**Physical Education: KS3 Curriculum Overview**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Activities** | Rugby, Football, Hockey, Netball, Badminton, Disability Sports, Volleyball.Dance, Gymnastics, Trampolining, Fitness and Orienteering | Rounders, Cricket, Tennis, Athletics |
| Pupils **build on and embed** the physical development and skills learned in key stages 1 and 2 and become more **competent, confident and expert in their techniques,** applying them **across** **different sports and physical activitie**s. Pupils understand what makes a **performance effective** and how to **apply these principles** to their own and others’ work. 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. |
| **Year 7** | **Performance:** Pupils effectively perform a range of actions, skills and techniques with control, combining them appropriately both in isolation & small group settings.Pupils use simple tactics or creative processes in practical settings with some success.Pupils can describe their own and others’ performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.**Leadership:**Pupils can lead a simple activity showing respect and empathy for others.Pupils understand simple tactics or creative ideas and can communicate them effectively.Pupils are enthusiastic and determined to achieve your personal best.**Healthy mind and body:** Pupils demonstrate appropriate strength, aerobic endurance and suppleness across activities.Pupils effectively conduct your own safe and well-designed warmup/ cool-down and can describe the purpose and benefits of each.Pupils can explain how physical activity contributes to a balanced, healthy lifestyle. |
| **Year 8** | **Performance:**Pupils select, combine and perform skills with technical proficiency and fluency, in isolation and under pressure.Pupils use a range of more complex tactics or creative processes and successfully adapt them to changing environments.Pupils can accurately explain the effectiveness of your own and/or others’ performances and suggest appropriate improvements.**Leadership:**Pupils confidently lead and motivate others with good organisation skills.Pupils utilise more complex tactics or creative ideas and can communicate them effectively.Pupils challenge themselves and accurately reflect on progress (towards ambitious goals).**Healthy mind and body:**Pupils sustain aerobic endurance for longer periods and use different types of exercise to improve their health and well-being.Pupils demonstrate good knowledge of basic anatomical structures and can explain how they use different components of fitness to improve performance.Pupils can explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being. |
| **Year 9** | **Performance:**Pupils show imagination when performing more advanced skills accurately in a game or performance setting.Pupils use advanced decision making successfully in a competitive game or to create dynamic routines.Pupils accurately analyse and evaluate the effectiveness of their and/or others’ team performances and implement appropriate improvements.**Leadership:**Pupils confidently lead and officiate with effective communication skills.Pupils can adapt tactics, strategies and compositional ideas to best include and support a diverse group to succeed.Pupils role model resilience and commitment (to overcome setbacks).**Healthy mind and body:**Pupils consistently meet the strenuous exercise demands, combining strength, aerobic endurance, suppleness and speed.Pupils understand and successfully apply the principles of safe and effective training to improve their health and performance.Pupils accurately explain the importance of nutrition and hydration for physical and mental well-being. |