

Physical Education – Year 7

	Year 7 – Cycle A	Year 7 – Cycle B	Year 7 – Cycle C	Year 7 – Cycle D
What do we teach?	Outdoor Adventurous Activities & Ultimate Frisbee	Football	Gymnastics	Athletics
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 the 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. All students take part in outdoor and adventurous activities that present intellectual and physical challenges (NC content – Point 4)	Students will continue their development of Football 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 Football opportunities through our collaboration with Junior Bees FC who train and play competitive matches on the Academy's site during community hours (NC Point 6) as well as entering the local school competitive leagues.	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 a 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). 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 one of 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. It develops strength and character of an individual, as well as leadership skills.	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, developing further foot and eye coordination. 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 a variety of disciplines across Athletics which allow them to showcase tactical skills learnt in the 3 prior cycles., 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 football player, coach or official can be developed. Statistician, 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?	Netball	Dance	Badminton	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 the 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).</p> <p>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 further, this time having set positions of play. 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 NBC Flames netball club.</p>	<p>Students learn key terminology specific to dance incorporating and developing their technique to improve their performance (NC point 3).</p> <p>In this cycle, there is a strong focus on students analysing their performances compared to previous ones and demonstrating improvement to achieve their personal best (NC point 5)</p> <p>The Academy has a strong link to Bangra Dance which is a successful community club that delivers sessions on site in community hours, should a student wish to engage in this activity (NC point 6). We also offer Dance as an after school club.</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). 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.</p>	<p>As a team game Rounders allows students to further develop their tactics and strategies. As a new discipline of striking and fielding is delivered in Year 8, this time rounders allows for prior hand and eye coordination to be developed from a net game. 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. 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>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.</p>	<p>Dance provides a fantastic, different experience to games and develops strength, fitness, balance and co-ordination. It provides an excellent foundation for the development of physical skills, and bodily self-awareness, which can improve and be readily transferred to other sports and physical activities within future cycles. As early difficulties and inconsistencies are overcome with practice and determination, students are rewarded with improved confidence and enhanced self-esteem which is crucial in the world today.</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>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 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.</p>	<p>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.</p>	<p>Cycle C refines and develops students' hand eye co-ordination and teamwork skills learnt through, 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>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 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.</p>	<p>Possible careers in the Performing Arts industry such as a Dancer or Dance teacher. Life skills which are developed are, creativity, independence, teamwork, self-discipline and learning to have a competitive nature to create their personal best performance.</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 in the coaching, playing the activities and officiating can be developed from this cycle. Life skills which are enhanced are decision making, resilience, independence and mental capacity.</p>

Physical Education – Year 9

	Year 9 – Cycle A	Year 9 – Cycle B	Year 9 – Cycle C	Year 9 – Cycle D
What do we teach?	Football	Volleyball	Handball	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 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).			
	Students will continue their development of Football 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 Football opportunities through our collaboration with Junior Bees FC who train and play competitive matches on the Academy's site during community hours (NC Point 6) as well as entering the local school competitive leagues.	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). Students are supported to develop their performance analysis skills of their own performance and that of their peers (NC point 5) 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)	Students will learn new techniques in Handball, yet continue to develop and refine net game tactics and strategies to overcome opponents in direct competition through this team activity following on from Rugby, Netball and Football though Yr 7 -8 (NC point 1). Students are supported to develop their performance analysis skills of their own performance and that of their peers (NC point 5) Students are encouraged to attend Handball club which is run as an extracurricular club in term 1, so they can continue to develop their skills within in this activity (NC point 6)	Cricket is a team game 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 as they end KS3, 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) as well as offering our Cricket Academy at KS5.
Why does this knowledge matter?	Followed by over 4 billion people, football is one of 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. It develops strength and character of an individual, as well as leadership skills.	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.	Handball 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 seven reinforces the need to be kind to one another, and allows for teamwork skills alongside communication to be strong.	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). Also recently announced as an Olympic Sport for 2028.
Why do we teach in this sequence?	Cycle B reinforces skills required when working in a team, developing further foot and eye coordination. 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.	Cycle B allows students to develop further their hand and eye coordination from Handball, Netball and Badminton from year 8. It allows them to further develop communication and team work from previous team games across the key stage.	Cycle C allows students to develop further their hand and eye coordination from Badminton, Netball and Rounders from year 8. It allows them to further develop communication and team work from previous team games across the key stage.	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?	Careers as a professional football player, coach or official can be developed. Statistician, talent scout, football social media account manager. Life skills which are developed are decision making, resilience, teamwork and communication.	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.	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.	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.