

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Hockey	5	<p>Students should know:</p> <ul style="list-style-type: none"> • Re-cap of how to perform the following advanced skills <ul style="list-style-type: none"> • Reverse stick • Indian dribble • Receiving and stopping ball on the move <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to pass/shoot/dribble/tackle • Attacking and defensive formations 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving 	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills from Year 8 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit

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Alternative Activities	5	<p>Students should know the basic skills and rules involved in one or more of the following activities;</p> <ul style="list-style-type: none"> • Volleyball • Danish Longball • Dodgeball-benchball • Corner football/hockey <p>Students should know how to adapt rules of these games to make them more inclusive and tap in to their creativity to create their own version of the game</p>	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving, creativity 	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership roles when creating new rules and adapting activities <p>SEND:</p> <ul style="list-style-type: none"> • Rules adapted for more inclusivity 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Summative assessment at the end of the unit
Fitness	5	<p>Students should know what the following types of exercise are and how to perform them;</p> <ul style="list-style-type: none"> • HIIT training • Circuit training • Step aerobics • SAQ/Agility training • Yoga/Pilates <p>Students should know how exercise contributes to a healthy active lifestyle</p>	n/a	<ul style="list-style-type: none"> • Careers – personal training • SMSC – resilience, goal setting, wellbeing 	<p>More Able:</p> <ul style="list-style-type: none"> • Higher level fitness challenges <p>SEND:</p> <ul style="list-style-type: none"> • Personal goals set for fitness targets to aim for 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Summative assessment at the end of the unit

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Netball	5	<p>Students should know:</p> <ul style="list-style-type: none"> • Re-cap of how to perform the following advanced skills: <ul style="list-style-type: none"> • Catching on the run and in the air • Passing over mid-long distance • Step shooting <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Scoring systems • Rules of the game • When to pass/shoot/dodge • Attacking and defensive formations 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving 	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills • Focus on core skills from Year 8 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit

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Dance	5	<p>Students should know:</p> <ul style="list-style-type: none"> • How to perform the following core skills within contemporary dance; • Leaps • Turns/spins • Travelling <p>Students should know how to implement the following choreographic ideas;</p> <ul style="list-style-type: none"> • Difficulty of routine • Choreography of routine • Ensuring routine flows • Exploring changes in height, direction, speed and type of movement • Spatial awareness 	n/a	<ul style="list-style-type: none"> • Careers – performance • SMSC – teamwork, resilience, creativity 	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills – different styles of dance <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Summative assessment at the end of the unit
Athletics	5	<p>Students should know:</p> <ul style="list-style-type: none"> • Re-cap of how to perform the following core skills; • Track events – starting, finishing, leg action, arm action • Jump events – approach, take off, flight, landing • Throw events – stance, grip, throwing action, release <p>Students should know how to implement the following tactical ideas;</p> <ul style="list-style-type: none"> • Pacing in track events • Marking run-ups in jump events • Awareness of rules of events 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving 	<p>More Able:</p> <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities • Advanced skills e.g. travel in throwing events <p>SEND:</p> <ul style="list-style-type: none"> • Slower progression of skills, focus on core skills only 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Starting point tasks completed at start of every lesson • Summative assessment at the end of the unit

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Officiating	5	Students should know: <ul style="list-style-type: none"> • How to officiate in one or more activity ensuring that they can demonstrate the following skills; • Knowledge of the rules • Accurate decision making • Consistent decision making • Clear hand signals • Clear communication skills • Speed of decision making 	n/a	<ul style="list-style-type: none"> • Careers – officiating • SMSC – resilience, problem solving 	More Able: <ul style="list-style-type: none"> • Officiating as an individual • Advanced rules included e.g. offside rule SEND: <ul style="list-style-type: none"> • Officiating in small groups • Basic rules only 	<ul style="list-style-type: none"> • Self and peer assessment tasks • Summative assessment at the end of the unit

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Summer Choices	5	Students should know: <ul style="list-style-type: none"> • The core and advanced skills required to play competitive games in their chosen activity • The value of physical activity on their wellbeing 	n/a	<ul style="list-style-type: none"> • Careers – coaching, officiating • SMSC – teamwork, resilience, problem solving, wellbeing 	More Able: <ul style="list-style-type: none"> • Leadership opportunities • Officiating opportunities SEND: <ul style="list-style-type: none"> • Differentiation of rules in gameplay 	