

Knowledge Overviews

Year 7-8	Cognitive	Creative	Personal	Physical	Social	Theory
Students will know and remember...	Basic tactics and strategy across a range of sports. A wide range of basic technical models for skills across a range of sports and activities. How to improve in different physical activities.	Simple 'building blocks' (component parts/skills) that can be combined to form routines. Contrast, unison, canon, 'good form'.	That failure is a natural part of competition. That teams are effective through trust and support. That success needs effort and practice.	The technical models for skills across a wide range of sports and activities.	What makes a good leader – knowledge; empathy; communication; confidence etc. What constitutes effective communication skills What responsibilities a leader has.	The benefits of warm-up and cool-down The stages of a warm-up and cool-down Components of Fitness Training Methods
So that they can...	Use tactics and strategy to overcome opponents in direct competition, through team and individual games. Evaluate their own and others/ strengths and weaknesses. Outwit opponents Make good decisions. Order and organise instructions and knowledge.	Develop sequences. Express own ideas through movement. Find a range of solutions Respond imaginatively Develop and combine skills Adapt and adjust.	Accept and act upon critical feedback. Demonstrate perseverance. Be ready to learn. Recognise own strengths and weaknesses Trust and welcome the support of others Cope with failure Take responsibility for own learning Self-motivate	Build on and embed the physical development, skills & techniques learned in KS1/2. Use combinations of skills confidently Perform a variety of basic skills consistently and effectively in competitive situations Effectively transfer skills and movements across a range of activities and sports	Take on different roles Receive and give feedback Negotiate and collaborate Make a recognised positive contribution to the group Lead and motivate small teams/groups Direct and organise others Involve others	Conduct independent warm-ups and cool downs Describe their own fitness with reference to specific components Identify which training methods would target their weaker components of fitness
Key terminology	Tactics; strategy; strengths; weaknesses; technical model; DESCRIBE; EXPLAIN	Imagination; sequences; routines; contrast; unison; canon; PLAN: EXTEND	Motivation; responsibility; trust; ENGAGEMENT; DETERMINATION	Accuracy; passing; receiving; space; formation; CONTROL; PRECISION	Communication; leader; feedback; confidence; knowledge; ASSIST; MANAGE	Heart rate; dynamic; strength; power; flexibility; CV endurance; agility; muscular endurance; balance; resistance; plyometrics

Year 9-10	Cognitive	Creative	Personal	Physical	Social	Theory
Students will know and remember...	More complex tactics and strategy across a range of sports. A wide range of more complex technical models for skills across a range of sports and activities.	Different compositional techniques A range of more advanced discrete skills within each activity	That the individual is responsible for their own journey and success. That reflection leads to identification of ways to improve. Doing the same thing repeatedly will give the same results.	The advanced technical models and techniques across a wide range of sports and activities.	The structure of a physical activity session/event. Methods used to motivate/inspire groups/individuals. Considerations to make when planning a session.	Fitness Testing (7 components of fitness from Yrs 7/8). Principles of Training – specificity; progressive overload; reversibility; moderation; variance.
So that they can...	Analyse quality of performance Cope with multiple sources of information Solve complex problems Demonstrate higher order anticipation and awareness Make advanced calculation of risk vs reward Cope with a change in stimulus or information	Improvise Experiment Invent Respond creatively to changing stimulus and situations Demonstrate flair Show originality	Show willingness to consistently make changes Commit to self-reflection and self-improvement Maintain performance under pressure Take risks Seeks opportunities to work on weaknesses Cope with success Learn independently Maintain performance under pressure	Make adjustments to technique efficiently when required Perform a wide range of advanced skills with consistency in pressure situations	Demonstrate higher order leadership Inspire and enthuse others Give sensitive feedback Be resourceful Resolve conflict Use effective questioning Mentor others	Plan a training programme for a specified individual. Undertake fitness testing and compare to normative data in order to determine strong/weak areas of fitness.
Key terminology	Stimulus; anticipation; problem-solving; EVALUATE; ANALYSE	Improvise; composition; stimulus; originality; REFINE; INNOVATE	Self-reflection; opportunities; risk-taking; independence; PERSISTENCE; RESILIENCE	Consistency; risk-taking; FLUENCY; FLAIR	Inspire; motivate; organisation; feedback; ORGANISE; LEAD	Specificity; progressive overload; reversibility; moderation; variance; normative data

Curriculum Mapping:

	Year 7	Year 8	Year 9
1	Netball	Basketball	Basketball/Netball
2	Rugby	Rugby/Football	Rugby/Football
3	Football		
4	Gym/Tramp/Dance	Gym/Tramp/Dance	Gym/Tramp/Dance
5	Bad/T.T/Volleyball	Bad/T.T/Volleyball	Bad/T.T/Volleyball
6	S&F	S&F	S&F
7	Athletics	Athletics	Club only
8		Alternative	Alternative
9			Choice
Theory covered	Components of Fitness	Training Methods	Fitness Testing