

Physical Education – Year 7

	Year 7 – Cycle A	Year 7 – Cycle B	Year 7 – Cycle C	Year 7 – Cycle D
What do we teach?	Ultimate Frisbee	Football	Gymnastics	Athletics and Outdoor Adventurous Activities
How does this meet the national curriculum?	Students are provided with the opportunity to participate, compete and excel in a broad range of physical activities across are Year 7 curriculum (NC Aim 1 and 3). Students are physically active for sustained periods of time (NC Aim 2). Through content taught within PE lessons, and across the Bolder curriculum, students are encouraged to lead healthy, active lives (NC Aim 4). They are also well set to represent the Academy or local clubs in competitive sport (NC Aim 3, Point 6).			
	Students start off with a new activity which is covered under team games, and not taught at KS2. This allows for them to become more competent, confident and expert in their techniques which have been taught as fundamentals of physical activity at KS2 and be able to apply them across a new sport. We promote external opportunities through the National Governing Body, which is UK Ultimate. This allows us to look for community clubs in the local area should a student wish to engage in this activity outside of school (NC point 6).	Students develop their individual technique in football, as well as learning a range of tactics and strategies to overcome opponents which further develops from cycle A, in a different team game. (NC content- Point 1,2 and 5). We promote external football opportunities through our collaboration with Brentford FC (NC content – Point 6). Students get the opportunity to play in the local borough league fixtures and Middlesex Schools Football Association Cup games.	Students learn key terminology specific to gymnastics incorporating and developing their technique to improve their performance (NC point 3). The Academy has a strong link to London Trampoline Academy which is community high performing club in the local area should a student wish to engage in this activity or a discipline under the umbrella of British Gymnastics outside of school. (NC point 6). We also offer Trampolining as an after school club.	In athletics, students develop their technique and improve their performance. Students will analyse performances, provide feedback and demonstrate improvement to achieve their personal best (NC content – Point 2 and 5). All students take part in outdoor and adventurous activities that present intellectual and physical challenges (NC content – Point 4). We promote external athletics opportunities through our collaboration with Team Hounslow (NC point 6) and Brunel University AC. Students are given the opportunity to compete in local and national competitive leagues through ESAA.
Why does this knowledge matter?	Ultimate Frisbee allows for a variety of tactics and strategies to be learnt which allows students to overcome opponents in direct competition on the field of play. Students are also able to make links between skill requirements of Ultimate Frisbee and the core components of fitness. The skills learnt will link to other activities which students study throughout key stage 3 and 4. (NC content points 1, 2 and 5 are covered)	Followed by over 4 billion people, football is the world's leading sport and therefore proves essential for study. Football teaches students key technical skills as well as developing their fitness and communication skills. It also continues to build on the necessity of teamwork when playing this game.	Gymnastics is great exercise for the whole body improving strength, fitness, balance and co-ordination. It provides an excellent foundation for the development of physical skills, and bodily self-awareness, which can improve gymnastic performance and be readily transferred to other sports and physical activities within future cycles. As early difficulties and set-backs are overcome with practice and determination, gymnasts are rewarded with improved confidence and enhanced self-esteem which is crucial in the world today.	Athletics provides an individual sport that highlights the importance of strength, speed, power, flexibility and endurance in all disciplines across track and field events. High-quality outdoor learning experiences are proven to develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations.
Why do we teach in this sequence?	We choose to start with Ultimate Frisbee, as it is an engaging new activity, where no prior knowledge is required from KS2. It's a team game, where the need to communicate and work together is paramount. It is also an opportunity for students to interact and develop their teamwork skills, in a fast moving fun sport.	Cycle B reinforces skills required when working in a team, however using foot and eye coordination more to be successful. In addition, we continue to develop from our work with local primary schools that the basics of football are taught at KS2. We therefore build on these skills, further supporting a smooth transition into KS3 PE.	This unit builds upon analysis skills learnt in Year 7 through cycle A and B. There is a specific focus on feedback and reflection, but also allows students the opportunity to be more respectful of others whilst improving their own technique to increase their performance (NC point 5). This cycle allows students to work at their maximum performance through an individual setting.	Cycle D allows students able to build upon skills learnt throughout Year 7. Students complete Outdoor Adventurous Activities, requiring skills learnt throughout Cycle A-C to solve individual and team challenges (NC point 4).
What career links are made?	Careers as a coach, or an athlete could be supported from this cycle. Life skills which are developed in this cycle are decision making, resilience, bravery, communication, and collaboration with others.	Careers as a professional footballer, football coach or football official can be developed. Statistician, football talent scout, football social media account manager. Life skills which are developed are decision making, resilience, teamwork and communication.	Possible careers in the coaching and fitness industry such as a gymnast or official. Life skills which are developed are, creativity, independence, teamwork, self-discipline and learning to have a competitive nature	Careers as professional athlete, coach or official. Exercise Physiologist, fitness centre manager, personal trainer, PE teacher, sports administrator, sports development officer. Sports therapist or Physiotherapist. Life skills which are developed in this cycle are resilience, experiencing success, learning how to cope when success isn't achieved.

Physical Education – Year 8

	Year 8 – Cycle A	Year 8 – Cycle B	Year 8 – Cycle C	Year 8 – Cycle D
What do we teach?	Tennis	Netball	Dance	Cricket
How does this meet the national curriculum?	Students are provided with the opportunity to participate, compete and excel in a broad range of physical activities across are Year 8 curriculum (NC Aim 1 and 3). Students are physically active for sustained periods of time, completing a minimum of 2hrs of physical education per week (NC Aim 2). Through content taught within PE lessons, and across the Bolder curriculum, students are encouraged to lead healthy, active lives (NC Aim 4). They are also well set to represent the Academy or local clubs in competitive sport (NC Aim 3, Point 6).			
	Students will have the opportunity to showcase their tactical and strategic skills to beat the opposition within this activity. It allows for skills learnt when learning team skills and tactics from individual activities to be explored, this time playing over a net which will be a new challenge for our students. Students are expected to be able to analyse their own sporting performance, identifying where their strengths lay and how to improve their areas of weakness to be more successful, this continues to build from cycle D in year 7. NC p1&5. We promote external opportunities through our collaboration with St Mary's Tennis Club	Students will continue their development of netball from KS2, but additional tactics and techniques will be taught. In particular, they will develop tactics and strategies to overcome opponents in competition (NC content- Point 1, 2 and 5 are covered). We promote external netball opportunities through our collaboration with NBNC Flames who run an external club on the Academy's site (NC Point 6) as well as entering the local school competitive leagues.	Students will develop knowledge and understanding of the progression of certain dance genres. This will extend their curiosity, appreciation and analytical skills of professional works. They will become explorative and creative choreographers who are willing to take risks and experiment with ideas. Finally, they will have the interest to challenge and extend their technical ability in a variety of dance style (NC Point 3 and 5).	Cricket is a team games which allows students to further develop their tactics and strategies. As cricket is a striking and fielding activity that require different skill sets to prior learning. Students are expected to continue to develop their throwing and catching skills beyond KS2 and cycle B this year, and continue to develop their analysis of their own performance and that of peers (NC point 1,2 and 5). We promote external club links with Wycombe House CC which is a short walk from the Academy. Our students are given the opportunity to represent the Academy in the local borough league. (NC point 6)
Why does this knowledge matter?	The game of tennis offers a vast amount of lessons that can be applied on and off the court. It requires students to face their opponent and learn how to respond to unpredictable shots and challenges with precision. Practice matters, tennis requires enormous amounts of times and dedication on and off court. Being able to be the best that you can to endure long rallies, will allow students to see that endurance is what sets you apart from an opponent	Netball improves a variety of components of fitness. It is an effective sport for testing attack and defensive strategies as well as the importance of spatial awareness on the court whilst at full pace. Additionally, as students cannot run or dribble, it highlights to students the importance of teamwork, in particular good communication skills.	It allows students to combine their creativity so as to perform either individually or as part of a group performance. Understanding that it's not just about the performer, choreography can be detailed. Alongside the immediate benefits on their health, it has potential to reach children in new ways, and maybe even to give them a passion in life that they would never otherwise have known. Most of all, though, to give children an opportunity to be seen and accepted and enjoyed.	Cricket is played around the world, though is more popular in certain countries. Currently ranked as the 4 th major sport in the UK, Cricket provides both emphasis on individual performance and team that stresses strength and endurance in running (batting) and throwing (fielding).
Why do we teach in this sequence?	Students learn tennis as a physical and psychological game, this allows students to showcase their tactical advances learnt throughout year 7 however, also learning specific tennis skills. Students develop their officiating skills further in this cycle having more ownership on competitive games particularly with games of singles and doubles.	Cycle B develops students' knowledge of the importance of components of fitness in a further team activity. Spatial awareness, attacking and defensive skills learnt during Cycle A and B in Year 7 can be transferred and applied in netball. Cycle B also seeks to further develop students hand eye co-ordination, reaction time and communication skills, which were introduced in Cycle A in Year 7 and developed in Cycle A this year.	As this activity has a large focus on analysis which further refines and develops from Year 7 cycle D during Athletics. Students may also be able to apply strategies from components of fitness which are interleaved through the curriculum to support their own development to allow for a greater aesthetic appreciation within their performance, when being observed by peers.	Cycle D continues to further develop students hand eye co-ordination, however using different striking objects so reaction time is challenged further. These activities are taught to further embed skills required to be successful in team activities from year 7 and 8.
What career links are made?	Life skills which are experienced are focus, resilience, developing confidence, learning how to work in a healthy partnership (doubles), gaining mutual trust and learning to become selfless as well as having high levels of strong communication. Careers which can be formed around the game are tennis coach, golf coach, tennis systems operator (hawk eye), data engineer, grounds man, membership consultants in fitness and tennis centers	Careers as a professional netball player, coach or official or fitness instructor, could be supported from this cycle. Life skills which are developed in this cycle are decision making, resilience, teamwork and communication.	Careers include: dance teacher, choreographer, arts administrator, yoga or pilates instructor, marketing professional for dancers, costume designer Life skills which are developed are determination, hard work, resilience, the link between practice and improvement, patience, team work, confidence, communication, concentration, the connection between mind and body.	Careers in the coaching, playing the activities and officiating can be developed from this cycle. Life skills which are enhance are decision making, resilience, independence and mental capacity.

Physical Education – Year 9

	Year 9 – Cycle A	Year 9 – Cycle B	Year 9 – Cycle C	Year 9 – Cycle D
What do we teach?	Volleyball	Badminton	Basketball	Rounders
How does this meet the national curriculum?	<p>Students are provided with the opportunity to participate, compete and excel in a broad range of physical activities across are Year 9 curriculum (NC Aim 1 and 3). Students are physically active for sustained periods of time, completing a minimum of 2hrs of physical education per week (NC Aim 2). Through content taught within PE lessons, and across the Bolder curriculum, students are encouraged to lead healthy, active lives (NC Aim 4). They are also well set to represent the Academy or local clubs in competitive sport (NC Aim 3, Point 6).</p>			
	<p>Students will learn new techniques in volleyball, yet continue to develop and refine net game tactics and strategies to overcome opponents in direct competition through this team activity (NC point 1).</p> <p>Students are supported to develop their performance analysis skills of their own performance and that of their peers (NC point 5)</p> <p>Students are encouraged to attend Volleyball club which is run as an extracurricular club in term 2, so they can continue to develop their skills within in this activity (NC point 6)</p>	<p>Students will develop their technique and improve their performance in badminton. They will learn and use a range of tactics and strategies to overcome opponents in competition (NC point 1,2 and 5).</p> <p>We promote external opportunities through the National Governing Body of Badminton which is Badminton England. This allows us to look for community clubs in the local area should a student wish to engage in this activity outside of school. (NC point 6) Students are offered after school clubs for Badminton, and can enter the local school leagues.</p>	<p>Students will learn new skills which are different from previous team activities taught, continually developing their technique in basketball and a much faster pace as there are time constraints in basketball. In particular, they will use tactics and strategies to overcome opponents in competition as well as decision making (NC Point 1 and 2).</p> <p>We promote external basketball opportunities through our collaboration with London Warriors (NC Point 6) and enter school competitions in the local borough school sport leagues.</p>	<p>As a team game Rounders allows students to further develop their tactics and strategies. A striking and fielding game similar to cricket from cycle D in Year 8, this time rounders allows for prior fielding techniques to ve refined and developed.</p> <p>Students are expected to continue to develop their analysis of their own performance and that of peers (NC point 1,2 and 5). Students will showcase their officiating and leadership skills through this cycle as well as being able to demonstrate their tactics and strategies learnt to date.</p> <p>Our students are given the opportunity to represent the Academy in the local borough league. (NC point 6)</p>
Why does this knowledge matter?	<p>England Volleyball National Governing body's opening line for schools is <i>a sport for all, a sport for life</i>. Volleyball is a fast-paced game of athleticism, tactics and skill. Students need to be able to both reactive and supportive to their team mates. Playing in a team of six reinforces the need to be kind to one another, and allows for teamwork skills alongside communication to be strong.</p>	<p>Regularly acknowledged as one of the top 5 most played sports in UK, badminton highlights to students the need to be both physically swift, to reach the shuttle, and mentally agile to work out where to move to return it, and how to hit it to win. Equally, through playing in pairs, it reinforces to students the need for effective teamwork in a competitive environment</p>	<p>According to the Department of Culture, Media and Sport, basketball is now the second most popular sport played in the UK by 11- to 15-year-olds. Through playing basketball, students show an improved flexibility and endurance as well as fine motor skills. The sport also provides the opportunity to enhance student's hand eye co-ordination skills developed in both Year 7 and 8.</p>	<p>Rounders provides both emphasis on individual performance and team that stresses strength and endurance in running (batting) and throwing (fielding).</p>
Why do we teach in this sequence?	<p>Cycle A allows students to develop further their hand and eye coordination from Tennis, Netball and Cricket from year 8. It allows them to further develop communication and team work from previous team games across the key stage.</p>	<p>Cycle B refines and develops students' hand eye co-ordination and teamwork skills learnt through Tennis, Netball and Ultimate Frisbee, and seeks to apply these to badminton. Students learn to serve, play overhead shots as well as develop attack and defensive strategies on the court, as well as officiate single and double games.</p>	<p>Basketball is the penultimate activity which concludes key stage 3 PE. As it is a much faster game than other team activities already learnt with a higher degree of rules. This allows students to refine and showcase their techniques and increase their tactical knowledge under time constraints whilst in competitive and conditioned games. There is once more a focus on strong collaboration, with students challenged in a competitive environment.</p>	<p>Cycle D continues to further develop students hand eye co-ordination, however using different striking objects so reaction time is challenged further. These activities are taught to further embed skills required to be successful in team activities from year 7 and 8.</p>
What career links are made?	<p>Careers in the coaching, playing the activities and officiating can be developed from this cycle. Life skills which are enhance are decision making, resilience, independence and mental capacity.</p>	<p>Careers as a badminton coach, player or official Can be developed from this cycle. Life skills which are enhanced are decision making, resilience, teamwork and communication.</p>	<p>Careers as a basketball coach, player or official can be developed from this cycle. School community coach, data analyst for professional clubs. Social media account manager. Primary PE / Secondary PE teacher</p> <p>Life skills which are developed are decision making whilst under pressure, resilience, teamwork and communication</p>	<p>Careers in the coaching, playing the activities and officiating can be developed from this cycle. Life skills which are enhance are decision making, resilience, independence and mental capacity.</p>