

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
Health and Skill related fitness	<p>Pupils will have one lesson on each of the below;</p> <p>12-minute cooper run – measuring <i>cardiovascular endurance</i></p> <p>Sports hall sprints – measuring speed, <i>reaction time and power</i></p> <p>Sports hall athletics – measuring <i>arm and leg power and co-ordination</i> in Jumps and throws</p> <p>Cross Country – Measuring <i>Cardiovascular and muscular endurance</i></p> <p>Orienteering – <i>Measuring map reading and problem-solving skills</i></p> <p>Team games base line assessment lesson – football</p> <p>Net and wall games recap lesson - Volleyball</p> <p>Dance choreography lesson</p> <p>Theory assessment lesson</p>	<p>Pupils will be assessed in each of the health and fitness lessons which they take part in in this unit of work. They will receive quantitative score in each of the following.</p> <ul style="list-style-type: none"> • 12 minutes cooper run • 1 lap sprint • 2 lap sprint • Standing long jump • Standing vertical jump • Seated basketball throw • Standing shuttle throw • Cross Country • Orienteering <p>Pupils will then sit a 20 mark exam based on the theoretical content that they have been taught and learn alongside the practical assessments.</p>	<p><u>Declarative</u> Pupils will learn the names of the different Health and skills related activities, the teaching points of the different skills, the scoring system and the rules of the game/activity.</p> <p><u>Procedural</u> – Pupils will learn how to apply the skills and rules into a full competitive situation, abiding by the laws of the game, rules and regulations.</p> <p>Pupils are also introduced to the practical activities which they will complete throughout the year of year, and to offer pupils a taster into extra-curricular activities to increase uptake.</p>	<p>Reading</p> <p>Topic overview on the benefits of exercise, including health and fitness, Mental, Physical and social wellbeing.</p> <p>Oracy Pupils will discuss their findings from the research and be able to feedback regarding the different activities that are done within the unit of work</p> <p>Key words for Health and Fitness discussed and assess pupils understanding throughout.</p> <p>Literacy Pupils Research the different components of fitness and to which activity they apply to.</p> <p>Pupils complete a written reflection on their progress and attainment. Key words written throughout the unit of work and discussed with pupils.</p>

Football	<p>Pupils will be introduced to the concept and structure of a game of Football. They will learn how to play in order to try and outwit opponents, whilst abiding by the laws of the game.</p> <p>In lessons, pupils will explore, practice and develop the following skills and tactics;</p> <p>Passing, ball control, use of different part of the foot to control the ball, running pass receiving, attacking, defending, positions, shooting and gameplay</p>	<p>Pupils will take part in two assessment lessons at the end of the netball unit of work.</p> <p>Assessment 1 – skills in isolation and increasingly demanding situations</p> <p>Assessment 2 – Game play – Knowledge of rules, positions, tactical awareness and application of skills</p> <p>Pupils are assessed in a mark/20 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 - Performance</p>	<p><u>Declarative</u> - Pupils will learn the names of the different skills, the teaching points of the different skills, the scoring system and the rules of the game</p> <p><u>Procedural</u> - Pupils will learn how to effectively apply different passes and competitive shots, and use the rules in a game situation and how to effectively apply the skills tactically to outwit opponents and force team errors for the opponent's.</p> <p>Football is often used as an option for GCSE PE as we find that many pupils score highly in relation to more widely played sports for team activities. Introducing the sport in year 8 allows pupils to learn the basic skills, rules and regulations to build on in the later key stages. Moreover, we have links with local football clubs and offer many football extra-curricular opportunities creating pathways into higher levels of competition.</p>	<p>Reading Reading task on Teams – Gender Inequality in football</p> <p>Oracy Pupils will discuss their findings from the research and be able to feedback and discuss the teaching points of the different way to pass and receive the ball, the different playing positions and rules of the game. Key words for Football discussed and assess pupils understanding throughout.</p> <p><u>Literacy and Home learning</u> Pupils are each issued with a 'Assessment and feedback' log booklet. This booklet includes their topic overviews, assessment criteria and written reflection log. Pupils will be guided to reflect on the feedback and progress they have made following each practical assessment, including</p> <p>Head (Knowledge they have cognitively learnt)</p> <p>Hands (Practical skills they have acquired and developed)</p> <p>Heart (Personal development including the benefits of exercise and social and communication skills)</p>
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Volleyball	<p>Pupils will revisit the fundamental skills taught and developed in year 7. They will develop how to play in order to try and outwit opponents, whilst abiding by the laws of the game.</p> <p>In lessons, pupils will explore, practice and develop the following skills and tactics;</p> <p>Ready position, feeding, movement, digs, volleys, serving, overarm serve, rallying, set play and gameplay.</p>	<p>Pupils will take part in two assessment lessons at the end of their volleyball unit of work.</p> <p>Assessment 1 – basic skills performed in pairs and small group with some level of challenge</p> <p>Assessment 2 – Competition based on small sided and adapted games (full sided games where appropriate).</p> <p>Pupils are assessed in a mark/20 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 - Performance</p>	<p><u>Declarative</u></p> <p>Pupils will learn the names of the different skills, the teaching points of the different skills, the scoring system and the rules of the game</p> <p><u>Procedural</u></p> <p>Pupils will learn how to effectively apply different passes and competitive shots, and use the rules in a game situation and how to effectively apply the skills tactically to outwit opponents and force team errors for the opponent's.</p> <p>Pupils will all have received a unit of work on volleyball in year 7. This means they should have prior knowledge of the basic skills and competition format. Repeating the activity at a more advanced level will allow pupils to apply the skills to a competitive situation. The majority of girls who opt for GCSE PE will use volleyball as their team sport, as pupils make maximum progress in relation to other team sports.</p>	<p>Reading</p> <p>Reading Task on Teams – History and Origin of the game</p> <p>Pupils are given the assessment criteria to read though out the unit of work.</p> <p>Oracy</p> <p>Pupils will discuss their findings from the research and be able to feedback and discuss the teaching points of the different way to hit the ball and techniques used to be able to win a game alongside the different rules of the game.</p> <p>Key words for Volleyball discussed and assess pupils understanding throughout.</p> <p><u>Literacy and Home learning</u></p> <p>Pupils are each issued with a 'Assessment and feedback' log booklet. This booklet includes their topic overviews, assessment criteria and written reflection log. Pupils will be guided to reflect on the feedback and progress they have made following each practical assessment, including</p> <p>Head (Knowledge they have cognitively learnt)</p> <p>Hands (Practical skills they have acquired and developed)</p> <p>Heart (Personal development including the benefits of exercise and social and communication skills)</p>
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<p>Dance</p>	<p>Pupils will learn a dance motif and be able to replicate this using the stylistic feature of that style.</p> <p>Pupils will then be guided through a choreographic process using RADS and stylistic features.</p> <p>Pupils will use their performance skills and choreographic skills to devise a full dance piece with a clear beginning, middle and end.</p>	<p>Pupils will take part in two assessments at the end of their dance unit, these will be based on Performance and Choreography.</p> <p>Assessment 1 This assessment will be performance based and will look at the pupils ability to replicate movement from a taught phrase, students will be expected to showcase their technical and expressive skills.</p> <p>Assessment 2 This assessment will be an assessment of the pupil's creativity and imagination when choreographing a duet in a variation of dance styles.</p> <p>Pupils are assessed in a mark/20 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 - Performance</p>	<p><u>Declarative</u> Pupils will learn how to replicate a motif. Pupils will learn the appreciation and stylistic features of varying dance styles. Pupils use this understanding to choreograph their own pieces.</p> <p><u>Procedural</u> Pupils will learn the stylistic feature of various dance styles including the historical, social and political background to each style. Pupils will learn how to apply Relationships, Actions, Dynamics and Space effectively in varying style of dance. Pupils will develop performance and choreographic skills as well as independence/leaderships skills.</p> <p>Dance is offered in year 8 to ensure that pupils have the opportunity to demonstrate performance and choreographic skills as well as the historical context of specific dance styles. In year 9 students continue to work on foundations of dance as well as analysing professional dance works. GCSE dance is also offered as an option here at Fairfield so we aim to create a flight path for practical and academic ability and understanding.</p>	<p><u>Reading</u> Pupils to read the home learning reading article – Six reasons why Dance and performing Arts are great for Teens and answer the short Quiz on Teams related to the article. Pupils are given the assessment criteria to read throughout the unit of work.</p> <p><u>Oracy</u> Pupils will discuss and negotiate the creative decisions within their group. Pupils will share constructive feedback/opinions on specific areas of performance and choreography. Key words for Dance will be discussed and assessed throughout.</p> <p><u>Literacy and Home learning</u> Pupils are each issued with a 'Assessment and feedback' log booklet. This booklet includes their topic overviews, assessment criteria and written reflection log. Pupils will be guided to reflect on the feedback and progress they have made following each practical assessment, including Head (Knowledge they have cognitively learnt) Hands (Practical skills they have acquired and developed) Heart (Personal development including the benefits of exercise and social and communication skills)</p>
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Trampolining	<p>In the first lesson, pupils will revisit the safety aspects of trampolining, including how to safely get the trampolines out, put the away, perform safely on the trampoline and play the active role as a spotter when not on the trampoline.</p> <p>Pupils will then progress to learn and develop the following skills;</p> <ul style="list-style-type: none"> • Getting on and off the trampoline • Straight bouncing • Stopping • Turning • Shapes – Tuck straddle and Pike • Seat landing • Swivel Hips • Front landing • Back landing • Routines 	<p>Pupils will take part in two assessment lessons at the end of their trampolining unit of work.</p> <p>Skills assessment – Pupils are assessed on their ability to perform skills in isolation</p> <p>Routine assessment – Pupils are assessed on the level of challenge they can put into a routine, the quality and aesthetics of performance and the height in which they can perform at.</p> <p>Pupils are assessed in a mark/20 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 - Performance</p>	<p><u>Declarative</u></p> <p>Pupils will be taught the key safety facts of trampolining, the names of all of the different skills and will learn how a performance is built and performed.</p> <p><u>Procedural</u></p> <p>Pupils will learn how to safely set up a trampoline, how to perform safely on the trampoline and how to perform all of the trampolining skills. Pupils will be taught how to link shapes and skills together to create an aesthetically pleasing performance.</p> <p>Trampolining is often used as an individual sport for those pupils that opt to take trampolining therefor this activity is delivered in year 7, 8 and 9, where the timetable and teacher allocation allows.</p> <p>Trampolining is introduced in year 7 and developed in year 8. Pupils will develop from basic skills to more advanced landings, twisting and rotations, creating a pathway for further progress into routines required for year 9 and KS4.</p>	<p>Reading</p> <p>Trampolining reading task on Teams – Skills, progressions and terminology</p> <p>Pupils are given the assessment criteria to read throughout the unit of work.</p> <p>Pupils are given a reading on the safety aspects and competition format for trampolining</p> <p>Pupils are given a booklet on the different moves and routines within Trampolining</p> <p>Oracy</p> <p>Pupils will help to support each other with the reading of Trampoline routines and helping reading the progressions of the different moves.</p> <p>Key words for Trampolining are discussed and assesses pupils understanding throughout.</p> <p><u>Literacy and Home learning</u></p> <p>Pupils are each issued with a 'Assessment and feedback' log booklet. This booklet includes their topic overviews, assessment criteria and written reflection log. Pupils will be guided to reflect on the feedback and progress they have made following each practical assessment, including</p>
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Athletics	<p>Pupils will have one lesson on each of the following activities;</p> <ol style="list-style-type: none"> 1. Sprinting – Developing Technique, sprint starts and reaction time 2. Sprinting – 100m and 200m recording 3. Middle Distance – 800m 4. Jumping – Long Jump and Triple Jump 5. Throwing – Discuss 6. Throwing – Javelin 7. Throwing – Shot put <p>In each of the lessons, pupils will be taught safety principles, correct technique, how to improve performance, practice and performing at maximum to collect data, results and scores.</p>	<p>Pupils will be assessed on their practical ability to perform all of the events using the correct technique</p> <p>Questioning will be used to check pupils understanding of safety principles</p> <p>Data collection will be used to collate pupil scores</p> <p>Quantitative data of scores will be used to measure pupil progress against national norms and standards</p> <p>Teacher AFL on pupils performing at maximum</p>	<p>Declarative – Pupils will learn the correct technique for all events, safety procedures and gain knowledge on how to accurately collect data through measuring events consistently.</p> <p>Procedural –Pupils will learn ways to enhance their technique, power, speed, and endurance to perform at their maximal.</p> <p>Athletics is a summer activity taught in the summer terms. One sprint, one throw, one distance and one jumping event must be completed prior to the Tameside Athletics, so that pupils can be recognised for achievements and selected for trials for competitions.</p>	<ul style="list-style-type: none"> • Pupils will read guided discovery teaching cards to help coach peers • Pupils to read stop watches and tape measures to assist with scoring <p>Pupils to read records and interpret data to compare their scores against national averages and norms.</p>
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