

Subject group	Faculty	Physical Education
	Subject	KS3 PE Year 7

Year 7	Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6	
	Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				
	Unit title	<b>Year 7</b> <b>Try Something New - Discover &amp; Enjoy</b> <b>Assessment and Setting Period</b>				Establishing expectations and routines, introducing invasion games and fitness testing.				Maintaining high expectations and introducing new curriculum rotation. Apply rules and refine skills.				Maintaining high expectations and introducing new curriculum rotation. Identify strengths and weakness in performance.				Maintaining high expectations and introducing new curriculum rotation. Leading or officiating parts of the PE lesson.				Maintaining high expectations and introducing new curriculum rotation. End of summer rotation. Evaluate success.			
	Subject knowledge introduced / developed / revised	Introduction to PE at Shoeburyness and links to SECAT and local community. Assessment period will last 4-5 weeks for all mainstream students. Pupils will 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. All lessons at KS3 will have a Health and fitness element. Students will learning how to correctly administer, take part and evaluate fitness tests and experience other activities that will help with thier physical and mental wellbeing in some of the following : Bleep test / YoYo test / Coopers run, Yoga, Body management, Wellness and meditation, Aerobics				Recall, understand and copy basic skills, rules and tactics. Analyse their performances and demonstrate improvement to achieve their personal best, through fitness tests and the winter rotation of activites eg, Cross Country, Invasion Games, Netball, Football, Handball, Hockey /Uni- Hoc, Lacrosse, Basketball, Dodgeball, Endball/benchball, Rugby, Swimming - water confidence and basic, strokes, Trampolining, Gymnastics				Develop understanding and combine effectively skills, rules and tactics. Analyse their performances compared to previous term and demonstrate improvement to achieve their personal best, through fitness tests and the winter rotation of activites eg Cross Country, Invasion games, Netball, Football, Handball, Hockey /Uni- Hoc, Lacrosse, Basketball, Dodgeball, Endball/benchball, Rugby, Swimming, Trampolining, Gymnastics				Recall and develop understanding, and effectively combine skills, rules and tactics. Some students may be able to officiate small sided games. Analyse their performances compared to previous term and demonstrate improvement to achieve their personal best, through fitness tests, show how to outwit an opponent in a competitive situation - Invasion Games, swimming Trampolining, Gymnastics				Develop understanding of rules regulations and techniques in Athletics. Track & Field, Striking and fielding, Rounders, softball, Cricket, Net and wall, Badminton, Tennis, Table tennis, Short tennis, Volleyball				Develop their technique and improve their performance in other competitive sports, for example athletics and striking and fielding. 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.			
	skills developed / extended / used	Students 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]				They should understand what makes a performance effective and how to apply these principles to their own and others' work. This will be taught and applied through their assessment period at the end of every block of activities.				Taking part in house games, leading warm ups and drills in lesson. Organising equipment and working in small groups independently.				Reflect on fitness tests and consider how healthy choices can help maintain and heathly mind and body.				Students Knowledge and understanding of the summer activities should be embedded in order to successfully apply in sports day activities.							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	All aspects involved in working as a team. This can be in class, as part of the school teams or in the wider community. Create links with community clubs to open up pathways.				All students representing the school in fixtures and major competitions are made aware and help develop a respectful attitude inclusive of all team members.				All teams and extra curriculur clubs are open to everyone who makes up our school community.				Teams captains /Vice Captains are selected on merits that foster respect and positive attitudes toward all.											
	Links to 'Destinations and Employability'	Encouraging being organised and on time to lessons.				Skills such as leadership, self motivation, team work, communication skills and evaluation skills are all developed and important in a work environment.				A linear approach to the theory "Exam" content started and assessed in year 7. This supports the development and understanding of theory aspects surrounding exam options at KS4 and allows both students and teachers a better understanding of the ability of the students to recall and apply knowledge. This will allow students to make a more informed decision in the " Application" process at the end of KS3.				Theory : Recall the names of bones and musles. Homework : Recall the importance of a warm up and how to apply a warm up.				Theory : Recall the names of bones and musles. Homework: Recall the importance of a warm up and how to apply a warmup. Effects of exercise on the body.				Theory : Recall the names of bones and musles. Homework : Recall the importance of a warm up and how to apply a warmup. Effects of exercise on the body. Application of effective stretches idetifying bones and muscles.			
	Enrichment Opportunities offered or developed	Encourage and invite students seasonal extra cirricular clubs to extend knowledge and skills. Swimming club for non swimmers as identified in the assessment period to develop water confidence.				Take part in competitive sports and activities outside school through community links or sports clubs.				They will 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.				Seasonal extra-curricular clubs start. Established Teams and local, district and national opportunities for competition.				Sports day. House, school and external competitions.				Rewards trip and celebration events. House, school and external competitions.			

Subject group	Faculty	Physical Education
	Subject	KS3 PE Year 8

Year 8		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	<b>Year 8 Develop Through Commitment</b>				Establishing expectations and routines, introducing invasion games and fitness testing.				Maintaining high expectations and introducing new curriculum rotation. Apply rules and refine skills.				Maintaining high expectations and introducing new curriculum rotation. Identify strengths and weakness in performance.				Maintaining high expectations and introducing new curriculum rotation. Leading or officiating parts of the PE lesson.				Maintaining high expectations and introducing new curriculum rotation. End of summer rotation.			
	Subject Knowledge introduced / developed / revised	Pupils will 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. All lessons at KS3 will have an Health and fitness element. Students will learning how to correctly administer, take part and evaluate fitness tests and experience other activities that will help with thier physical and mental wellbeing eg, Bleep test / YoYo test / coopers run, Yoga, Body management, Wellness and meditation, Aerobics				Pupils will build on and embed the physical development and skills learned in year 8 to become more competent, confident and expert in their techniques, and apply them in the winter rotation of invasion. games. - X Country - set targets to beat from last year - Swimming diving and tumble turns added to strokes from last year. - Trampolining - creating sequences.				Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best, through fitness tests and the winter rotation of activites eg, Cross Country, Invasion games, Netball, Football, Handball, Hockey /Uni- Hoc, Lacrosse, Basketball, Dodgeball, Endball/benchball, Rugby, Swimming, Trampolining, Gymnastics Recall, understand and combine effectively skills, rules and tactics.				Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best, through fitness tests and the winter rotation of activites eg, Cross Country, Invasion games, Football, Handball, Hockey /Uni- Hoc, Lacrosse, Basketball, Dodgeball, Endball/benchball, Rugby, Swimming, Trampolining, Gymnastics, Recall, understand and combine effectively skills, rules and tactics.				Athletics, Track & Field Striking and fielding, Rounders, Softball, Cricket, Net and wall, Badminton, Tennis, Table tennis, Short tennis, Volleyball				Develop their technique and improve their performance in other competitive sports, for example athletics and striking and fielding. 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.			
	skills developed / extended / used	Students 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].				They should understand what makes a performance effective and how to apply these principles to their own and others' work. This will be taught and applied through their assessment period at the end of every block of activities.				Taking part in house games, leading warm ups and drills in lesson. Organising equipment and working in small groups independently.															
	Opportunities to develop 'respectful attitudes' / Inclusion and Diversity	Confident students/ sports captains are encouraged to lead drills and learn how to officiate. All aspects involved in working as a team. This can be in class, as part of the school teams or in the wider community.				All students representing the school in fixtures and major competitions are made aware and help develop a respectful attitude inclusive of all team members.				All teams and extra curricular clubs are open to everyone who makes up our school community.				Teams captains /Vice Captains are selected on merits that foster respect and positive attitudes toward all.											
	Links to 'Destinations and Employability'	Encouraging being organised and on time to lessons.				Skills such as leadership, self motivation, team work, communication skills and evaluation skills are all developed and important in a work environment.				A linear approach to the theory "Exam" content started in 7 is developed, increasing the understanding of theory aspects surrounding exam options at KS4. This will allow students to make a more informed decision in the " Application" process at the end of KS3.				Theory : Recall the names of bones and muscles. Recall the importance of a warm up and how to apply a warm up.				Theory : Recall the names of bones and musles. Recall the importance of a warm up and how to apply a warm up. Effects of exercise on the body.				Theory : Roles and responsibilities of an official. Recall the importance of a warm up and how to apply a warm up. Effects of exercise on the body. Application of effective stretches idetifying bones and muscles.			
	Enrichment Opportunities offered or developed	To build on the success from year 7 and set goals from last year and continue to take part in competitive sports and activities outside school through community links or sports clubs.				Take part in competitive sports and activities outside school through community links or sports clubs.				They will 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.				Seasonal extra curricular clubs start. Established teams and local, district and national opportunities for competition.				House, school and external competitions.				House, school and external competitions.			

Subject group	Faculty	Physical Education
	Subject	KS3 PE

Year 9		Term	Aut 1	Unit	1	Term	Aut 2	Unit	2	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	<b>Year 9 Specialise &amp; Succeed</b>				Maintaining expectations and routines. Building on previous knowledge. Pupils will build on and embed the physical development and skills learned in years 7 & 8. Students should be able to evaluate and compare fitness results with Normative data.				Maintaining expectations and routines. Combine skills effectively in pressured situations, apply skills and techniques in order to effectively outwit opponents. Take part in fitness testing identified in the BTEC course at KS4.				Maintaining high expectations and introducing new curriculum rotation, identify strengths and weakness in performance and explain how this can be improved.				End of KS3 diagnostic test, in preparation for "Application" evening.				Re-group of sets to create GCSE/BTEC sets. Identify potential sports to be assessed at GCSE.			
	Subject Knowledge introduced / developed / revised	Pupils will 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. All lessons at KS3 will have an health and fitness element . Students will learn how to correctly administer, take part and evaluate fitness tests and experience other activities that will help with their physical and mental wellbeing. eg, Bleep test / YoYo test / coopers run, Yoga, Body management, Wellness and meditation, Aerobics				Develop more competent skills and rules application. Become confident and expert in their techniques, and apply them across different sports and physical activities. All lessons at KS3 will have a health and fitness element . Students will learn how to correctly administer, take part and evaluate fitness tests and experience other activities that will help with their health and well being. Swimming Personal survival, Trampoline creating sequences from the GCSE Spec, Games, be able to officiate with confidence and create and apply rules and tactics to effectively outwit opponents in a competitive game.				Analyse their performances compared to previous years and demonstrate improvement to achieve their personal best, through fitness tests and the winter rotation of activities eg, Cross Country, setting challenging targets. Invasion games, Netball, Football, Handball, Hockey /Uni- Hoc, Lacrosse, Basketball, Dodgeball, Endball/benchball, Rugby, Swimming, Trampolineing, Gymnastics Recall, understand and combine effectively skills, rules and tactics.				Create tactics to improve their performances compared to previous years and demonstrate improvement to achieve their personal best, through fitness tests and the winter rotation of activities eg, -X Country, Invasion games, Netball, Football, Handball, Hockey /Uni- Hoc, Lacrosse, Basketball, Dodgeball, Endball/benchball, Rugby, Swimming, Trampolineing, Gymnastics, Recall, understand and combine effectively skills, rules and tactics.				Athletics, Track & Field Striking and fielding, Rounders, Softball, Cricket, Net and wall, Badminton, Tennis, Table tennis, Short tennis, Volleyball				Develop more competent skill application. Become more confident in selection of 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, understand and apply the long-term health benefits of physical activity.			
	skills developed / extended / used	Students 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].				They should understand what makes a performance effective and how to apply these principles to their own and others' work. This will be taught and applied through their assessment period at the end of every block of activities.				Taking part in house games, leading warm ups and drills in lesson. Organising equipment and working in small groups independently.				Students are encouraged to take on coaching and officiating roles in a range of sports. This will develop knowledge and understanding in a range of sports and will encourage leadership skills.								Group are put into new set to extend knowledge, dependant on their "application" selections. This gives all the opportunity to start introducing subject content.			
	Opportunities to develop 'respectful attitudes' / Inclusion and Diversity	Sports captains are encouraged to help out officiating school fixtures and organising teams . All aspects involved in working as a team. This can be in class, as part of the school teams or in the wider community.				All students representing the school in fixtures and major competitions are made aware and help develop a respectful attitude inclusive of all team members.				All teams and extra curricular clubs are open to everyone who makes up our school community.				Teams captains /Vice Captains are selected on merits that foster respect and positive attitudes toward all.											
	Links to 'Destinations and Employability'	Inviting Guest speakers, ex students in during the run up to applications week, to highlight potential pathways into a range of careers.				Skills such as leadership, self motivation, team work, communication skills and evaluation skills are all developed during a range of activities.				Theory : Label the circulatory and respiratory system - Effects of exercise on the heart. - Evaluate how the pulse rate reflects fitness.				Theory : Recall and understand the physical and skill related components of fitness.				Theory : Recall the names of bones and muscles - Recall the importance of a warm up and how to apply a warm up. Effects of exercise on the body.				Theory : Explain the long and short term effects of exercise physically and mentally. - Application of effective stretches identifying bones and muscles.			
	Enrichment Opportunities offered or developed	Build on the success from year 7 and 8, reflecting on previous experiences to set goals from last year and continue to take part in competitive sports and activities outside school through community links or sports clubs.				Take part in competitive sports and activities outside school through community links or sports clubs.				They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand the long-term health benefits of physical activity.				Seasonal extra-curricular clubs start. Established Teams and local, district and national opportunities for competition.				House, school and external competitions.				House, school and external competitions.			













