Physical	-	im of the Year 7 P.E curriculum i f the benefits of leading a health		•	•	Composite	KS3 Intent
Education Year 7	_	ence, rules, strategies and tactic	-			What do students do with this knowledge?	By the end of year 9, an EPC Physical Education student will
	LP1	LP2	LP3	LP4	LP5	_	
What new knowledge/content do we introduce?	Outdoor Invasion games (Boys) Indoor Invasion games (Girls) Footwork in netball Offside rule in rugby and football Contact in basketball Passing, dribbling, shooting Possession Playing wide Keeping ball or playing forward Netball positions Warming up and cooling down	Outdoor Invasion games (Girls) Indoor Invasion games (Boys) Travelling, double dribble, foul rules Face to face contact in handball Lay-up and jump shot Jump shot and drive in handball Basic formations in basketball and handball. Man to man defence. Possession Playing wide Keeping ball or playing forward Keeping contact in basketball safe. Need for power in basketball.	Net Games and Dance Serving positions and rules Scoring systems Major rules on how to score 4 main badminton shots (Clear, drop, smash, clear) 4 main volleyball shots (Serve, set, dig, smash) Combining those shots in a sequence to move opponent around the court Following a range of dance styles in a routine and suggesting new choreography Types of fitness and training to suit those types (Muscular strength, muscular endurance and aerobic endurance)	Striking and Fielding Scoring systems Ways you can get out (caught, run out, LBW) How to score quickly or defend 4 main cricket shots (defend, drive, hook and pull) How to bowl in cricket and softball/ rounders Team tactics to defend and attack Fielding techniques in cricket/rounders to get players out or keep score down Types of fitness needed for striking and fielding (speed, agility, reaction time)	Athletics and Outdoor Education Safety rules with throwing events Fouling in jumping, running and throwing events How to compete in short and long distance running Technique for throwing, jumping and running (long jump, high jump, triple jump, discus, shot put, javelin) Techniques for climbing and belaying. Points of contact to the face. Tactics for running Running team relay races Choice between speed and accuracy in orienteering. Edging and smearing Problem solving on routes Training for speed and endurance	Students develop key knowledge of team and individual sports and physical activities. In year 7 the application of the knowledge is understanding the basic rules of the activities and sports, understanding how to participate safely and what key aspects of motor competence are important to be a successful participant.	The intent of the Key Stage 3 curriculum is to produce students who demonstrate our moral virtues and LORIC skills through sport and physical activity. We intend to provide students with the knowledge and application to be able to take part in sport through participation, coaching or officiating. We want all students to develop knowledge of how to lead healthy, active lifestyles to progress into KS4 and beyond.
Rationale	through competitive competition	porting calendar and is delivered in through extracurricular opportun					
Building on Knowledge	KS2 – Ball control, passing and dribbling Shooting	KS2 – Catch, dribble, pass, shoot	KS2 Forehand and backhand Racket coordination Judging ball flight Dance at KS2	KS2 Bat coordination Throwing and catching skills Judging ball flight	KS2 Running tactics and technique Throwing techniques Jumping techniques		
Assessment	Ongoing formative assessment: Retrieval Practice, questioning,	Ongoing formative assessment: Retrieval Practice, questioning,	Ongoing formative assessment: Retrieval Practice, questioning,	Ongoing formative assessment: Retrieval Practice, questioning,	Ongoing formative assessment: Retrieval Practice, questioning,		

ı	facilities I 2 DDT	finally at a part	facilities I 2 DDT	feedback 2 BBT	for the class BBT
	feedback, 2 x PRT	feedback, 2 x PRT	feedback, 2 x PRT	feedback, 2 x PRT	feedback, 2 x PRT
	opportunities per LP	opportunities per LP	opportunities per LP	opportunities per LP	opportunities per LP
		Summative assessment		Summative assessment	Summative assessment
Cross curricular links	Score keeping in	Score keeping in tournament	Score keeping in tournament	Score keeping in	Score keeping in tournament
(Other subjects,	tournament week and	week and general play	week and general play	tournament week and	week and general play
Careers, PHSE,	general play	Oracy – Giving feedback and	Types of fitness in Biology	general play	Oracy – Giving feedback and
Literacy, Numeracy,	Oracy – Giving feedback	suggesting ways to improve	Oracy – Giving feedback and	Oracy – Giving feedback	suggesting ways to improve
Oracy)	and suggesting ways to		suggesting ways to improve	and suggesting ways to	
	improve			improve	
Be More	Extra-curricular clubs and	Extra-curricular clubs and	Extra-curricular clubs and	Extra-curricular clubs and	Extra-curricular clubs and
Opportunities	teams	teams	teams	teams	teams
(School based, local,	Netball, Football,	Netball, Football, Basketball	Netball, Football, Basketball	Softball, Cricket and	Softball, Cricket, Athletics
regional, National,	Basketball	Indoor athletics	Wirral football cups	Rounders	
Global)	National football cups	Sports residential tour to			
		Wolverhampton Wanderers,			
		Lilleshall and St George's			
		Park			
Vocabulary	Retention, accuracy,				
	awareness, exploiting,	Retention, accuracy,	sequencing, attacking,	placement, fielding,	Personal best, pacing,
	creating, possession.	awareness, exploiting,	defensive, sets, repetitions,	attacking, defensive,	momentum, power,
		creating, possession	flight, balance, rolls.	variety.	navigation, route planning.
Methods of	Interleaving - Low-stakes starte	ers are used to ensure knowledge ga	ained is retained and developed. (R	etrieval Practice / Overlearning).	
deepening and	Knowledge organisers				
securing knowledge		trieval practice completed each less	son based on learning from the cur	rent LP and learning in previous	LPs.
	Challenge and Scaffolding: mod		_		
	Low stakes testing – retrieval p	ractice starter questions, formative	assessment quizzes.		

Physical Education Year 8	knowledge and awareness of	im of the Year 8 P.E curriculum in the benefits of leading a health strategies and tactics and health	active lifestyle. This is done thr	ough exploring a variety of spo	orts deepening their knowledge	What do students do with this knowledge?	KS3 Intent By the end of year 9, an EPC Physical Education student will
	LP1	LP2	LP3	LP4	LP5	1	
What new knowledge/content do we introduce?	Outdoor Invasion games (Boys) Indoor Invasion games (Girls) Obstruction in netball Direct and indirect free kicks football Travelling and double dribble in basketball Passing, dribbling, shooting, crossing Tackling in rugby, rucking and mauling Recycling the ball Short or long ball football Centre pass in netball Warming up in three stages (pulse raise, stretch, skill practice) and specific to sport	Outdoor Invasion games (Girls) Indoor Invasion games (Boys) Travelling, double dribble, foul rules and referee signals Free throws in basketball Crossover dribble and drive in basketball Blocking in handball Advanced formations in basketball and handball. Zone defence. Wing play Attacking a zone defence Training for power in basketball via plyometrics	Net Games/Gymnastics Net Games/Gymnastics Serving positions and rules Scoring systems Major rules on how to score Service rules 4 main badminton shots (Clear, drop, smash, clear) and playing them at the right time 4 main volleyball shots (Serve, set, dig, smash) and playing them at the right time Ways to roll, move and balance Constructing an aesthetic routine with a group Following a routine in gymnastics and suggesting new moves to make a sequence Types of fitness and designing training to suit those types (Weight training, Continuous training and interval training)	Striking and Fielding Scoring systems Ways you can get out (caught, run out, LBW) No balls and wides How to score quickly or defend 4 main cricket shots (defend, drive, hook and pull) How to bowl in cricket and softball/ rounders Team tactics to defend and attack Fielding techniques in cricket/rounders to get players out or keep score down Training for types of fitness needed striking and fielding (speed, agility, reaction time)	Athletics and Outdoor Education Safety rules with throwing events Fouling in jumping, running and throwing events Rules applied in competition settings (fouls and valid throws/jumps) False start How to compete in short and long distance running Technique for throwing, jumping and running (long jump, high jump, triple jump, discus, shot put, javelin) to include a run up for momentum Techniques for climbing and belaying. Points of contact to the face. Tactics for running Running team relay races — choosing anchors and finishers Team belaying Problem solving on routes Training for throwing events using plyometrics	Students deepen key knowledge of team and individual sports and physical activities. In year 8 the application of the knowledge is developing their understanding of the rules of the activities and sports, understanding how to participate safely and what muscle groups are impacted. Students also deepen their knowledge of what key aspects of motor competence are important to be a successful participant.	The intent of the Key Stage 3 curriculum is to produce students who demonstrate our moral virtues and LORIC skills through sport and physical activity. We intend to provide students with the knowledge and application to be able to take part in sport through participation, coaching or officiating. We want all students to develop knowledge of how to lead healthy, active lifestyles to progress into KS4 and beyond.
Rationale	The P.E curriculum follows the s	 porting calendar and is delivered in	the structure it is to enable stude	l nts to support students who wish	to enhance their knowledge	-	
		on through extracurricular opportur			T		
Building on Knowledge	Touch rugby rules Offside rule Possession Playing wide Keeping ball or playing forward	Travelling, double dribble, foul rules Lay-up and jump shot	Serving positions and rules Scoring systems Major rules on how to score	Holding the bat and swinging Scoring systems How to score quickly or defend	How to compete in short and long distance running Safety rules with throwing events Fouling in jumping, running and throwing events		

Assessment	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP	Technique for throwing, jumping and running Ongoing formative assessment: Retrieval Practice, questioning, feedback, 2 x PRT opportunities per LP
Cross curricular links (Other subjects, Careers, PHSE, Literacy, Numeracy, Oracy)	Score keeping in tournament week and general play Oracy – Giving feedback and suggesting ways to improve	Summative assessment Score keeping in tournament week and general play Oracy – Giving feedback and suggesting ways to improve	Score keeping in tournament week and general play Oracy – Giving feedback and suggesting ways to improve	Summative assessment Score keeping in tournament week and general play Oracy – Giving feedback and suggesting ways to improve	Summative assessment Score keeping in tournament week and general play Oracy – Giving feedback and suggesting ways to improve
Be More Opportunities (School based, local, regional, National, Global)	Extra-curricular clubs and teams Netball, Football, Basketball National football cups	Extra-curricular clubs and teams Netball, Football, Basketball Indoor athletics Sports residential tour to Wolverhampton Wanderers, Lilleshall and St George's Park	Extra-curricular clubs and teams Netball, Football, Basketball Wirral cup football comps	Extra-curricular clubs and teams Softball, Cricket and Rounders	Extra-curricular clubs and teams Softball, Cricket, Athletics
Vocabulary	Width, penetrate, central spaces, defence, possession, tactic, opponent	Width, penetrate, central spaces, defence, possession, tactic, opponent	arrangements, formations, formations, aesthetics, endurance, Polymetric	Barrier, attack, defence, attributes, boundaries, slip, cover	Momentum, angle, release, technique, complex, belay
Methods of deepening and securing knowledge	Knowledge organisers Regular recall and retrieval - re Challenge and Scaffolding: mod	rs are used to ensure knowledge ga trieval practice completed each less dels, videos, feedback ractice starter questions, formative	son based on learning from the cur	-	

Physical Education	knowledge and awareness of knowledge of motor compete	im of the Year 9 P.E curriculum if the benefits of leading a health ence, rules, strategies and tactio	active lifestyle. This is done thr	ough exploring a variety of sp	orts further deepening their	Composite What do students do	KS3 Intent By the end of year 9, an
Year 9	different team and individual		I	I	1	with this knowledge?	EPC Physical Education student will
	LP1	LP2	LP3	LP4	LP5		
What new knowledge/content do we introduce?	Outdoor Invasion games (Boys) Indoor Invasion games (Girls) Obstruction in netball Direct and indirect free kicks football Travelling and double dribble in basketball Passing, dribbling, shooting, crossing Tackling in rugby, rucking and mauling Recycling the ball Short or long ball football Centre pass in netball Warming up in three stages (pulse raise, stretch, skill practice) and specific to sport	Outdoor Invasion games (Girls) Indoor Invasion games (Boys) Travelling, double dribble, foul rules and referee signals Free throws in basketball Crossover dribble and drive in basketball Blocking in handball Advanced formations in basketball and handball. Zone defence. Wing play Attacking a zone defence Training for power in basketball	Net Games/Fitness Serving positions and rules Scoring systems Major rules on how to score Service rules 4 main badminton shots (Clear, drop, smash, clear) and playing them at the right time 4 main volleyball shots (Serve, set, dig, smash) and playing them at the right time Types of fitness and designing training to suit those types (Weight training, Continuous training and interval training)	Striking and Fielding Scoring systems Ways you can get out (caught, run out, LBW) No balls and wides How to score quickly or defend 4 main cricket shots (defend, drive, hook and pull) How to bowl in cricket and softball/ rounders Team tactics to defend and attack Fielding techniques in cricket/rounders to get players out or keep score down Training for types of fitness needed striking and fielding (speed, agility, reaction time)	Athletics and Outdoor Education Safety rules with throwing events Fouling in jumping, running and throwing events Rules applied in competition settings (fouls and valid throws/jumps) False start How to compete in short and long distance running Technique for throwing, jumping and running (long jump, high jump, triple jump, discus, shot put, javelin) to include a run up for momentum Techniques for climbing and belaying. Points of contact to the face. Tactics for running Running team relay races — choosing anchors and finishers Team belaying Problem solving on routes Power training for throwing events	Students further deepen key knowledge of team and individual sports and physical activities. In year 9 the application of the knowledge is deepening their understanding of the rules and regulations of the activities and sports, understanding how to participate safely and what components of fitness are crucial to performance. Students also deepen their knowledge of what key aspects of motor competence are important to be a successful participant.	The intent of the Key Stage 3 curriculum is to produce students who demonstrate our moral virtues and LORIC skills through sport and physical activity. We intend to provide students with the knowledge and application to be able to take part in sport through participation, coaching or officiating. We want all students to develop knowledge of how to lead healthy, active lifestyles to progress into KS4 and beyond.
Rationale		porting calendar and is delivered in			to enhance their knowledge	1	
Ruilding on		n through extracurricular opportun Zone and man to man			Athletics	-	
Building on Knowledge	Tackling safety	defence Blocking safely	Smash, drop, clear shots Defensive shots Attacking shots	Attacking and defensive fielding Attacking and defensive hitting	Ways to traverse in rock climbing		
Assessment	Ongoing formative assessment: Retrieval Practice, questioning,	Ongoing formative assessment: Retrieval Practice, questioning,	Ongoing formative assessment: Retrieval Practice, questioning,	Ongoing formative assessment: Retrieval Practice, questioning,	Ongoing formative assessment: Retrieval Practice, questioning,		

	feedback, 2 x PRT	feedback, 2 x PRT	feedback, 2 x PRT	feedback, 2 x PRT	feedback, 2 x PRT
	opportunities per LP	opportunities per LP	opportunities per LP	opportunities per LP	opportunities per LP
	opportunities per Lr	Summative assessment	opportunities per Lr	Summative assessment	Summative assessment
Cuasa accumiacolar limbra	Coons kooning in		Carra la anina in tanananana		
Cross curricular links	Score keeping in	Score keeping in tournament	Score keeping in tournament		Score keeping in tournament
(Other subjects,	tournament week and	week and general play	week and general play	tournament week and	week and general play Score
Careers, PHSE,	general play	Oracy – Giving feedback and	Oracy – Giving feedback and	general play	keeping in tournament week
Literacy, Numeracy,	Oracy – Giving feedback	suggesting ways to improve	suggesting ways to improve	Oracy – Giving feedback	and general play
Oracy)	and suggesting ways to			and suggesting ways to	Oracy – Giving feedback and
	improve			improve	suggesting ways to improve
Be More	Extra-curricular clubs and	Extra-curricular clubs and	Extra-curricular clubs and	Extra-curricular clubs and	Extra-curricular clubs and
Opportunities	teams	teams	teams	teams	teams
(School based, local,	Netball, Football,	Netball, Football, Basketball	Netball, Football, Basketball	Softball, Cricket and	Softball, Cricket, Athletics
regional, National,	Basketball	Sports residential tour to	Wirral Football cups	Rounders	Duke of Edinburgh Bronze
Global)	National football cups	Wolverhampton Wanderers,		Duke of Edinburgh Bronze	Award
		Lilleshall and St George's		Award	
		Park			
Vocabulary	Width. Long ball.	Width, long ball,	Ace, formations,	Spin, swing, reverse swing,	Triple jump, takeoff, flight,
	Possession. Fast break.	possession, fast break	continuous fartlek, BMI,	fielding positions, donkey	landing, anchoring,
	Switchingplay	switchingplay.	bleep test, cross court,	drop.	pacemaker, bouldering,
			central position		traverse.
Methods of	Interleaving - Low-stakes starte	rs are used to ensure knowledge ga	ined is retained and developed. (R	etrieval Practice / Overlearning).	
deepening and	Knowledge organisers				
securing knowledge		trieval practice completed each less	son based on learning from the cur	rent LP and learning in previous L	.Ps.
	Challenge and Scaffolding: mod				
	Low stakes testing – retrieval p	ractice starter questions, formative	assessment quizzes.		