KS3 Physical Education and Dance

Team Leader for PE and Dance: Mrs Smith
Dance Teacher: Ms Hickman
PE Teachers: Ms White & Ms Holisz

PE Aim:

We aim to inspire and promote healthy, active lifestyles and encourage all students to succeed and excel in competitive sport and physically demanding activities. Across all units, students develop their physical, mental and social wellbeing, while building the skills, resilience and behaviours needed to become confident team players and effective leaders.

Students are given opportunities to develop character through positive sporting values, including sportsmanship, gamesmanship, teamwork, respect and resilience. Through participation in a broad and varied range of sports and physical activities, students are encouraged to explore new experiences, develop their interests and discover activities that they enjoy and can engage with beyond school.

Dance Aim:

We aim to inspire and engage students through Dance, enabling every student to develop their skills and achieve their personal best. Our schemes of work provide opportunities for students to explore their creativity, develop collaborative skills and support their physical, mental and social wellbeing.

Students are encouraged to build confidence, develop performance skills and create original choreography, while also exploring a diverse range of dance styles, cultures and traditions. Through research and practical exploration, students develop their knowledge and understanding of Dance alongside their creative and performance abilities.

Our schemes of learning are varied across Key Stage 3, providing students with opportunities to experience a broad range of styles and approaches. This enables students to discover areas of Dance that they enjoy, develop their individual interests and build confidence in expressing themselves creatively.

KS3 PE	Year 7	Year 8	Year 9
Lessons per two week cycle	3 lessons of PE 1 lesson of Dance	3 lessons of PE 1 lesson of Dance	4 lessons PE/Dance
Assessment	Students are assessed through a combination of formative and summative assessment. Each half term, students participate in a new sport as part of a carousel model, allowing them to experience a range of different sports and activities throughout the year. Students remain with the same teacher as they move through the carousel, with the exception of Dance. Throughout each unit, students are assessed through teacher observation and questioning, with regular opportunities for self, peer and teacher feedback. At the end of each topic, students complete a summative assessment focusing on their development of key skills and their ability to apply these effectively in game-play situations, alongside an end-of-unit assessment set as homework to assess and reinforce their knowledge and understanding.		

Home learning	Homework is set periodically in PE and Dance to support and extend students' learning beyond the classroom. Tasks may include quizzes, independent research, or activities designed to consolidate and deepen students' understanding. Students are also encouraged to independently research the sports and activities they are currently studying and bring their new knowledge and understanding to subsequent lessons. This promotes independent learning and enables students to make meaningful contributions to practical and theoretical work. End-of-unit assessments, supported by targeted homework tasks, will be used to gather data on students' understanding and progress, while providing opportunities to assess, consolidate and reinforce learning.	Year 9 students will follow the same home-learning approach as Years 7 and 8, completing quizzes, independent research and targeted homework tasks to consolidate and reinforce their learning. In addition, students will complete an independent research project at the end of the year, allowing them to further develop their knowledge and understanding of key GCSE PE topics.
Remote learning	If a student is required to work from home, their class teacher will set appropriate tasks through Microsoft Teams. Relevant resources and guidance will be provided to support students in completing their work independently and maintaining progress with their learning. Where a large number of students are absent, live online lessons may be provided to enable students to continue accessing teaching and learning remotely.	

Useful resources and enrichment:

Watch/do:

- Cardio workout with the family: **https://www.youtube.com/watch?v=5if4cjO5nxo**
- High school musical workout **https://www.youtube.com/watch?v=J-9-BgHgo4c**
- Wake-up with Joe Wicks **https://www.youtube.com/watch?v=I9sciRMnE1c**
- Netball game – England Vs Australia (Gold medal match) **https://www.youtube.com/watch?v=XD5Q9G5bBgo**

Read:

- Catch up on the latest sports news **https://www.bbc.co.uk/sport**
- Handball Fact file **https://www.bbc.co.uk/bitesize/guides/ztysv4j/revision/1**
- Netball Fact file **https://www.bbc.co.uk/bitesize/topics/z8yvfrd**
- Athletics Fact File **https://www.bbc.co.uk/bitesize/topics/zx8dk7h**
- Dance Fact file

https://www.bbc.co.uk/bitesize/topics/zsjqwxs

Independent Research:

Students are encouraged to use these resources to research sports, performers, choreographers, competitions, styles and key topics that they are studying in PE and Dance. This will help them to develop their knowledge beyond the classroom and prepare for future GCSE study.

- Explore what's covered at GCSE in PE on bite size:
  https://www.bbc.co.uk/bitesize/examspecs/zp49cwx

- Explore the specification of GCSE PE to see what is studied at GCSE level:
  https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance

- Complete interactive GCSE PE revision and knowledge quizzes.
  https://senecalearning.com/en-gb/blog/gcse-physical-education-revision/

- Explore Ever Learner - Access GCSE PE revision resources, quizzes and activities
  https://theeverlearner.com/

- Explore the specification of Dance to see what is studied at GCSE level:
  https://www.aqa.org.uk/subjects/dance/gcse/dance-8236

- AQA GCSE Dance Anthology
  Research the professional works studied as part of the GCSE Dance course.
  https://www.aqa.org.uk/resources/dance/gcse/dance/teach/dance-anthology

- Rambert Classroom
  Explore professional Dance resources, videos and activities to support learning and enrichment.
  https://rambert.org.uk/classroom/

PE & Dance Schemes of Learning:

Year 7	Scheme of Learning	Key skills & assessment tasks
Autumn term **Spring term** **Summer term**	**Autumn Term:** **Students follow a carousel model throughout the academic year, allowing them to experience a broad and varied range of sports and physical activities. In Half Term 1, Year 7 students complete a PE/Dance baseline assessment to establish their starting points and provide a benchmark against which progress can be measured throughout the year.** **Across Half Terms 2–4, students participate in a selection of sports and activities from the curriculum. These may include:** • **Athletics** • **Basketball** • **Dance** • **Dodgeball** • **Fitness** • **Football** • **Handball** • **Netball** • **Rounders** • **Trampolining** • **Badminton** • **Volleyball** • **Non-traditional sports** **Spring Term:** **Students continue to follow the carousel model, participating in a range of sports and physical activities. This allows them to develop and apply their skills, knowledge and understanding across different contexts while continuing to build confidence, teamwork and physical literacy.** **Summer Term:** **In Half Term 5, students take part in a multi-sport programme, providing opportunities to experience a wider range of activities and encouraging**	**Key skills:** **Baseline Testing:** In the Autumn term students complete a baseline assessment in PE/Dance where we assess their current skill ability. We then cater our lessons to ensure all students can make steady progression throughout the year. Students are assessed in the following: • End ball – catching, throwing, ball handling and spatial awareness. • Fitness – fitness level, running and movement • Bucket ball – batting, bowling and fielding • Dance: ability to learn, replicate and perform teacher taught movement **Athletics:** *Track:* • Starts/finishes. • Arm action – effectiveness and consistency. • Leg action to create appropriate pace – consistency and/or change of pace. *Throws:* • Grip, stance and preparation to throw. • Movement into throwing action. • Release, follow-through and recovery. **Basketball:** • Dribbling – using one and two hands, controlling the ball, changing direction and moving into space. • Passing – chest pass, bounce pass and overhead pass, focusing on accuracy and appropriate technique. • Receiving – catching with one and two hands, moving towards the ball and creating opportunities to receive.

	participation across different sports. **In Half Term 6, students take part in a Sports Festival, where they compete against other classes across a range of sports and activities. The festival provides an opportunity for students to apply the skills and knowledge developed throughout the year in a competitive and team-based environment, while promoting teamwork, sportsmanship and enjoyment of physical activity.**	• Shooting – set shot and lay-up, developing correct technique and accuracy from different distances. • Footwork and movement – stopping safely, pivoting and changing direction to move away from opponents. • Defending – marking an opponent, adopting a defensive stance and staying between the attacker and the basket. • Game play and tactics – understanding basic attacking and defensive principles, creating space and making simple decisions during games. • Individual and team skills – communication, cooperation, teamwork and applying basic skills effectively in game situations. **<u>Dance:</u>** • Students' complete unit on Capoeira, dance mania and contemporary dance. • Focus on choreographic devices, choreographic process and motifs • Emphasis on how to structure a short choreography • Importance of expressive skills when performing (touch upon) • Dancers are taught how to use space, rhythm, timing, levels and movement creatively to choreograph and perform engaging dance pieces to music? **<u>Dodgeball:</u>** • Student voice and wellbeing • Developing physical literacy • Tactics and strategies • Whole body technique • Components of fitness. • Competitiveness **<u>Fitness:</u>** Fitness lessons will be incorporated into SOL for all sports topics, if they do not cover it as a 'sport' in year 7. • Fitness testing • Limitations of testing

		• Components of Fitness • Physical Training • Health, fitness, physical and mental wellbeing. **<u>Football:</u>** • Passing/receiving – either foot. • Dribbling/moving with the ball – either foot. • Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers. • Heading and tackling • Game play and tactics • Individual and team skills **<u>Handball:</u>** • Passing and receiving – shoulder pass, bounce pass and basic chest pass, developing accuracy and control when stationary and on the move. • Moving with the ball – dribbling, changing direction and pace, and using movement to maintain possession. • Shooting – developing the standing shot and introduction to the jump shot, focusing on technique and accuracy. • Creating space – moving into open space, making simple runs and supporting teammates to create passing opportunities. • Defending – adopting a defensive position, marking an opponent and applying pressure to the player with the ball. • Intercepting – anticipating passes and attempting to regain possession. • Game play and tactics – understanding basic attacking and defensive principles, creating space and applying skills within small-sided games. • Individual and team skills – communication, cooperation, teamwork and applying basic skills effectively during game situations.

		Netball: • Passing and receiving (chest pass, shoulder pass, one/two handed passing). • Dodging – single/double/sprint. • Marking a player. • Shooting (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players). • Footwork and movement – landing on one/two feet, pivoting. • Game play and tactics • Individual and team skills **Rounders:** • Batting – grips and their uses; stance; hitting in different directions; forehand and backhand • Bowling – basic action; stepping action; variation of speed, height, angle, spin • Fielding – under-arm throwing and catching; over-arm throwing and catching; stopping, chasing • and returning • Backstop • Game play and tactics • Individual and team skills **Trampolining:** • Health and safety – safe use of the trampoline, mounting and dismounting, control, spatial awareness and safe landing techniques. • Basic shapes – straight, tuck, pike and straddle, developing body tension, shape and control. • Basic drops – introduction to seat landing, focusing on safe technique, balance and controlled return to feet. • Basic twists – introduction to half twist, developing control and maintaining a centred landing. • Linking movements – combining basic shapes, drops and twists to create short sequences. • Height and control – developing consistent straight jumps, increasing height safely while maintaining body position and control. • Performance analysis – observing peers and identifying strengths and areas for improvement using appropriate terminology.

		Badminton: • Serving – forehand and backhand low serve, developing accuracy, control and correct technique. • Overhead shots – introduction to the clear and drop shot, developing correct preparation, contact point and follow-through. • Underarm shots – underarm clear and drop shot, focusing on accuracy and getting the shuttle into space. • Net play – introduction to the net shot, developing control, accuracy and recovery to the centre of the court. • Smash – introduction to the basic smash action, developing correct technique and timing. • Footwork and movement – ready position, movement to the front, back and sides of the court and recovering to the centre. • Game play and tactics – understanding basic singles tactics, creating space and attempting to move an opponent around the court. • Individual skills – developing consistency, accuracy, decision-making and applying skills appropriately during games. **Volleyball:** • Service – underarm and overarm. • Dig – one arm/two arm (receiving serve and from team mates). • Volley – set, straight, sideways, overhead. • Smash/spike. • Block – single and double. • Game play and tactics • Individual and team skills **Untraditional Games:** An introduction to new topic that we have decided to trial. Students will have the opportunity in the summer term, to play a number of world-wide sports typically not offered on the curriculum. We hope it inspires students to explore different sports that can be undertaken outside of school. We hope this will increase students understanding of the world around them and encourage their appreciation of cultural diversity. **Assessment for all sports:** Students will be assessed throughout each sport and provided feedback. Students will be assessed at the end of each half term/sport.

Year 8	Scheme of Learning	Key skills & assessment tasks
Autumn term **Spring term** **Summer term**	**<u>Autumn Term:</u>** **Students follow a carousel model throughout the academic year, allowing them to experience a broad and varied range of sports and physical activities.** **Across Half Terms 1–4, students participate in a selection of sports and activities from the curriculum. These may include:** • **Athletics** • **Basketball** • **Dance** • **Dodgeball** • **Fitness** • **Football** • **Handball** • **Netball** • **Rounders** • **Trampolining** • **Badminton** • **Volleyball** • **Non-traditional sports** **<u>Spring Term:</u>** **Students continue to follow the carousel model, participating in a range of sports and physical activities. This allows them to develop and apply their skills, knowledge and understanding across different contexts while continuing to build confidence, teamwork and physical literacy.** **<u>Summer Term:</u>** **In Half Term 5, students take part in a multi-sport programme, providing opportunities to experience a wider range of activities and encouraging participation across different sports.** **In Half Term 6, students take part in a Sports Festival, where they compete against other classes across a range of sports and activities. The festival provides an opportunity for students to apply**	**<u>Key skills:</u>** Students use prior knowledge to work on the same skills, but practices and game become more complex. **<u>Athletics:</u>** <u>*Track:*</u> • Starts/finishes. • Arm action – effectiveness and consistency. • Leg action to create appropriate pace – consistency and/or change of pace. <u>*Throws:*</u> • Grip, stance and preparation to throw. • Movement into throwing action. • Release, follow-through and recovery. **<u>Basketball:</u>** • Dribbling – using both hands, changing pace and direction, protecting the ball and dribbling under pressure. • Passing – chest pass, bounce pass and overhead pass, developing accuracy, timing and the ability to select the appropriate pass. • Receiving and intercepting – moving into space to receive, catching on the move, intercepting passes and supporting teammates. • Shooting – set shot, lay-up and introduction to the jump shot and free throw, developing accuracy under pressure. • Footwork and movement – jump stop, stride stop, pivoting and using changes of direction and pace to get free from an opponent. • Marking and defending – tracking opponents, maintaining defensive position, applying pressure and attempting to regain possession. • Game play and tactics – developing attacking and defensive strategies, creating and exploiting space, making decisions under pressure and applying skills in game situations.

	the skills and knowledge developed throughout the year in a competitive and team-based environment, while promoting teamwork, sportsmanship and enjoyment of physical activity.	• Individual and team skills – communication, teamwork, decision-making and adapting skills to different positions and situations during play. **<u>Dance:</u>** • Develop knowledge on different styles/cultures/traditions • Learn teacher taught movement • Use movement, rhythm, space, timing and levels to develop and perform choreographies to music • Create and develop motifs • Develop knowledge and understanding of Technical skills, Stimulus and Intention **<u>Dodgeball:</u>** • Student voice and wellbeing • Developing physical literacy • Tactics and strategies • Whole body technique • Components of fitness. • Competitiveness **<u>Fitness:</u>** • Fitness testing • Limitations of testing • Components of Fitness • Physical Training • Types of training • Health, fitness, physical and mental wellbeing. **<u>Football:</u>** • Passing/receiving – either foot. • Dribbling/moving with the ball – either foot. • Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers. • Heading and tackling • Game play and tactics • Individual and team skills **<u>Handball:</u>** • Passing and receiving – shoulder pass, side-wrist pass and bounce pass, developing accuracy and timing when passing and receiving on the move.

		• Moving with the ball – dribbling, dodging and using changes of direction and pace to beat opponents and maintain possession. • Shooting – developing the standing shot, jump shot and introduction to the hip shot, focusing on accuracy and shot selection. • Creating and using space – making runs, changing direction and moving off the ball to create opportunities to receive and support teammates. • Defending – jockeying, marking and blocking, applying pressure while maintaining an effective defensive position. • Intercepting – reading the play, anticipating passes and making decisions to regain possession. • Game play and tactics – developing attacking and defensive strategies, creating and exploiting space and applying skills under increasing pressure. • Individual and team skills – communication, teamwork, decision-making and adapting skills effectively to different game situations. **Netball:** • Passing and receiving (chest pass, shoulder pass, one/two handed passing). • Dodging – single/double/sprint. • Marking a player. • Shooting (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players). • Footwork and movement – landing on one/two feet, pivoting. • Game play and tactics • Individual and team skills **Rounders:** • Batting – grips and their uses; stance; hitting in different directions; forehand and backhand • Bowling – basic action; stepping action; variation of speed, height, angle, spin • Fielding – under-arm throwing and catching; over-arm throwing and catching; stopping, chasing • and returning

		• Backstop • Game play and tactics • Individual and team skills **<u>Trampolining:</u>** • Health and safety – demonstrating safe and responsible practice independently, including awareness of others and appropriate risk management. • Shapes – refining straight, tuck, pike and straddle shapes and maintaining body tension and control at increased height. • Drops – developing seat, front and back drops, focusing on controlled execution and returning safely to feet. • Twists – developing half and full twists with greater height, control and accuracy. • Twisting and rotation – introduction to movements such as seat half twist to feet, seat half twist to seat and front/back drop with half twist. • Linking movements – creating longer sequences by combining shapes, drops and twists with appropriate transitions. • Performance quality – developing height, consistency, body shape, control and centred landings. • Analysis and evaluation – analysing own and peers' performances, identifying specific strengths and areas for improvement. **<u>Badminton:</u>** • Serving – developing high, low and flick serves, using both forehand and backhand techniques where appropriate. • Overhead shots – developing the clear and drop shot, including forehand and backhand where appropriate, and selecting shots according to the position of the opponent. • Underarm shots – developing the clear, drive and drop, focusing on accuracy, placement and consistency. • Net play – developing controlled net shots and using them to create attacking opportunities. • Smash – developing the smash with greater power, accuracy and placement. • Footwork and movement – developing quick and effective movement around the court, including lunging, recovery and changes of direction. • Game play and tactics – developing attacking and defensive strategies, creating space,

		moving opponents around the court and identifying opportunities to attack. • Individual skills and decision-making – selecting appropriate shots, adapting to an opponent and applying skills consistently under pressure. **Volleyball:** • Service – underarm and overarm. • Dig – one arm/two arm (receiving serve and from team mates). • Volley – set, straight, sideways, overhead. • Smash/spike. • Block – single and double. • Game play and tactics • Individual and team skills **Untraditional Games:** An introduction to new topic that we have decided to trial. Students will have the opportunity in the summer term, to play a number of world-wide sports typically not offered on the curriculum. We hope it inspires students to explore different sports that can be undertaken outside of school. We hope this will increase students understanding of the world around them and encourage their appreciation of cultural diversity. **Assessment for all sports/Dance:** Students will be assessed throughout each sport and provided feedback. Students will be assessed at the end of each half term/sport. Students will be filmed in dance and assessed against dance marking criteria

Year 9	**Scheme of Learning**	**Key skills & assessment tasks**

Autumn term **Spring term** **Summer term**	**<u>Autumn Term:</u>** **Students follow a carousel model throughout the academic year, allowing them to experience a broad and varied range of sports and physical activities.** **Across Half Terms 1–4, students participate in a selection of sports and activities from the curriculum. These may include:** • **Athletics** • **Basketball** • **Dance** • **Dodgeball** • **Fitness** • **Football** • **Handball** • **Netball** • **Rounders** • **Trampolining** • **Badminton** • **Volleyball** • **Multi-sports** • **Sports Festivals** **<u>Spring Term:</u>** **Students continue to follow the carousel model, participating in a range of sports and physical activities. This allows them to develop and apply their skills, knowledge and understanding across different contexts while continuing to build confidence, teamwork and physical literacy.** **<u>Summer Term:</u>** **In Half Term 5, students take part in a multi-sport programme, providing opportunities to experience a wider range of activities and encouraging participation across different sports.** **In Half Term 6, students take part in a Sports Festival, where they compete against other classes across a range of sports and activities. The festival provides an opportunity for students to apply the skills and knowledge developed**	**<u>Key skills:</u>** Students use prior knowledge to work on the same skills, but practices and game become more complex. **<u>Athletics:</u>** <u>*Track:*</u> • Starts/finishes. • Arm action – effectiveness and consistency. • Leg action to create appropriate pace – consistency and/or change of pace. <u>*Throws:*</u> • Grip, stance and preparation to throw. • Movement into throwing action. • Release, follow-through and recovery. **<u>Basketball:</u>** • Dribbling – using both hands, changing pace and direction, and protecting the ball. • Passing – chest pass, bounce pass, overhead pass, javelin pass and use of the fake. • Receiving and intercepting – signalling for the ball, one/two-handed catching, receiving on the move, intercepting and rebounding. • Shooting – lay-up, set shot, jump shot and free throw, including use of the fake. • Footwork and movement – jump stop, stride stop, pivoting and getting free from an opponent. • Marking and defending – tracking opponents, maintaining defensive position and creating opportunities to regain possession. • Game play and tactics – attacking and defensive strategies, creating space, using set plays and making effective decisions in open play. • Individual and team skills – communication, teamwork, decision-making and applying skills effectively within different positions and game situations.

	throughout the year in a competitive and team-based environment, while promoting teamwork, sportsmanship and enjoyment of physical activity. **Year 9 students will complete an end of year project.**	**Dance:** • Complete scheme of work – i.e. musical theatre, contemporary and street dance. • Students build on knowledge of stimulus and choreographic intention- create their own in duet • How to effectively structure choreography • Create movement in relation to choreographic intention • Build upon knowledge of technical skills use to develop movement • Choreographic devices- recap and use more complex ones in choreography • Use of Expressive skills when performing **Dodgeball:** • Student voice and wellbeing • Developing physical literacy • Tactics and strategies • Whole body technique • Components of fitness. • Competitiveness **Fitness:** • Fitness testing • Limitations of testing • Components of Fitness • Physical Training • Types of training • Health, fitness, physical and mental wellbeing **Football:** • Passing/receiving – either foot. • Dribbling/moving with the ball – either foot. • Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers. • Heading and tackling • Game play and tactics • Individual and team skills **Handball:** • Passing and receiving – shoulder pass, side-wrist pass, bounce pass and feinting; receiving stationary and on the move. • Moving with the ball – dribbling, dodging and changing direction and pace.

		• Shooting – standing shot, jump shot and hip shot. • Creating and using space – movement off the ball, making runs and creating opportunities to receive. • Defending – jockeying, marking, blocking and tackling. • Intercepting – reading the play and anticipating passes to regain possession. • Game play and tactics – attacking and defensive strategies, creating space and applying skills under pressure. • Individual and team skills – communication, decision-making, teamwork and applying skills effectively in game situations **Netball:** • Passing and receiving (chest pass, shoulder pass, one/two handed passing). • Dodging – single/double/sprint. • Marking a player. • Shooting (close/distance) or rebounding (attacking or defending) or marking a pass/intercepting (centre court players). • Footwork and movement – landing on one/two feet, pivoting. • Game play and tactics • Individual and team skills **Rounders:** • Batting – grips and their uses; stance; hitting in different directions; forehand and backhand • Bowling – basic action; stepping action; variation of speed, height, angle, spin • Fielding – under-arm throwing and catching; over-arm throwing and catching; stopping, chasing • and returning • Backstop • Game play and tactics • Individual and team skills **Trampolining:** • Health and safety – taking increased responsibility for safe practice, appropriate risk management and preparation for more challenging movements. • Shapes – performing straight, tuck, pike and straddle shapes with increased height, precision, body tension and control. • Drops – confidently performing front, back and seat drops and linking these with other movements. • Twists – performing half and full twists with control and accuracy.

		• Advanced twisting and rotation – developing more complex movements such as cat twist, turntable and combinations involving twists to or from drops. • Advanced rotation – introduction to appropriate advanced skills such as front or back somersaults and Barani-type movements, where safely and appropriately supervised. • Routine composition – independently selecting and linking a range of movements to create a controlled and challenging routine. • Performance quality – focusing on height, consistency, body shape, control, execution and centred landings. • Analysis and evaluation – critically analysing performance using GCSE-style terminology, identifying technical strengths and weaknesses and suggesting specific improvements. • **<u>Badminton:</u>** • Serving – high, low and flick serves using forehand and backhand techniques, varying placement, height and speed to make it difficult for the opponent to attack. • Overhead shots – clear and drop shots using forehand and backhand where appropriate, selecting and applying shots effectively according to the position of the opponent. • Underarm shots – clear, drive and drop shots, developing accuracy, deception and consistency when under pressure. • Net play – performing controlled net shots and using net play to create opportunities to attack or force an opponent into a weak position. • Smash – developing power, accuracy and placement, including using the smash effectively when an attacking opportunity arises. • Footwork and movement – maintaining quick and effective footwork, recovering to the appropriate position and adapting movement to the opponent's shots. • Game play and tactics – applying attacking and defensive strategies, exploiting space, moving opponents around the court and making effective decisions in singles or doubles. • Individual performance and decision-making – selecting and applying the most appropriate skills in response to the opponent, maintaining accuracy and consistency under pressure and adapting tactics during competitive play.

		Volleyball: • Service – underarm and overarm. • Dig – one arm/two arm (receiving serve and from team mates). • Volley – set, straight, sideways, overhead. • Smash/spike. • Block – single and double. • Game play and tactics • Individual and team skills **Multi-sports programme:** Students will have the opportunity during the summer term to experience a range of sports from around the world, including activities that may be incorporated into the PE curriculum as well as those that are not typically included within our curriculum maps. The aim is to broaden students' experiences, encourage participation and inspire them to explore new sports and physical activities that they can enjoy both in and beyond school. The unit will also provide opportunities for students to develop their understanding of different cultures, traditions and sporting practices, encouraging curiosity, openness and an appreciation of cultural diversity through sport. **Sports Festival:** Where students have the opportunity to compete against other classes across a range of sports and activities. The festival provides an opportunity for students to apply the skills and knowledge developed throughout the year in a competitive and team-based environment, while promoting teamwork, sportsmanship and enjoyment of physical activity. **End of year project:** Students will be introduced to a broad range of research topics and will select an area that interests them to investigate in greater depth as part of an end-of-Year 9 research project. Topics will include body systems, sports psychology, socio-cultural influences on sport and physical activity—including gender, race and ethnicity, technology, drugs and the media—as well as fitness and training. The project will provide students with an opportunity to develop their independent research skills while building their knowledge and understanding of key GCSE PE topics. In Dance, students will complete an independent research project based on one of the professional

		works studied as part of the GCSE course. Research will be completed both during lesson time and through independent learning, allowing students to develop their knowledge and understanding of the chosen work in greater depth. **<u>Assessment for all sports/Dance:</u>** Students will be assessed throughout each sport, with regular opportunities to receive feedback to support their progress and development. A summative assessment will take place at the end of each half term, allowing students to demonstrate the skills and knowledge they have developed within that sport. In Dance, students will be assessed on their duet performance at the end of each half term. Performances will be assessed using relevant Dance assessment criteria, with feedback provided to support students in developing their performance, technical and creative skills.