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| Year 7 PE | Year 8 PE | Year 9 PE | Year 10 PE | Year 11 PE |
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| **Outwitting opponents as a team** | | | | |
| One of the greatest experiences in sport is the feeling of being a part of a team. In year 7 you will begin to explore the physical movements needed to be a successful team player. You will begin to understand the importance of team cohesion and how communication, bravery and positivity can help you to be a successful team player in sport**. (Taught through; Rugby, Netball and Cricket .**   * Priming the body for movement * Equipment familiarisation * Moving the ball * Dribbling and fundamental movement * Scoring   **GCSE link – Importance of a warm-up and the importance of avoiding a sedentary lifestyle.**  **Empower- Resilience of learning a new sport.**  **Promote – Positive relationships with teammates.**  **Enrich – Be brave and join a club.**  **Key vocabulary linked to GCSE knowledge**   * **Heart rate:** Number of beats per minute. * **Flexibility:** Range of movement possible at a joint. * **Breathing rate:** The number of breaths in one minute. * **Skeletal muscles:** soft tissue responsible for the movement at joints. | The great part of team sports is being able to transfer skills from one sport the another. In year 8 you will be provided with the opportunities to do just this. You will take part in a team sport every term and look to transfer knowledge and skills across these. This can set you up perfectly for representing the school in one of these sports**. (Taught through; Rugby, Hockey, Netball, Cricket)**   * Moving the ball and dribbling under pressure. * An introduction in positions and their roles. * Scoring * Tackling and defending   **GCSE Link – Rules and regulations in sport and how to create a safe environment.**  **Empower – Introducing non-traditional sports.**  **Promote – The schools’ values and how these are also evident in sports.**  **Enrich – Improve knowledge of assessment and creating a ‘how can I improve’ culture.**  **Key Vocabulary linked to GCSE knowledge**;   * **Safety equipment:** Clothing or equipment designed to protect the performer or other performers from harm. * **-Sanction:** An action put in place for individuals who break the rules of gameplay. * **Rules:** Principles that govern how a game is played. * **Regulations:** Principles that ensure all sports are fair no matter who is playing it. | We would love to see as many of you as possible select PE as a GCSE subject. In year 9 you will learn moderation drills, practices and games for a range of team games activities. This will improve you competitively within these sports and help you to understand the importance of individual skills**. (Taught through Football, Rugby, Hockey and Cricket)**   * Using skills in gameplay. * Understanding how to make a skill harder or easier. * Introducing tactics and formations. * Peer feedback and guidance.   **GCSE link – Moderation practical practice, how do we provide effective peer feedback?**  **Empower – Providing learners with leadership responsibilities and feedback.**  **Promote – Character excellence and encouraging learners to be the best they can be.**  **Enrich – Students will be provided with opportunities to feedback to others, thus improving confidence and communication skills.**  **Key Vocabulary linked to GCSE knowledge;**   * **Tactics:** An action that is planned to ensure a positive result. * **Feedback:** Information about an individual’s performance, designed to help improvement. | Sport is amazing!! Our aim is to see all of our students lave St Mark’s with an enthusiasm to continue with physical activity however they choose. In year 10 and 11 all students have 1 lesson of core PE a week. You will use this as an opportunity to choose an activity each term. This will be great for socialising, de-stressing and staying active. We encourage all students to maintain a great attitude towards port and exercise through their time with us and beyond.   * Competition * Enjoyment * Teamwork and communication   **Empower – Providing the motivation and means for all of our learners to remain physically active through team sports.**  **Promote – The character excellence to want to maintain a healthy, active lifestyle.**  **Enrich – Increase the ambition and confidence of our students to continue exercise and be more accepting of their bodies and who they are.** | |
| **Controlling movement with compositional ideas** | | | | |
| Creativity, athleticism, acrobatics, strength, power, bravery and confidence are all words that could be associated with this big idea! In year 7 you will start the year by developing your control over movement and your ability to be creative through exercise. The grace, elegance, power and control of top gymnasts and dancers is awe inspiring. We will be providing opportunities for you to gain more confidence in these areas. **(Taught through Dance and Gymnastics).**   * Understanding your body and how it moves. * Balances and tension * Rotation * Flight and landing * Dance actions * Counting in time * Motifs and group work * Learning a set routine   **GCSE Link – Components of fitness needed in specific sports (Flexibility, power, strength, balance, body composition…)**  **Empower – Providing learners with the opportunities to learn dances from different cultures.**  **Promote – An attitude to try new things and improve confidence.**  **Enrich - Cultural capital and understanding the origins of dance and gymnastics.**  **Key Vocabulary**   * **Balance:** An even distribution of weight, enabling someone to stay steady. * **Motif:** A movement pattern that shows an idea. * **Gesture:** Moving a single part of your body in time with music. * **Travel:** Moving from one space to another using different body parts. | The way the body moves whilst in the air is fascinating. In year 8 you will continue your gymnastics journey through trampolining. You will develop your confidence and understanding of why the body moves differently in the air. You will learn to control this movement and also use your compositional skills to put your own routines together**. (Taught through trampolining).**   * The health and safety of using a trampoline. * Developing a straight jump and a half turn. * The importance of spotting. * Basic shapes in flight. * Seat drops. * Front landing.   **GCSE Link – Rotation and basic biomechanics intro.**  **Empower – Encouraging resilience through the use of a intimidating sport.**  **Promote – The schools’ values through a sport built on trust.**  **Enrich – The learners confidence and ambition to do well.**  **Key Vocabulary**   * **Rotation:** The action of moving around an axis. * **Centre of Mass:** A point representing the average position of weight in the body. * **Planes and Axis:** Imaginary surfaces and lines that run through the body. Used describe directions of movement. |  |  |  |
| **Outwitting opponents as an Individual** | | | | |
| Individual sports will help you develop your own mental strength and resilience as you are the player calling the shots. In sports such as badminton and tennis you will develop key skills in order to outwit your opponent. These individual sports will also develop your health and fitness and self-motivation.  Badminton   * Court familiarisation and set up * Service (high/short) * Return of service * Clear shot (overhead/underarm) * Understanding scoring   Tennis   * Court positioning and ready position * Maintaining a rally * Forehand ground stroke * Backhand ground stroke * Point scoring and match play   **GCSE Link – The difference between sportsmanship and gamesmanship.**  **Empower- Self-Motivation to never give up.**  **Promote – School Values of Love, hope and trust and being a gracious winner.**  **Enrich – Individual learning to always do better.**  **Key Vocabulary linked to GCSE knowledge:**  **Sportsmanship:** Qualities of fairness, following the rules, being gracious in defeat or victory.  **Gamesmanship**: Bending the rules/laws of a port without actually breaking them.  **Negative Deviance:** Deviance that has a detrimental effect.  **Positive Deviance:** Deviance where there is no intention to cause harm or break the rules. | In individual sports you can always build upon your skills to improve and become the ultimate athlete! In year 8 you will develop the skills you learnt in badminton and tennis further by exploring tactics and strategic gameplay. This will allow you to develop a sense of ownership as you will need to select the correct shots to beat your opponent.  Badminton   * Recap of first year skills * Moving you opponent around the court * Doubles game play and tactics   Tennis   * Recap first year skills * Service * Forehand Volley   **GCSE Link – The importance of global competitions (Olympics and Wimbledon)**  **Empower- Ownership to select correct shots to outwit.**  **Promote – Attitude of never giving up**  **Enrich – Play new players at after school enrichment.**  **Key Vocabulary Linked to GCSE knowledge:**  **Commercialisation:** making something available on the market, using something to make profit.  **Media:** The main means of mass communications.  **Sponsorships:** a person or organisation that pays for or contributes to the costs involved in staging a sporting effect in return for advertising.  **Shop Window effect:** Using sports to act as positive role models, promoting the country’s status for nation and morale building purposes. | In year 9 you will learn advance skills such as smash shots and back hands, this will mean you can win the game winning point. You will also get the opportunity to develop leadership skills and use all the skills you have learnt in KS3 to teach and coach others. These advanced skills that you learn will also prepare you for the practices and drills at GCSE PE.  Badminton   * Smash and drop shot * GCSE Moderation practices and drills * Student leadership (planning and delivering) * How to run a competition?   Tennis   * Adding spin to forehand and backhand shots * Serve and volley * Doubles play and communication skills   **GCSE link – Moderation practical practice, how do we provide effective peer feedback?**  **Empower- Students can self-reflect on their performance to achieve better.**  **Promote – Never giving up attitude when learning new and advance skills such as a smash shot.**  **Enrich – Opportunities in Sports Leadership programme to use communication skill to coach others.**  **Key Vocabulary linked to GCSE knowledge:**  **Feedback**: Information received before, during or after a performance about the performance.  **Intrinsic feedback:** Comes from the performer themselves.  **Extrinsic feedback:** Comes from an outside source for example the coach.  **Concurrent:** Feedback given at the time of the performance.  **Terminal:** Feedback given at the end of the performance. | **Outwitting opponents as an individual** (through Badminton and Tennis)  Badminton   * Competition and enjoyment   Tennis   * Competition and enjoyment | **Outwitting opponents as an individual** (through Badminton and Tennis)  Badminton  Competition and enjoyment  Tennis   * Competition and enjoyment |
| **Healthy active lifestyles** | | | | |
| Are you the next Nicole Adams, Mo Farah or Jonnie Peacock?  Through Athletics and circuit training you will experience a wide variety of activities and develop new physical attributes. You will be able to sharpen your coordination in throwing events such as shot put and javelin. You will also get opportunities to challenge fellow class mates in events such as 100m, 200m and 800m.  Circuit Training   * Importance of a warm up * Effect exercise has on the body (short/long term) * How to plan a circuit? * Tracking HR   Athletics   * Sprint starts and sprint technique * Pacing * High Jump * Javelin * Discuss * Shot Put   **GCSE Link - knowledge and understanding of the key body systems and how they impact on health, fitness and performance.**  **Empower- Students can learn to measure their own throws.**  **Promote – School values of Love when competing against others**  **Enrich – Trying new sports such as javelin and high jump.**  **Key Vocabulary linked to GCSE knowledge:**  **Health:** A state of complete emotional/psychological, physical and social well-being and not merely the absence of disease and infirmity.  **Fitness:** The ability to meet the demands of the environment.  **Performance:** How well a task is completed. | In circuit training you can develop a wide range of physical skills such as strength, speed, power and muscular endurance. These components of fitness can be applied to various athletic events such as high jump and power. You will need to improve various components of fitness in your circuit training lessons to help you give you the advantage when taking part in events on sports day!  Circuit Training   * Relating circuit training to performance in different sports   Athletics   * Sprint starts and sprint technique * Pacing * High Jump * Javelin * Discuss * Shot Put   **GCSE Link - knowledge and understanding of the key body systems and how they impact on health, fitness and performance.**  **Empower- Encouraging students to take pride in their performance**  **Promote – During lessons students are educated on healthy active lifestyles**  **Enrich –. Opportunities to represent the school at district competitions.**  **Key Vocabulary linked to GCSE knowledge:**  **Cardiovascular Fitness:** The ability to exercise your whole body for long periods of times.  **Body composition: T**he percentage of body weight that is fat or bone. Physical activity can help with weight control.  **Osteoporosis:** A condition causing the bones to become brittle and fragile from loss of tissue, resulting from hormone changes or a deficiency in calcium. | In year 9 you will use the skills learnt in year 7 and 8 to plan an appropriate circuit training session. You will develop key knowledge and communication skills as you will need to plan the session for your class and then lead the session. You will develop advance skills in athletics such a Frosby Flops in high jump and the correct technique needed for sprint start. ‘Take your marks, Set, Go!’  Circuit Training   * Importance of a warm up * Effect exercise has on the body (short/long term) * How to plan a circuit? * Tracking HR * Planning and delivering own circuits (PEP practice) * Evaluating peers   Athletics (competition rules)   * Sprint starts and sprint technique * Pacing * High Jump * Javelin * Discuss * Shot Put   **GCSE Link - knowledge and understanding of the key body systems and how they impact on health, fitness and performance.**  **Empower- Students will be able to feedback on the performance of others and take on leadership roles.**  **Promote – Students will experience the Olympic values alongside our school values.**  **Enrich – Improving the student’s cultural capital and helping them to understand the success of athletes all over the world.**  **Key Vocabulary linked to GCSE knowledge:**  **Self-esteem:** Confidence in one’s own worth or abilities.  **Social health**: Ability to interact with others, adapt to social situations and form relationships.  **Serotonin:** A natural chemical messenger believed to regulate your mood. | **Challenging - Healthy, Active Lifestyles** (through Circuit Training and Athletics)   * Promoting lifelong participation in fitness * Independent training   Athletics   * Sprint starts and sprint technique * Pacing * High Jump * Javelin * Discuss * Shot Put | **Challenging - Healthy, Active Lifestyles** (through Circuit Training and Athletics)   * Promoting lifelong participation in fitness * Independent training   Athletics   * Sprint starts and sprint technique * Pacing * High Jump * Javelin * Discuss * Shot Put |