



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Physical Education
Curriculum Overview
**Hazel Wood
High School**



Our Curriculum Content:

Students will build on and embed the physical development and skills learned in key stages 1 and 2, they will become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Students will 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.

PE						
Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Fitness testing Hockey (girls) Netball (girls) Rugby (boys)	Hockey (girls) Netball (girls) Basketball (boys)	Trampolining (girls) Table tennis (boys) Dance/Fitness (girls) Dance (boy facilities dependent)	Trampolining* (girls) Dance/Fitness (boys and girls) Table tennis (boys)	Rounders (girls) Cricket (boys)	Athletics (girls and boys)
Key knowledge and understanding that enables skill building.	<p>By the end of this unit, we expect students will know and understand the basic skills in a range of sports, to be able to practice them in iMTPsation and apply them to game situations. Students will also understand basic rules of each game, tactics and strategies, and be able to analysis their own and others' performances. Our medium-term plans have learning objectives that are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> • The role of National Governing Bodies • What makes good sporting behaviour • The rules and techniques for each game • The tactics and strategies for each game • The types of guidance and feedback • The types of drugs in Sport • The types of major sporting events. <p>We also have learning objectives in our sequences of learning that enable the students to know and understand how to apply the following skills with increasing effectiveness. At this point in the curriculum, we are introducing these skills:</p>					
	<ul style="list-style-type: none"> • Grip, dribble and ball handling. • Passing and receiving. • Possession under pressure. 	<ul style="list-style-type: none"> • Passing and receiving. • Footwork. • Dodging. • Defending – marking. • Shooting. 	<ul style="list-style-type: none"> • Safety, bouncing and control. • Basic jumps. • Shapes and routines. • Seat drops. • Swivel hips. 	<ul style="list-style-type: none"> • How to measure and use heart rates • How to use gym equipment safely • How to take part in Circuit training 	<ul style="list-style-type: none"> • Throws – shot put • Throws – Javelin • Throws – discuss • Jumps – High jump • Jumps – long jump • Running – short distance. 	<ul style="list-style-type: none"> • Ball familiarisation, catching. • Overarm technique of throwing • Fielding techniques • Bowling techniques • Batting technique



	<ul style="list-style-type: none"> Defending - Block tackle. Attacking tactics, creating space. 	<ul style="list-style-type: none"> Positions and game play. 	<ul style="list-style-type: none"> Front drops. Back drops. Routines for safety. 	<ul style="list-style-type: none"> How to develop Continuous training How to carry out safe and effective Weight training How to carry out effective interval training How to use safe and effective Boxercise. 	<ul style="list-style-type: none"> Running – medium / long distance. 							
Vocabulary	<p>There is a full vocabulary bank associated with our teaching of these unit. These can be found on students’ knowledge organisers and in our detailed MTPS. They are also on our subject TEAMS page.</p>											
Assessment	<p>Throughout these units, and throughout the year, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. Students are given one-to-one or small group feedback during practical lessons that help them to move on with success.</p> <p>Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to the sports covered. The scores from the HomeWorks are recorded on TEAMS and in planners for parents to see and, where questions are consistently incorrect with many students responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p> <p>In lessons, there are regular 'low-stakes' quizzes to ensure that students’ knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</p> <table border="1" data-bbox="309 911 2172 1375"> <tr> <td data-bbox="309 911 604 1375"> Throughout this unit, students will be assessed on Application (skills and officiating) Explore (Leadership) </td> <td data-bbox="604 911 893 1375"> Throughout this unit, students will be assessed on Application (skills and officiating) Application (Umpiring) </td> <td data-bbox="893 911 1205 1375"> Throughout this unit, students will be assessed on Application (skills and officiating) Evaluation (Evaluating and improve) </td> <td data-bbox="1205 911 1516 1375"> Throughout this unit, students will be assessed on Application (skills) Evaluation (Evaluating and improve) </td> <td data-bbox="1516 911 1845 1375"> Throughout this unit, students will be assessed on Application (skills) Critical Thinking (Tactics and strategies) </td> <td data-bbox="1845 911 2172 1375"> Throughout this unit, students will be assessed on Application (skills and officiating) Critical Thinking (Tactics and strategies) </td> </tr> </table>						Throughout this unit, students will be assessed on Application (skills and officiating) Explore (Leadership)	Throughout this unit, students will be assessed on Application (skills and officiating) Application (Umpiring)	Throughout this unit, students will be assessed on Application (skills and officiating) Evaluation (Evaluating and improve)	Throughout this unit, students will be assessed on Application (skills) Evaluation (Evaluating and improve)	Throughout this unit, students will be assessed on Application (skills) Critical Thinking (Tactics and strategies)	Throughout this unit, students will be assessed on Application (skills and officiating) Critical Thinking (Tactics and strategies)
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Year 8	Term 1		Term 2		Term 3	
Unit Title	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
	Fitness testing Hockey (girls) Netball (girls) Rugby (boys)	Hockey (girls) Netball (girls) Basketball (boys)	Trampoline (girls) Table tennis (boys) Dance Fitness (girls) Dance (boy facilities dependant)	Trampoline (girls) Dance Fitness (boys and girls) Table tennis (boys)	Rounders (girls) Cricket (boys)	Athletics (girls and boys)
Key Knowledge and Understanding that enables skill building	<p>By the end of this unit, we expect students will know and understand the basic skills in a range of sports, to be able to practice them in iMTPsation and apply them to game situations. Students will also understand basic rules of each game, tactics and strategies, and be able to analysis their own and others' performances. Our medium-term plans have learning objectives that are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> • The responsibilities of National Governing Bodies • The values in sport and links to good sporting behaviour. • The rules and techniques for each game • The tactics and strategies for each game • How to give Guidance and feedback • Named examples of athletes caught taking drugs in Sport • The history of the Olympics <p>We also have learning objectives in our sequences of learning that enable the students to know and understand how to apply the following skills with increasing effectiveness. At this point in the curriculum, we are developing these skills:</p>					
	<ul style="list-style-type: none"> • Dribble, passing and receiving. • Dribble, passing on the move. • Attacking with options. • Defending - Jab tackle. • Attacking – dodging. • Game play, rules and tactics. 	<ul style="list-style-type: none"> • Passing skills. • Footwork – pivoting. • Attacking creating space. • Defending – marking • Shooting. • Umpiring and game play 	<ul style="list-style-type: none"> • Safety, control and shapes. • Seat drops • Swivel hips • Front drops • Back drops • Performance analysis • Routines 	<ul style="list-style-type: none"> • Heart rates • Recap in the gym. • Circuit training • Continuous training • Weight training • Interval training • Boxercise. 	<ul style="list-style-type: none"> • Ball familiarisation. • Overarm technique • Fielding skills. • Bowling development – fast bowl. • Batting development – direction. • Tactics and strategies 	<ul style="list-style-type: none"> • Throws – shot put • Throws – Javelin • Throws – discus • Jumps – High jump • Jumps – long jump • Running – short distance. • Running – medium/long distance.
Vocabulary	There is a full vocabulary bank associated with our teaching of these unit. These can be found on students' knowledge organisers and in our detailed MTPS. They are also on our subject TEAMS page					



Assessment	<p>Throughout these units, and throughout the year, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. Students are given one-to-one or small group feedback during practical lessons that help them to move on with success.</p> <p>Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to the sports covered. The scores from the HomeWorks are recorded on TEAMS and in planners for parents to see and, where questions are consistently incorrect with many students responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p> <p>In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</p>					
	Throughout this unit, students will be assessed on Application (skills and officiating) Explore (Leadership)	Throughout this unit, students will be assessed on Application (skills and officiating) Application (Umpiring)	Throughout this unit, students will be assessed on Application (skills and officiating) Evaluation (Evaluating and improve)	Throughout this unit, students will be assessed on Application (skills) Evaluation (Evaluating and improve)	Throughout this unit, students will be assessed on Application (skills and officiating) Critical Thinking (Tactics and strategies)	Throughout this unit, students will be assessed on Application (skills) Critical Thinking (Tactics and strategies)



Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Fitness testing Hockey (girls) Netball (girls) Rugby (boys)	Hockey (girls) Netball (girls) Basketball (boys)	Trampolining (girls) Table tennis (boys) Dance Fitness (girls) Dance (boy facilities dependant)	Trampolining* (girls) Dance Fitness (boys and girls) Table tennis (boys)	Rounders (girls) Cricket (boys)	Athletics (girls and boys)
Key Knowledge and Understanding that enables skill building	<p>By the end of this unit, we expect students will know and understand the basic skills in a range of sports, to be able to practice them in iMTPsation and apply them to game situations. Students will also understand basic rules of each game, tactics and strategies, and be able to analysis their own and others' performances. Our medium-term plans have learning objectives that are sequenced to ensure that students know and understand:</p> <ul style="list-style-type: none"> • The different initiatives of National Governing Bodies • The values of sport and links to player, officials and spectators. • The rules and techniques for each game • The tactics and strategies for each game • The importance and timing of Guidance and feedback • The advantages and disadvantages of taking drugs in Sport • The advantages and disadvantages of hosting the Olympics. <p>We also have learning objectives in our sequences of learning that enable the students to know and understand how to apply the following skills with increasing effectiveness. At this point in the curriculum, we are embedding these skills:</p>					
	<ul style="list-style-type: none"> • Dribble, passing and receiving. • Defending - tackling. • Attacking - short corners. • Defensive - short corners. • Formations and positions. • Game play and umpiring. 	<ul style="list-style-type: none"> • Fundamentals • Use of space - linking the court • Attacking principles • Defending principles • Centre pass - tactics • Game play - umpiring. 	<ul style="list-style-type: none"> • Safety, control, shapes and seat drops. • Swivel hips. • Front drops • Back drops. • Advanced moves - turn overs. • Performance analysis • Routines 	<ul style="list-style-type: none"> • Heart rates • Circuit training • Plyometric training • Continuous training • Weight training • Interval training • Boxercise. 	<ul style="list-style-type: none"> • Throwing, catching and fielding techniques. • Bowling development - donkey drop. • Batting development - direction and power. • Feilding roles. • Tactics and umpiring. • Performer analysis Leadership. 	<ul style="list-style-type: none"> • Throws - shot put • Throws - Javelin • Throws - discus • Jumps - High jump • Jumps - long jump • Running - short distance. • Running - medium/long distance.
Vocabulary	There is a full vocabulary bank associated with our teaching of these units. These can be found on students' knowledge organisers and in our detailed MTPS. They are also on our subject TEAMS page					
Assessment	Throughout these units, and throughout the year, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. Students are given one-to-one or small group feedback during practical lessons that help them to move on with success.					



	<p>Students are expected to complete fortnightly Homework assessments online, that test their increasing knowledge base in relation to the sports covered. The scores from the HomeWorks are recorded on TEAMS and in planners for parents to see and, where questions are consistently incorrect with many students responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p> <p>In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</p>					
	<p>Throughout this unit, students will be assessed on Application (skills and officiating) Explore (Leadership)</p>	<p>Throughout this unit, students will be assessed on Application (skills and officiating) Application (Umpiring)</p>	<p>Throughout this unit, students will be assessed on Application (skills and officiating) Evaluation (Evaluating and improve)</p>	<p>Throughout this unit, students will be assessed on Application (skills) Evaluation (Evaluating and improve)</p>	<p>Throughout this unit, students will be assessed on Application (skills and officiating) Explore (Leadership)</p>	<p>Throughout this unit, students will be assessed on Application (skills) Critical Thinking (Tactics and strategies)</p>



Year 10 and Year 11 Core PE Lessons	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title	Fitness testing Netball (girls) Rugby (boys)	Hockey (girls) Basketball (boys)	Trampolining (girls) Table tennis (boys) Dance Fitness (girls)	Trampolining (girls) Badminton (girls) Table tennis (boys)	Rounders (girls) Cricket (boys)	Athletics (girls and boys)
Key Knowledge and Understanding that enables skill building	By the end of this unit, we expect students will know and understand the developed and advanced skills in a range of sports, to be able to practice them in isolation and apply them to game situations. Students will also understand the rules of each game, tactics and strategies, and be able to analysis their own and others' performances. Our medium-term plans have learning objectives that are sequenced to ensure that students know and understand the basic techniques and strategies along with the rules and signals of the game. We also have learning objectives in our sequences of learning that enable the students to know and understand how to apply the following skills with increasing effectiveness. At this point, the following should be embedded for all students that have been with us throughout Key Stage 3:					
	<ul style="list-style-type: none"> • Dribble, passing and receiving. • Defending - tackling. • Attacking – short corners. • Defensive – short corners. • Formations and positions. • Game play and umpiring. 	<ul style="list-style-type: none"> • Fundamentals • Use of space – linking the court • Attacking principles • Defending principles • Centre pass - tactics • Game play – umpiring. 	<p>The key skills that we are continuing to imbedding are Safety, control, shapes and seat drops.</p> <ul style="list-style-type: none"> • Swivel hips. • Front drops • Back drops. • Advanced moves – turn overs. • Performance analysis • Routines 	<p>The key skills that we are continuing to imbedding are</p> <ul style="list-style-type: none"> • Heart rates • Circuit training • Plyometric training • Continuous training • Weight training • Interval training • Boxercise. 	<p>The key skills that we are continuing to imbedding are</p> <ul style="list-style-type: none"> • Throwing, catching and fielding techniques. • Bowling development – donkey drop. • Batting development – direction and power. • Feilding roles. • Tactics and umpiring. • Performer analysis • Leadership. 	<p>The key skills that we are continuing to imbedding are</p> <ul style="list-style-type: none"> • Throws – shot put • Throws – Javelin • Throws – discus • Jumps – High jump • Jumps – long jump • Running – short distance. • Running – medium/long distance.
Vocabulary	There is a full vocabulary bank associated with our teaching of these unit. These can be found on students' knowledge organisers and in our detailed MTPS. They are also on our subject TEAMS page					
Assessment	Throughout these units, and throughout the year, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. This helps students to develop the above skills where they are not yet embedded. Students are given one-to-one or small group feedback during practical lessons that help them to move on with success. In lessons, there are regular 'low-stakes' quizzes and teacher/student coaching to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points so that their performance and knowledge improves.					



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