Physical Education aims to create active, healthy, confident individuals who enjoy taking part in physical activity and can make informed decisions about their own and others performances. Students will develop knowledge of what it means to lead a healthy lifestyle as well as being able to work effectively as an individual and within a team.

By the end of KS3 pupils should have a basic understanding of skills, tactics and rules in a variety of activities. This will enable them to develop competence to excel in a broad range of physical activities. They should also be able to describe/lead a suitable warm up and discuss what fitness components are needed for specific sports. Students will be required to be physically active for sustained periods of time and be engaged in competitive sports and activities.

The KS3 curriculum is designed to allow pupils to develop the skills and knowledge that underpin the GCSE and BTEC courses in KS4 to ensure they can be successful.

In terms of content, pupils will be given the opportunity to experience a wide variety of activities across the two years learning the essential skills for each. Enjoyment and engagement underpins our KS3 curriculum.
### Curriculum Overview

**Key Stage: KS3**  
**Subject: Physical Education**  
**Academic Year 2019-20**

#### UNIT CONTENT

Pupils will be taught 4 activities across each term from the list. They will gain an introduction to the essential skills in that activity and the rules associated to apply in a game/competitive situation. Across the year in all lessons the pupils will also be taught the following topics:

- How to warm up and cool down effectively.
- Fitness components
- Performance analysis (self and peer assessment)
- Team work, sportsmanship and the importance of exercise and a healthy lifestyle.
- All pupils will be expected to be physically active for sustained periods of time. Full participation is required.

### Physical Literacy

- Pupils to gain an introduction into what key skills and fitness components underpin all sports
- Pupils to develop competence in demonstrating these key skills and fitness components

### Netball

- Passing and receiving (chest, bounce, Shoulder)
- Shooting
- Defending and attacking principles
- Footwork

### Football

- Passing and receiving
- Dribbling/ moving with the ball
- Shooting (stationary)
- Defending and attacking principles

### Dance

- Travel, stepping, pathways
- Jumps
- Balance (static)
- Rotation
- Gestures and motifs

### Basketball

- Passing (chest, javelin, bounce)
- Receiving (one/two hands, on the move)
- Dribbling
- Shooting (set shot)
- Foot work

### Gymnastics

- Balances (arabesque/ stork/ headstand)
- Jumps (tuck/ pike/ straddle)
- Rolls (sideways/ teddy bear/forwards)
- Creating a routine (individual/pair)

### Badminton

- Service (backhand/forehand)
- Overhead clear
- Underarm clear

### Touch Rugby

- Passing and receiving
- Moving with the ball

### Table Tennis

- Service (backhand/forehand)
- Drive (forehand/backhand)
- Push (forehand/backhand)

### OAA

- Communication (verbal/non-verbal)
- Team work
- Problem solving

### ASSESSMENT

Pupils will assessed across all sports using the Head, Hands and Heart solo taxonomy. See attached sheet.
### Autumn 1 and 2

**Physical Literacy**
- Pupils to gain an introduction into what key skills and fitness components underpin all sports
- Pupils to develop competence in demonstrating these key skills and fitness components

**Netball**
- Passing and receiving (chest, bounce, shoulder, on the move)
- Shooting (close and far)
- Defending and attacking principles
- Dodging
- Footwork/contact/obstruction

**Football**
- Passing and receiving
- Dribbling/moving with the ball
- Shooting (ball on the move)
- Heading
- Defending and attacking principles

**Dance**
- Travel, stepping, pathways
- Jumps
- Balance (static)
- Rotation
- Gestures and motifs
- Individual and group performances

### Spring 1 and 2

**Basketball**
- Passing (chest, javelin, bounce)
- Receiving (one/two hands, on the move)
- Dribbling
- Shooting (set shot, jump shot, lay up)
- Foot work/pivot/back court

**Gymnastics**
- Balances (arabesque/stork/headstand/handstand)
- Jumps (tuck/pike/straddle)
- Rolls (backwards/forwards)
- Weight over hands (cartwheel)
- Creating a routine (individual/pair)

**Badminton**
- Service (backhand/forehand)
- Overhead clear
- Underarm clear
- Smash
- Net play

**Touch Rugby**
- Passing and receiving
- Moving with the ball
- Dodging
- Scoring tries

**Table Tennis**
- Service (backhand/forehand)
- Drive (forehand/backhand)
- Push (forehand/backhand)
- Smash
- Lob

**OAA**
- Communication (verbal/non-verbal)
- Team work
- Problem solving

### Summer 1 and 2

**Athletics**
- Throwing Field events (shot put/javelin/discus)
- Jumping Field events (triple jump/long jump/high jump)
- Track events (sprinting, middle distance)

**Cricket**
- Throwing (overarm/underarm)
- Catching (overarm/underarm)
- Batting (attacking and defensive)
- Bowling (medium pace)

**Rounders**
- Throwing (overarm/underarm)
- Catching (overarm/underarm)
- Batting
- Bowling (underarm)

**Tennis**
- Drives (forehand/backhand)
- Service (underarm/overarm)
- Push (forehand/backhand)
- Smash

### Assessment
Pupils will assessed across all sports using the Head, Hands and Heart taxonomy. See attached sheet.