building.</b>	Accurate replication. Exploring + communicating	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b>	Ongoing assessment throughout schemes.  Progress check on practical performance at	<b>Equipment / graded groupings/ area/drills/</b>



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		competitive sports.  Analyse performances compared to previous ones and demonstrate improvement to achieve a personal best.		ideas, concepts and emotions. Performing at maximum levels. Identifying + solving problems. Exercising safely + effectively.	<b>Counting, shape, ordering, grouping. (See Policy)</b>  <b>Clubs.</b> <b>Peer assessment.</b> <b>Celebration</b> <b>Promoting school &amp; British values.</b> <b>Leadership.</b> <b>Creative discussion.</b> <b>Problem solving.</b> <b>G&amp;T.</b> <b>Respect.</b> <b>Trust.</b> <b>Mirroring.</b> <b>Challenges.</b> <b>Aesthetics.</b> <b>Reflections.</b> <b>Belonging.</b> <b>Healthy living.</b> <b>Respect.</b> <b>Interpretations.</b> <b>Appreciation.</b> <b>Creativity &amp; emotion.</b> <b>Discovery.</b> <b>Inclusion.</b> <b>Conciliation.</b> <b>Sympathy.</b>	the end of each unit with progress measured against PE target.  CORE Task (Leadership/Officiating) completed depending on student activity choice.	<b>support-peer &amp; staff</b>
Winter/ Spring	BASKETBALL          HEALTH RELATED FITNESS	Use a range of tactics and strategies to overcome opponents in direct competition through team	<b>BB: Pass + receive/dribble/jump shot/rebounds/lay up.</b>  <b>HRF: Warm up/cool down/relax techniques/training methods/testing</b>	Outwitting opponents. Accurate replication. Performing at maximum levels. Identifying + solving problems.	<b>Explaining, instructing, describing, questioning, analysing, evaluating.</b>  <b>Counting, scoring, measuring, ordering,</b>	Ongoing assessment throughout schemes.  Progress check on practical performance at the end of each unit with progress measured against PE target.	<b>Equipment / graded groupings/ area/drills/ support-peer &amp; staff</b>

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		<p>competition through team and individual games.</p> <p>Analyse performances compared to previous ones and demonstrate improvement to achieve a personal best.</p>	<p><b>C: Throw + catch/1 hand pick up/pull/cut/swing bowling/running/wicketkeeping.</b></p>	<p>Identifying + solving problems. Exercising safely + effectively.</p>	<p><b>Counting, scoring, shape, measuring, ordering, grouping, data. (See Policy)</b></p> <p><b>Clubs.</b> <b>Peer assessment.</b> <b>Celebration.</b> <b>Promoting school &amp; British values.</b> <b>Teamwork.</b> <b>Inter-intra fixtures.</b> <b>Leadership.</b> <b>Officiating.</b> <b>Tactical discussion.</b> <b>G&amp;T.</b> <b>Rules.</b> <b>Fair play.</b> <b>Respect.</b> <b>Trust.</b> <b>Rewards-sanctions.</b> <b>Challenges.</b> <b>World stars.</b> <b>Why sports?</b> <b>Belonging.</b> <b>Club links.</b> <b>Healthy living.</b> <b>House activities.</b> <b>Sports leaders.</b> <b>House /sports captains.</b> <b>Sportsmanship.</b> <b>Respect.</b> <b>Interpretations.</b> <b>Etiquette.</b> <b>Discovery.</b> <b>Inclusion.</b></p>	<p>progress measured against PE target.</p> <p>CORE Task (Leadership/Officiating) completed depending on student activity choice.</p>	
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Summer	<p>ATHLETICS</p> <p>TENNIS</p>	<p>Develop technique and improve performance in other competitive sports.</p> <p>Analyse performances compared to previous ones and demonstrate improvement to achieve a personal best.</p>	<p><b>A: Inter sprint start/inter. Distance/hurdles/relay changeover/ Javelin/TJ/LJ/SP/Discus.</b></p> <p><b>T: Singles play/doubles play/lob/drop shot/movement/Yr7 shots/etiquette.</b></p>	<p>Outwitting opponents. Accurate replication. Performing at maximum levels. Identifying + solving problems. Exercising safely + effectively.</p>	<p><b>Explaining, instructing, describing, questioning, analysing, evaluating.</b></p> <p><b>Counting, scoring, measuring, ordering, grouping, data. (See Policy)</b></p> <p><b>Clubs.</b></p> <p><b>Peer assessment.</b></p> <p><b>Celebration.</b></p> <p><b>Promoting school &amp; British values.</b></p> <p><b>Teamwork.</b></p> <p><b>Inter-intra fixtures.</b></p> <p><b>Leadership.</b></p> <p><b>Officiating.</b></p> <p><b>Tactical discussion.</b></p> <p><b>G&amp;T.</b></p> <p><b>Rules.</b></p> <p><b>Fair play.</b></p> <p><b>Respect.</b></p> <p><b>Trust.</b></p> <p><b>Rewards-sanctions.</b></p> <p><b>Challenges.</b></p> <p><b>World stars.</b></p> <p><b>Why sports?</b></p> <p><b>Belonging.</b></p> <p><b>Club links.</b></p> <p><b>Healthy living.</b></p> <p><b>House activities.</b></p> <p><b>Sports leaders.</b></p> <p><b>House /sports captains.</b></p> <p><b>Sportsmanship.</b></p> <p><b>Respect.</b></p>	<p>Ongoing assessment throughout schemes.</p> <p>Progress check on practical performance at the end of each unit with progress measured against PE target.</p> <p>CORE Task (Leadership/Officiating) completed depending on student activity choice.</p>	<p><b>Equipment / graded groupings/ area/drills/ support-peer &amp; staff</b></p>
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					<b>Interpretations. Etiquette. Discovery. Inclusion.</b>		
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Last updated: *Summer 2023*

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.



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### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### Key stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- 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
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.