

Long-term plan for Physical Education

This is the learning journey for students in Key Stage 3 and Key Stage 4 in Physical Education.

As the vast majority of Physical Education lessons are taught as single sex groups, not every group will follow the exact same pathway. The differing groups and the individual student needs sometimes dictates a minor adjustment to this plan.

Assessment: - in KS3 students are assessed against the universal criteria of **Bronze**- basic application of skill, **Silver**- secure application of skill and **Gold**- competent application of skill. In KS4, students are assessed on their Attitude to Learning and levels of participation.

Physical Education – Year 7

	Introduction	Block 1	Block 2	Block 3	Block 4	Block 5
Unit title:	ABC	Gymnastics	OAA	Football/Handball	Badminton	Fitness
Key concepts:	<ul style="list-style-type: none"> • Expectations and routines of PE • Health & Safety • Demonstration of skills and knowledge acquired in Year 6 • Confidence levels 	<ul style="list-style-type: none"> • Physical Literacy • Balances and movement • Fitness components required for competency 	<ul style="list-style-type: none"> • Understanding aerobic endurance • How to train aerobic endurance • Immediate effects of exercise • Orienteering, Team building & problem solving 	<ul style="list-style-type: none"> • Ball familiarization • Passing and Receiving • Attacking Play • Defending Play • Tackling/intercepting • Spatial awareness 	<ul style="list-style-type: none"> • Basic isolated skills practice. • Formation and team structure • Basic rules and gameplay 	<ul style="list-style-type: none"> • Warm ups & stretching & cool downs. • Basic drills • Testing • Circuit Training • Fatigue Speed
End points covered:	<p>Pupils are assessed against 3 athletic disciplines and a generic invasion game.</p> <p>Multi-skills type activities to gauge ability in PE.</p> <p>All students get tested across different multi-skills tests in a baseline assessment. Setting of ability groups.</p>	<p>Pupils are assessed against their understanding and demonstration of key movements and balances. Pupils are introduced to sole, peer and group balances, using equipment and locomotion movements.</p> <p>Pupils are aware of the components of fitness required to be a successful gymnast and how gymnasts are assessed in competition.</p>	<p>Pupils are assessed against their ability to work aerobically for sustained periods without fatigue. Pupils can identify how aerobic endurance is linked to success at different sports and can provide examples. Pupils can identify the short-term effects of exercise and explain what is happening to their body when they exercise.</p> <p>Pupils learn how to navigate using a map and solve</p>	<p>Pupils gain an understanding in the importance of finding space and evading defenders.</p> <p>Know how to use the space by timing of the pass and support play.</p>	<p>Pupils are assessed against the key skills required to participate in Badminton (service, hitting with power, hitting softly).</p> <p>Pupils are introduced to key concepts of grip, stance, court position and attacking/ defending shots.</p> <p>Pupils learn the basic rules Badminton (Out of bounds, restarting after an infringement, scoring system).</p>	<p>Pupils will know different types of fitness and mini tests to ascertain fitness levels for them. Understand and participate in simple ways to train for cardio and muscular endurance. Know about short term effects of exercise and calories.</p>

	Student activities focus on increasing their confidence and social skills in a new environment.		different complexity of problems, working under pressure and as part of a team.			
Cultural Capital	<p>In year 7 we focus our cultural capital around developing role models for students in the variety of sports taught and linking this to the importance of improving key skills and working hard to get better at these particular skills.</p> <ul style="list-style-type: none"> Academy Sports Athletics trust wide competition. Sports Leadership, which is a direct development of their KS2 knowledge. Netball, football, Basketball, Athletics, cross-country competitions at PDSSA and GAT levels. 					
Ambitious curriculum	<p>Allows students to assess and evaluate their own and others work and develop plans to enhance performance and review progress. Students will gain a social awareness of the importance of working with students with a variety of different ability levels and enhance their leadership abilities through activities taught. ME in PE underpins all of the above.</p>					

Physical Education – Year 7

	Block 6	Block 7	Block 8	Block 9	Block 10	Block 11
Unit title:	Netball	Basketball	Athletics	Rounders	Swimming	Athletics
Key concepts:	<ul style="list-style-type: none"> Basic isolated skills practice. Formation and team structure Basic rules and gameplay 	<ul style="list-style-type: none"> Basic isolated skills practice. Formation and team structure Basic rules and gameplay 	<ul style="list-style-type: none"> Basic isolated skills practice. Fitness components required for competency Basic rules and etiquette 	<ul style="list-style-type: none"> Basic isolated skills practice. Formation and team structure Basic rules and gameplay 	<ul style="list-style-type: none"> Basic isolated skills practice. Water competency and buoyancy for improving technique Peer assessment of different strokes 	<ul style="list-style-type: none"> Basic isolated skills practice. Fitness components required for competency. Basic rules and etiquette
End points covered:	<p>Pupils are assessed against the key skills required to participate in Netball (Passing, Receiving, Shooting and footwork).</p> <p>Pupils are introduced to key concepts of positions and</p>	<p>Pupils are assessed against the key skills required to participate in Basketball (Passing, dribbling, set shot, driving in).</p> <p>Pupils are introduced to key concepts of defence, attacking and marking.</p>	<p>Pupils are assessed against their ability to replicate and competitively utilise techniques in throwing, jumping, running, and sprinting.</p> <p>Pupils can identify key fitness components required to be successful in</p>	<p>Pupils are assessed against the key skills required to participate in Rounders (Batting, Fielding, bowling).</p> <p>Pupils are introduced to key concepts of fielding positions, hitting to space and base running</p>	<p>Pupils will be tested at the beginning of the block to assess their competency. This will be re-assessed at the end of the unit to assess improvement.</p> <p>Pupils will be taught buoyancy and stroke technique at their own</p>	<p>Pupils are assessed against their ability to replicate and competitively utilise techniques in throwing, jumping, running, and sprinting.</p> <p>Pupils can identify key fitness components</p>

	<p>attacking/ defending as a team.</p> <p>Pupils learn the basic rules Netball (Out of bounds, restarting after an infringement, scoring system).</p>	<p>Pupils learn the basic rules of Basketball (Out of bounds, restarting after an infringement, travelling, double dribble and scoring system).</p>	<p>differing events and can give examples of when they are used.</p> <p>Pupils can accurately judge success in each athletic event demonstrating understanding of how they are measured (time, distance) and can officiate an event.</p>	<p>Pupils learn the basic rules of Rounders (Run out, no-balls, hit behind and scoring system).</p>	<p>specific level of competency (swimmers and non-swimmers). This will typically be for front crawl, back crawl and breast stroke (for HAPs). Pupils will develop their cardiovascular endurance by swimming widths.</p>	<p>required to be successful in differing events and can give examples of when they are used.</p> <p>Pupils can accurately judge success in each athletic event demonstrating understanding of how they are measured (time, distance) and can officiate an event.</p>
Cultural Capital	<p>In year 7 we focus our cultural capital around developing role models for students in the variety of sports taught and linking this to the importance of improving key skills and working hard to get better at these particular skills.</p>					
Ambitious curriculum	<p>Allows students to assess and evaluate their own and others work and develop plans to enhance performance and review progress. Students will gain a social awareness of the importance of working with students with a variety of different ability levels and enhance their leadership abilities through activities taught – sports leadership pathway.</p>					

Physical Education – Year 8

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Unit title:	Netball	Gymnastics	Handball	Football	Badminton	Fitness
Key concepts:	<ul style="list-style-type: none"> Isolated skills practice with defensive pressures. Formation and team structure (roles and responsibilities) Developing knowledge of rules and gameplay. 	<ul style="list-style-type: none"> Physical Literacy Balances and movement Fitness components required for competency 	<ul style="list-style-type: none"> Basic isolated skills practice. Formation and team structure Basic rules and gameplay 	<ul style="list-style-type: none"> Recap isolated skills practice. Introduce more technical aspects and laws Developing formation and team structure 	<ul style="list-style-type: none"> Recap isolated skills practice for consistency. Develop strategies Applying rules and gameplay on a full court 	<ul style="list-style-type: none"> Developing speed Step test Fartlek training Interval training Continuous training Multi stage bleep test

<p>End points covered:</p>	<p>Pupils are assessed against the key skills required to participate in Netball (Passing, Receiving, Shooting and footwork) under defensive pressure.</p> <p>The key concepts of positions are expanded developing an understanding of the role and responsibility of the positions.</p> <p>Introduction to attacking/ defending strategies and tactics for effective team play e.g Centre pass tactics, side line and backline positioning.</p> <p>Pupils learn further Netball rules (Contact, Over a third, Obstruction).</p>	<p>Pupils are assessed against their understanding and demonstration of key movements and Acro Partner/Trio and Quad balances.</p> <p>Pupils are introduced to sole, peer and group balances, using equipment and locomotion movements.</p> <p>Pupils are aware of the components of fitness required to be a successful gymnast and how gymnasts are assessed in competition.</p>	<p>Pupils are introduced to the key skills and tactics required to play handball such as passing, dribbling, shooting and blocking.</p> <p>Pupils are taught about the tactics to use when attacking (timing of the pass, using the 3 steps to drive towards the goal, creating 2 on 1 situations) and defending (arms up to block shots, different defensive formations).</p> <p>Pupils are taught the rules required to play competitive games such as travelling, double dribble and how to restart the game.</p>	<p>Pupils will look to improve their ball handling and passing efficiency, such as passing after drawing the defender in.</p> <p>Pupils will be taught how to tackle, ruck and maul safely, using progressive activities which will be culminated into game activities.</p> <p>Pupils will participate in attack vs defence scenarios to improve their understanding of how to switch between the 2.</p>	<p>Pupils undertake a refinement and recap of technique for different shots, and trying to link them together to play more conditioned rallies (e.g. underarm clear – drop shot, overarm clear - drop shot - net shot - underarm clear - repeat).</p> <p>Know how to move effectively around the court and incorporating this into games and conditioned rallies.</p>	<p>Pupils develop an understand about energy balance and how that links to nutrition.</p> <p>Know different types of fitness and specific training methods used to improve them (agility, speed, muscular endurance, cardio endurance and co-ordination).</p>
<p>Cultural Capital</p>	<p>In year 8 there is a key focus around the importance of teamwork and problem solving and how this can be used across everyday life for success. Examples are given of when this has been the case in high level sport based on the sport being taught.</p> <ul style="list-style-type: none"> • Netball, football, Basketball, Athletics, cross-country competitions city wide. • PDSSA, intra academy and GAT competitions 					
<p>Ambitious curriculum</p>	<p>Provides students with analytical skills enabling them to critique training methods and practices in relation to different sports and physical activities.</p> <p>Students will make reasoned arguments about important issues such as performance enhancement, gender stereotypes and use of the media to promote sport and confidently articulate their opinions and challenge their peers' opinions using evidence to support their arguments.</p>					

Physical Education – Year 8

	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12
Unit title:	Athletics	Athletics	Basketball	Cricket	Swimming	Rounders
Unit length:	6 lessons	6 Lessons	6 Lessons	6 Lessons	6 Lessons	6 Lessons
Key concepts:	<ul style="list-style-type: none"> • Physical Literacy • Balances and movement Fitness components required for competency	<ul style="list-style-type: none"> • Physical Literacy • Balances and movement • Fitness components required for competency 	<ul style="list-style-type: none"> • Recap isolated skills practice. • Developing formation and team structure • Developing rules and gameplay 	<ul style="list-style-type: none"> • Recap isolated skills practice. • Learn new skills and strategies • Develop tactics linking to fielding positions. 	<ul style="list-style-type: none"> • Recap isolated skills practice. • Water competency and buoyancy for improving technique, with greater fluency & consistency • Peer assessment of different strokes, focusing AFI. 	<ul style="list-style-type: none"> • Recap isolated skills practice and develop these further. • Develop formation and team structure. • Choose, combine & perform more advanced skills showing greater levels of accuracy and fluency. • Develop knowledge and implementation of rules and gameplay
End points covered:	Pupils gain a development of techniques for year 7, incorporating more technical aspects (e.g. adding a glide to the shot putt, sidestep/cross over for javelin, how to measure a run up for the long jump, guide to pacing for distance runs). Understand the rules and apply technique in 2 new events – relay and triple jump.	Pupils gain a development of techniques for year 7, incorporating more technical aspects (e.g. adding a glide to the shot putt, sidestep/cross over for javelin, how to measure a run up for the long jump, guide to pacing for distance runs). Understand the rules and apply technique in	Pupils will recap and enhance the quality of movement on and off the ball using dribbling, passing and moving. They will be introduced to the concept of ‘fakes’ and ‘drives’ to improve the outwitting of opponents and efficiency of scoring. Pupils will be taught how to use ‘player-to-player’ defence to reduce scoring opportunities. Pupils will learn new attacking strategies such as fast breaks and outlet	Pupils will recap and refine fielding techniques such as long barrier, retrieving and throwing towards the stumps. Pupils will recap the overarm bowling techniques and learn of ways to progress their basic skills by adding pace or swing (for HAPs). Pupils will focus on more on backfoot shots to play balls that arrive higher on the bat. Pupils will learn different fielding positions, and	Pupils will be tested at the beginning of the block to assess their competency, in relation to their AP in the year 7 block. This will be re-assessed at the end of the unit to assess improvement. Pupils will be taught buoyancy and stroke technique at their own specific level of competency (swimmers and non-swimmers). This will typically be for front crawl, back crawl	Pupils are assessed against the key skills required to participate in Rounders (Batting, Fielding, bowling) and how they have developed these skills. Pupils are introduced to key concepts of fielding positions, hitting to space and base running.

		2 new events – relay and triple jump.	passes, as well as defensive tactics such as boxing out and rebounding.	attempt to position themselves tactically when facing different batters in matches.	and breast stroke/butterfly (for HAPs). Pupils will develop their cardiovascular endurance by swimming widths and coordination by linking together body movements along with breathing techniques.	Pupils learn to apply the basic rules of Rounders more consistently in competitive scenarios (Run out, no-balls, hit behind and scoring system).
Cultural Capital	In year 8 there is a key focus around the importance of teamwork and problem solving and how this can be used across everyday life for success. Examples are given of when this has been the case in high level sport based on the sport being taught.					
Ambitious curriculum	Provides students with analytical skills enabling them to critique training methods and practices in relation to different sports and physical activities. Students will make reasoned arguments about important issues such as performance enhancement, gender stereotypes and use of the media to promote sport and confidently articulate their opinions and challenge their peers’ opinions using evidence to support their arguments.					

Physical Education – Year 9

Physical Education – Year 9						
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Unit title:	Fitness Training Methods	Gymnastics	Basketball	Athletics	Badminton	Fitness Resistance training
Key concepts:	<ul style="list-style-type: none"> Principles of training Methods of training. Tests for components of fitness 	<ul style="list-style-type: none"> Physical Literacy Balances and movement Fitness components required for competency 	<ul style="list-style-type: none"> Isolated skills practice. Formation and team structure Advanced rules and gameplay 	<p>Improving: speed, height, distance, strength & accuracy</p> <p>Achieving personal best scores or times, and in competition with others’ scores or times.</p>	<ul style="list-style-type: none"> Expand their skills and shot selection. Develop doubles strategies and applying them gameplay on a full court. 	<ul style="list-style-type: none"> Safely use resistance machines in the fitness suite. Various specific weight training methods (super sets). Fitness program planning
End points covered:	Pupils will be taught about the principles of training, specificity and progressive overload,	Pupils are assessed against their understanding and demonstration of key movements and balances. Pupils are introduced to sole, peer and group	Pupils will be taught how to be more threatening when attacking (driving more towards the basket), or showing more advanced	Pupils gain a development of techniques for year 8, incorporating more technical aspects (e.g. performing the frosby flop in high jump, upswep and	Pupils will progress from year 8 by applying shots previously taught and applying them more readily to conditioned rallies. Shots will include	Pupils will be introduced to the resistance machines in the fitness suite.

	<p>and apply them to sporting scenarios.</p> <p>Pupils will be led through different training methods to develop their cardiovascular endurance.</p> <p>Pupils will experience a range of different fitness tests, administering the tests on each other.</p> <p>Links OCR Mand unit</p>	<p>balances, using equipment and locomotion movements.</p> <p>Pupils are aware of the components of fitness required to be a successful gymnast and how gymnasts are assessed in competition.</p>	<p>offensive tactics (such as screens or fakes).</p> <p>Pupils will be more aware of different defensive strategies and formations, and apply them when necessary.</p> <p>Pupils will know more advanced rules such as blocking and charging fouls.</p>	<p>down sweep in relay, how to break down the phases of the triple jump.</p>	<p>use of the backhand, short and drive serves, drive returns, net play and smashes.</p> <p>Understand and apply different tactics to outwit opponents in doubles such as side by side and front and back formations. Introduction of game play, rules and tactics required to play doubles matches.</p>	<p>Pupils will be taught how to use 1 rep max testing, and how it can be used when planning a fitness program.</p> <p>Pupils will devise fitness plans that link to their chosen sports, applying progressive overload to them.</p>
Cultural Capital	<p>In Year 9 there is a key focus on perseverance / resilience and the importance of this across not only sport, but everyday life. Examples are given of when this has been the case in high level sport based on the sport being taught.</p> <ul style="list-style-type: none"> • Netball, football, Basketball, Athletics, cross-country competitions city wide. • Academy Athletics trust wide competition • Academy football and basketball trust wide competition • Multi-sports festival trust wide competition 					
Ambitious curriculum	<p>Provides students with powerful ways of analyzing, explaining and understanding trends and patterns in data and using this to improve performance.</p> <p>Enables students to follow and participate in debates in current sporting issues taking place nationally and globally.</p>					

Physical Education – Year 9

	Block 7	Block 8	Block 9	Block 10	Block 11	Block 12
Unit title:	Netball	Football/Handball	Swimming	Rounders	Cricket	Athletics
Key concepts:	<ul style="list-style-type: none"> • Complex skills practice with defensive pressures. • Strategies for formation and team structure (roles and responsibilities) 	<ul style="list-style-type: none"> • Coaching and leadership. • Decision making and adapting to different scenarios. 	<ul style="list-style-type: none"> • Recap isolated skills in order to attempt advanced techniques. • Water competency and buoyancy for improving technique, with greater 	<ul style="list-style-type: none"> • Recap isolated skills practice and develop these further. • Choose, combine & perform more advanced skills showing greater 	<ul style="list-style-type: none"> • Use a range of tactics to overcome an opponent 	<p>Improving: speed, height, distance, strength & accuracy</p>

	<ul style="list-style-type: none"> Developing knowledge of more complex rules and gameplay. 	<ul style="list-style-type: none"> Assessing their strengths and weaknesses 	<p>fluency, consistency & accuracy.</p> <ul style="list-style-type: none"> Peer assessment of advanced strokes, focusing on individuals AFI. 	<p>consistency in accuracy and fluency.</p> <ul style="list-style-type: none"> Develop knowledge and implementation of major rules and how these affect gameplay and 'live' decisions within the game. 	<ul style="list-style-type: none"> Direct competition through team and individual games 	<p>Achieving personal best scores or times, and in competition with others' scores or times.</p>
End points covered:	<p>Pupils are assessed against the key skills required to participate in Netball (Passing, Receiving, Shooting and footwork) under defensive pressure and in game situations.</p> <p>The key concepts of tactical positioning are expanded developing an understanding of the role and responsibility of the positions.</p> <p>Introduction to attacking/defending strategies and tactics for effective team play e.g Zonal Defence, Resetting and marking off the ball.</p> <p>Pupils learn advanced Netball rules (Replayed ball, Contact on the ball, free passes and penalties).</p>	<p>Pupils will be part of a 'sport ed' football block where they will undertake different roles such as players, coaches, managers, referees when creating their own practices and playing conditioned games. Pupils will outwit opponents overcoming different conditions or scenarios before they can score such as performing a 1-2, or beating an opponent before they can score.</p>	<p>Pupils will be tested at the beginning of the block to assess their competency, compared to the end points at the end of years 7 & 8. This will be re-assessed at the end of the unit to assess improvement.</p> <p>Pupils will be taught buoyancy and stroke technique at their own specific level of competency (swimmers and non-swimmers). This will typically be for front crawl, back crawl and breast stroke and butterfly (for HAPs). Pupils will develop their cardiovascular endurance and aerobic power by swimming widths, incorporating advanced starts and turns in competitive situations.</p>	<p>Pupils are assessed against the key skills, and they adapt to strategical and tactical decisions during practices and gameplay.</p> <p>Pupils learn to apply the more complex and advanced rules of Rounders more consistently in competitive scenarios (Run out, no-balls, hit behind and scoring system).</p>	<p>Pupils will recap and refine fielding techniques such as throwing towards the stumps and backing up. Pupils will recap the overarm bowling techniques and learn of ways to progress their basic skills by adding spin. Pupils will focus on more on hitting the ball to different parts of the field, and use decision making whether to play off the front or back foot. Pupils will apply tactics to position themselves tactically when facing different batters in matches.</p>	<p>Pupils gain a development of techniques for year 8, incorporating more technical aspects (e.g. performing the frosby flop in high jump, upsweep and down sweep in relay, how to break down the phases of the triple jump.</p>
Cultural Capital	<p>In Year 9 there is a key focus on perseverance / resilience and the importance of this across not only sport, but everyday life. Examples are given of when this has been the case in high level sport based on the sport being taught.</p>					
Ambitious curriculum	<p>Provides students with powerful ways of analysing, explaining and understanding trends and patterns in data and using this to improve performance. Enables students to follow and participate in debates in current sporting issues taking place nationally and globally.</p>					

Physical Education – Year 10 & 11

Physical Education – Year 10 & 11					
	Block 1	Block 2	Block 3	Block 4	Block 5
Unit title:	Cardio Fitness	Football/Handball	Netball	Badminton	Fitness
Key concepts:	<ul style="list-style-type: none"> What is Cardiovascular Endurance. Using the Borg Scale Understanding Training Zones 	<ul style="list-style-type: none"> Performing skills and techniques. Use tactics and strategies to outwit opponents. 	<ul style="list-style-type: none"> Performing skills and techniques developed in KS3. Use advanced tactics and strategies to outwit opponents. 	<ul style="list-style-type: none"> Performing skills and techniques. Use tactics and strategies to outwit opponents. Know different ways of organising tournaments. 	<ul style="list-style-type: none"> Understanding aerobic & muscular endurance How to apply the principles of training and training methods to their exercise. Long Term effects of exercise of the body and lifestyles.
End points covered:	<p>Students will participate in different fitness activities which may coincide with the fun run and lessons within the fitness suite or other facilities.</p> <p>Some groups may engage in exercise to music activities which will allow them to increase their cardiovascular endurance.</p>	<p>Students will engage more in mini tournaments and sport ed model lessons to develop game play and tactical awareness. This will be more at 7-a-side compared to 5-a-side.</p>	<p>Students will engage more in full size games and conditioned game play such as half court tournaments. Students will use different attacking and defensive strategies to outwit opponents to develop skills learnt in KS3.</p>	<p>Students will engage more in mini tournaments and will experience a variety of types of tournament such as ladder tournaments and round robins. Students will engage in both full court singles and doubles tournaments.</p>	<p>Students to work on their favourite pieces of cardio & resistance equipment to personalise a training plan for themselves.</p> <p>Alternatively, students may use the resistance machines to plan and train for their chosen sports, using the FITT principle.</p>
Cultural Capital	<p>In year 10 we focus on the importance of thinking strategically and focusing on how we can improve through the use of strategy and tactics. This is linked to particular examples of when this has been done in high level sport in the activities that are being taught.</p>				
Ambitious curriculum	<p>Students will use leadership qualities when working as part of a team and respond to the strengths and weaknesses of those they are working with, with the intention of students taking these skills in to working life.</p> <p>Sportspersonship should be visible in all lessons with students abiding by rules being humble in victory and gracious in defeat.</p>				

Physical Education – Year 10 & 11

Physical Education – Year 10 & 11					
	Block 6	Block 7	Block 8	Block 9	Block 10
Unit title:	Athletics/OAA	Dodgeball	Basketball	Rounders	Softball/cricket
Key concepts:	Resilience and physical attributes.	<ul style="list-style-type: none"> Performing skills and techniques. 	<ul style="list-style-type: none"> Performing skills and techniques. 	<ul style="list-style-type: none"> Performing skills and techniques. 	<ul style="list-style-type: none"> Performing skills and techniques.

	<p>Sports competition and self-improvement</p> <p>Problem solving as individuals and small teams.</p> <p>Orienteering challenges using map skills and navigation.</p>	<ul style="list-style-type: none"> • Leadership and communication. • Use tactics and strategies to outwit opponents. 	<ul style="list-style-type: none"> • Use tactics and strategies to outwit opponents. 	<ul style="list-style-type: none"> • Leadership and communication. • Use tactics and strategies to outwit opponents. 	<ul style="list-style-type: none"> • Leadership and communication. • Use tactics and strategies to outwit opponents.
End points covered:	<p>Students will be given options of athletics events to participate in and make individual improvements in. Opportunities will also be offered to develop their problem solving abilities in competitive and non-competitive scenarios.</p> <p>This may culminate on groups joining together to create mini sports competitions and relays.</p>	<p>Students will engage more in conditioned or adapted game play such as point scoring games, 3 zone dodgeball, and whole court dodgeball. Students will use different attacking and defensive strategies to outwit opponents.</p>	<p>Students will engage more in full size games and conditioned game play such as half court tournaments. Students will use different attacking and defensive strategies to outwit opponents.</p>	<p>Students from different groups joining together to create a mini tournament. Students will be encouraged to experience different fielding positions, but specialise more towards the end of the block.</p>	<p>Students from different groups joining together to create a mini tournament. Students will be encouraged to experience different fielding positions, but specialise more towards the end of the block.</p>
Cultural Capital	<p>In Year 11 our cultural capital is focused on enthusiasm for sport and ensuring that students are aware of the importance of life long physical activity and what clubs are out there in order for students further progress their dedication to physical activity.</p>				
Ambitious curriculum	<p>Students will use leadership qualities when working as part of a team and respond to the strengths and weaknesses of those they are working with, with the intention of students taking these skills in to working life.</p> <p>Sportspersonship should be visible in all lessons with students abiding by rules being humble in victory and gracious in defeat.</p>				