

Subject Academic Curriculum Overview							
Year	Term - Content						Transition Milestones
	Sept – Oct	Oct- Dec	Jan-Feb	Feb-Mar	April – May	June-July	By the end of the year students will have learned to apply the following skills through the content studied.....
<b>7</b>	<b>Football, Fitness</b> -Introduction to basic core skills and principles. -Incorporate skills into group activities. <b>POL's: 2, 6, 8, 11</b>	<b>Netball/Basketball Gymnastics,</b> Introduction to basic core skills and principles. -Incorporate skills into group activities. <b>POL's: 2, 6, 4, 11</b>	<b>Hockey Badminton</b> Introduction to basic core skills and principles. -Incorporate skills into group activities. <b>POL's: 2, 6, 11</b>	<b>Handball Rugby/Dance</b> Introduction to basic core skills and principles. -Incorporate skills into group activities. <b>POL's: 2, 4, 6, 11</b>	<b>Athletics Rounders/Cricket</b> Introduction to basic core skills and principles. -Incorporate skills into group activities. <b>POL's: 2, 6, 11</b>	<b>Athletics Tennis</b> Introduction to basic core skills and principles. -Incorporate skills into group activities. <b>POL's: 2, 6, 11</b>	Perform the basic core skills in isolation and in small sided games. Students are asked how to outwit opponents; evaluate performances; analyse strengths and weakness; whilst developing, adapting and refining skills, strategies and tactics to produce high performances.
<b>8</b>	<b>Football, Fitness</b> - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful. <b>POL's: 2, 6, 8, 11</b>	<b>Netball/Basketball Gymnastics,</b> - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful. <b>POL's: 2, 4, 6, 11</b>	<b>Hockey Badminton</b> - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful. <b>POL's: 2, 6, 11</b>	<b>Handball Rugby/Dance</b> - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful. <b>POL's: 2, 4, 6, 11</b>	<b>Athletics Rounders/Cricket</b> - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful. <b>POL's: 2, 6, 11</b>	<b>Athletics Tennis</b> - refine and adapt core skills and begin to use more advanced skills. - Explore tactics and strategies to more successful. <b>POL's: 2, 6, 11</b>	Use their knowledge and understanding to perform, refine and adapt their core skills with precision, accuracy, fluency and clarity in any situation. Recognise the importance of responding to changing situations. They should understand how to plan and perform their own warm up for a specific sport.
<b>9</b>	<b>Football Leadership: Organisation</b> Introduction to planning a sport session for peers and younger pupils. Prepare, run and evaluate a session. <b>POL's: 2, 6, 11, 13</b>	<b>Netball/Basketball Leadership: Communication</b> Introduce leaders to different types of communication and how important they are in practical situations. <b>POL's: 2, 6, 11, 13</b>	<b>Badminton Leadership: Fair play</b> To understand why a game needs to be fair. What impact does fair play have on enjoyment and participation? <b>POL's: 2, 6, 11, 13</b>	<b>Fitness Leadership: Health and Fitness</b> Understand the benefits of a healthy lifestyle and the major factors that jeopardise such a lifestyle. <b>POL's: 2, 6, 8, 11, 13</b>	<b>Rounders/Cricket Leadership: Role of the official</b> To understand the role of the official in sport. Knowledge and being able to consistently implement rules. <b>POL's: 2, 6, 11, 13</b>	<b>Tennis/Athletics Leadership: Practical leadership experience</b> To demonstrate leadership by planning and running a practical sports session. <b>POL's: 2, 6, 11, 13</b>	Develop more advanced skills and implement them correctly at the correct time depending on the situation. Sports leadership encourages participants to take responsibility for others, develops organisational and communication skills and instils confidence in people for whom leadership in sport is a new experience.
<b>10</b>	<b>Fitness Football</b> -Explore the impact of advanced skills. -Evaluate and improve your own and others performance. <b>POL's: 2, 6, 8, 11</b>	<b>Basketball Badminton</b> -Explore the impact of advanced skills. -Evaluate and improve your own and others performance. <b>POL's: 2, 6, 11</b>	<b>Minor games Table Tennis</b> -Explore the impact of advanced skills. -Evaluate and improve your own and others performance. <b>POL's: 2, 6, 11</b>	<b>Volleyball Dance</b> -Explore the impact of advanced skills. -Evaluate and improve your own and others performance. <b>POL's: 2, 4, 6, 11</b>	<b>Cricket/Rounders Tennis</b> -Explore the impact of advanced skills. -Evaluate and improve your own and others performance. <b>POL's: 2, 6, 11</b>	<b>Athletics</b> -Explore the impact of advanced skills. -Evaluate and improve your own and others performance. <b>POL's: 2, 6, 11</b>	Incorporate more advanced skills into practical situations. Independently implement tactics and strategies to be more successful. Understand, state and demonstrate what makes a good or poor performance and show how to correct it through feedback to themselves or team-mates.
<b>11</b>	<b>Fitness Football</b> -Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement <b>POL's: 2, 6, 8, 11</b>	<b>Basketball Badminton</b> Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement <b>POL's: 2, 6, 11</b>	<b>Minor games Table Tennis</b> Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement <b>POL's: 2, 6, 11</b>	<b>Volleyball Dance</b> Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement <b>POL's: 2, 4, 6, 11</b>	<b>Cricket/Rounders Tennis</b> Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement <b>POL's: 2, 6, 11</b>	<b>Athletics</b> Plan, run and participate in sessions that promote participation and high performance. Identify strengths and weakness for future improvement <b>POL's: 2, 6, 11</b>	Understand how advanced skills effect performance and where possible incorporate them into their activity. Take responsibility for progress and development through peer and self assessment and setting challenging practical goals. The students should also be capable of officiating running games independently.