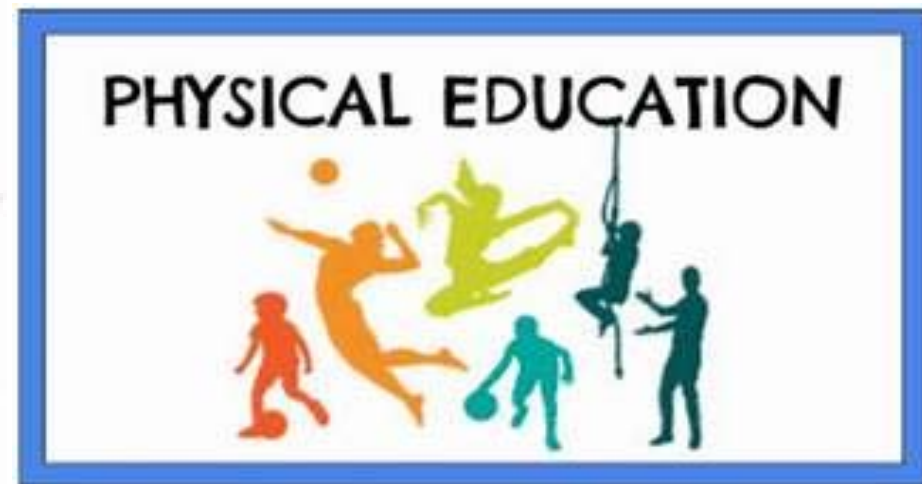


**Burnage Academy for Boys Physical & Outdoor Education Faculty**  
**Long Term Plans Year 7-9 2021-22**

- All year groups will study the same units at different times of the academic year; adapt teaching suggestions to suit the needs of your group – these units will work in conjunction with yearly curriculum plans located on the shared area.
- Pupil assessments are completed at the end of each unit of work taught except for Leadership in years seven and eight and assessments (Rules Test, key terms test and spellings) are kept in group folders in a central area.
- Final pupils assessments for each unit/sport/activity taught are the same across all classes in the same year group.

**Key dates:**



**Curriculum Intent:** In Year 7, students will build on their prior knowledge of the technical and tactical aspects of each sport and continue to develop their skills within invasion games, net/wall games, striking and fielding, fitness and athletics. Students will have a varied knowledge of all activities but the intention is to allow them to be exposed to these skills in increasingly unopposed (isolation) and opposed (conditioned practices/competitive) situations through playing and simple officiating, students will develop their understanding of the laws, regulations and rules of each activity/sport taught.

Year 7	HT1	HT2	HT3	HT4	HT5	HT6
<p><b>Content, Knowledge &amp; Skills</b></p> <p><b><u>Baseline Testing (Transition month)</u></b> Students are assessed during the first four weeks by taking part in various fitness tests which include completing the 35m sprint, the multi stage fitness test, the vertical jump test and a hand-eye coordination test. Students will also be assessed in their football, basketball, cricket and badminton capabilities.</p> <p><b><u>Fundamental skills Badminton</u></b> Students will develop their understanding of the basic fundamentals behind net/wall games. They will develop the fundamental skills of when and where to hit the shuttlecock to maximize their chances of scoring. They will develop an understanding of how to move their opponent out of position using forehand and backhand strokes. Students will apply knowledge on how to apply rules to the game and outwit their opponent. Students will practically apply the fundamental</p>	<p><b><u>Fundamental skills in Football</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles and fundamentals of football. Students will have a varied knowledge of the game. They will understand the basic fundamental concepts of dribbling, passing, turning and shooting in a structured way. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Through playing and simple refereeing, pupils will develop their understanding of the rules, regulations and laws of the game.</p>	<p><b><u>Fundamental skills in Leadership</u></b> Students will learn about the different skills, qualities and responsibilities of being a young sports leader. Students will learn about communication, teamwork, organisation and knowledge that will help them in all aspects of the PE curriculum. Students will experience leading activities, simple games and how to implement ideas/changes to activities.</p> <p><b><u>Fundamental skills Table Tennis</u></b> Students will develop their understanding of the basic fundamentals behind net/wall games. They will develop the fundamental skills of when and where to hit the table tennis ball to maximize their chances of scoring. They will develop an understanding of how to move their opponent out of position using forehand and backhand strokes. Students will apply knowledge on how</p>	<p><b><u>Fundamental skills in Handball</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles of handball. Students will have a limited knowledge of the game. They will understand the fundamental concepts of basic passing, dribbling and shooting in a structured way. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Through playing and simple officiating, students will develop their understanding of the rules, regulations and laws of the game.</p>	<p><b><u>Fundamental skills in Striking and Fielding Cricket</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles and fundamentals of cricket. Students will have a varied knowledge of the game. They will understand the fundamental concepts of bowling, batting and fielding in a structured way. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Through playing and simple umpiring, pupils will develop their understanding of the rules, regulations and laws of the game.</p> <p><b><u>Rounders</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles of rounders. Students will have a varied knowledge of the game. They will understand the concepts of bowling, batting and</p>	<p><b><u>Fundamental skills in Athletics</u></b> Students will learn to accurately replicate running, jumping and throwing skills for athletic events showing an improvement in performances. Students will explore variations in core techniques and use knowledge to become more technically proficient. Students will be able to record and improve upon personal bests in relation to speed, height and distance. They will also learn the health and safety guidelines when using various pieces of equipment.</p>	

	skills in both drills and competitive situations.		to apply rules to the game and outwit their opponent. Students will practically apply the fundamental skills in both drills and competitive situations.		fielding in a structured way. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Through playing and simple umpiring, pupils will develop their understanding of the laws and rules of the game.	
<b>Purpose / potential links to KS4 &amp; future steps</b>	<p><b>Baseline testing</b> – an introduction to the facilities in the PE faculty as well as fitness testing and analysing the students ability in a variety of sports. Fitness testing provides students with an understanding of the levels of fitness required in different sports and an introduction to fitness testing which is part of the Pearson BTEC Sport qualification that is offered as an option to pupils in KS4.</p> <p><b>Badminton</b> – students will develop their understanding of the basic fundamentals/concepts behind net/wall games. If students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles</p>	<p><b>Football</b> - students will develop their understanding of the basic fundamentals/concepts behind invasion games. If students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management, business and physiotherapy.</p>	<p><b>Leadership</b> – an introduction to the requirements of being an effective sports leader. Students will learn about communication, teamwork, organisation and knowledge that will help them in all aspects of the PE curriculum. This is also a good introduction to leadership which will help those pupils who will take part in the Bronze Duke of Edinburgh award that will be available to students in year 9 . This also links to Unit 6 of the BTEC Sport Level 1/2 First Award in Sport qualification as this unit focuses on Sports Leadership.</p> <p><b>Table Tennis</b> – students will develop their understanding of the basic fundamentals/concepts behind net/wall games. If students show potential</p>	<p><b>Handball</b> - students will develop their understanding of the basic fundamentals/concepts behind invasion games. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business and physiotherapy.</p>	<p><b>Cricket</b> - students will develop their understanding of the basic fundamentals/concepts behind striking and fielding games. If students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.</p> <p><b>Rounders</b> - students will develop their understanding of the basic fundamentals/concepts behind striking and fielding games. Reference is made to the students regarding roles and potential careers</p>	<p><b>Athletics</b> - students will develop their understanding of athletics. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.</p>

	and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.		they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.		in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.	
<b>Enrichment /Co-curricular offer.</b>	Football, Badminton, Climbing, Archery, Basketball, Fitness & Wrestling.  Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.	Football, Badminton, Climbing, Archery, Basketball, Fitness & Wrestling.  Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.	Football, Badminton, Climbing, Archery, Basketball, Fitness & Wrestling.  Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.	Football, Badminton, Climbing, Archery, Basketball, Fitness & Wrestling.  Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.	Cricket, Athletics & Fitness.  Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.	Cricket, Athletics & Fitness.  Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.
<b>Assessment</b>	Observational Analysis & Formative assessment Questioning on warm ups & Muscle Group Names.  Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.	Observational Analysis & Formative assessment Questioning on warm ups & Muscle Group Names.  Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.	Observational Analysis & Formative assessment Questioning on warm ups & Muscle Group Names.  Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.	Observational Analysis & Formative assessment Questioning on warm ups & Muscle Group Names.  Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.	Observational Analysis & Formative assessment Questioning on warm ups & Muscle Group Names.  Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.	Observational Analysis & Formative assessment Questioning on warm ups & Muscle Group Names.  Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.



**Curriculum Intent:** In Year 8, pupils will build upon their existing technical and tactical aspects of each sport/activity from year 7 and continue to develop their skills within invasion games, net/wall games, striking and fielding, fitness and athletics. Students will have a varied knowledge of all activities but the intention is to allow them to be exposed to these skills in increasingly unopposed and opposed situations through playing and simple officiating, pupils will develop their understanding of the laws, regulations and rules of each activity taught. As leaders and independent learners they will demonstrate fair play/ team work and leadership skills throughout the year.

Year 8	HT1	HT2	HT3	HT4	HT5	HT6
<p><b>Content, Knowledge &amp; Skills</b></p>	<p><b><u>Introduction HRF (Health Related Fitness).</u></b> Students will take part in a range of health related fitness lessons both in and outside of the fitness suite. Students will take part in various fitness tests linked to the physical and skills related components of fitness required by all sports performers. Students will compare their scores to normative data. Students will be developing their knowledge and understanding of continuous, circuit, interval and fartlek training methods. Students will also have the opportunity to take part in cross-country running around the school site.</p> <p><b><u>Developing skills in Badminton</u></b> Students will develop their understanding of the basic fundamentals behind net/wall games. They will develop the fundamental skills of when and where to hit the shuttlecock to maximize their chances of scoring. They will develop an understanding of how</p>	<p><b><u>Developing skills in Football</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles and fundamentals of football. Students will have a varied knowledge of the game. They will understand the basic fundamental concepts of dribbling, passing, turning and shooting in a structured way. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Through playing and simple refereeing, pupils will develop their understanding of the rules, regulations and laws of the game.</p>	<p><b><u>Developing skills in Leadership</u></b> Students will learn about the different skills, qualities and responsibilities of being a young sports leader. Students will learn about communication, teamwork, organisation and knowledge that will help them in all aspects of the PE curriculum. Students will experience leading activities, simple games and how to implement ideas/changes to activities.</p> <p><b><u>Developing skills in Table Tennis</u></b> Students will develop their understanding of the basic fundamentals behind net/wall games. They will develop the fundamental skills of when and where to hit the table tennis ball to maximize their chances of scoring. They will develop an understanding of how to move their opponent out of position using forehand and backhand strokes. Students will apply knowledge on how</p>	<p><b><u>Developing skills in Handball</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles of handball. Students will have a limited knowledge of the game. They will understand the fundamental concepts of basic passing, dribbling and shooting in a structured way. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Through playing and simple officiating, students will develop their understanding of the rules, regulations and laws of the game.</p>	<p><b><u>Developing skills in Striking and Fielding Cricket</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles and fundamentals of cricket. Students will have a varied knowledge of the game. They will understand the fundamental concepts of bowling, batting and fielding in a structured way. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Through playing and simple umpiring, pupils will develop their understanding of the rules, regulations and laws of the game.</p> <p><b><u>Rounders</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles of rounders. Students will have a varied knowledge of the game. They will understand the concepts of bowling, batting and</p>	<p><b><u>Developing skills in Athletics</u></b> Students will learn to accurately replicate running, jumping and throwing skills for athletic events showing an improvement in performances. Students will explore variations in core techniques and use knowledge to become more technically proficient. Students will be able to record and improve upon personal bests in relation to speed, height and distance. They will also learn the health and safety guidelines when using various pieces of equipment.</p>

	to move their opponent out of position using forehand and backhand strokes. Students will apply knowledge on how to apply rules to the game and outwit their opponent. Students will practically apply the fundamental skills in both drills and competitive situations.		to apply rules to the game and outwit their opponent. Students will practically apply the fundamental skills in both drills and competitive situations.		fielding in a structured way. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Through playing and simple umpiring, pupils will develop their understanding of the laws and rules of the game.	
<b>Purpose / potential links to KS4 &amp; future steps</b>	<b>HRF</b> – students will have an introduction to HRF and fitness testing. Students will analyse their levels of fitness and test results against normative data. In addition, pupils will take part in different methods of training which are linked to improving performance in certain components of fitness, which are very important for all sports performers to improve. Links are made to the different demands of sporting activities. Fitness testing provides students with an understanding of the levels of fitness required in different sports and an introduction to fitness testing and methods of training which is part of the Pearson BTEC Sport Level 1/2 qualification that is offered	<b>Football</b> - students will develop their understanding of the basic fundamentals/concepts behind invasion games. If students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management, business and physiotherapy.	<b>Leadership</b> – an introduction to the requirements of being an effective sports leader. Students will learn about communication, teamwork, organisation and knowledge that will help them in all aspects of the PE curriculum. This is also a good introduction to leadership which will help those pupils who will take part in the Bronze Duke of Edinburgh award that will be available to students in year 9 . This also links to Unit 6 of the BTEC Sport Level 1/2 First Award in Sport qualification as this unit focuses on Sports Leadership.  <b>Table Tennis</b> – students will develop their understanding of the basic fundamentals/concepts behind net/wall games. If	<b>Handball</b> - students will develop their understanding of the basic fundamentals/concepts behind invasion games. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business and physiotherapy.	<b>Cricket</b> - students will develop their understanding of the basic fundamentals/concepts behind striking and fielding games. If students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.  <b>Rounders</b> - students will develop their understanding of the basic fundamentals/concepts behind striking and fielding games. Reference is made to the students regarding	<b>Athletics</b> - students will develop their understanding of athletics. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.



	<p>as an option to pupils in KS4 (Links to Unit 1 and 3)</p> <p><b>Badminton</b> – students will develop their understanding of the basic fundamentals/concepts behind net/wall games. If students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.</p>		<p>students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.</p>		<p>roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.</p>	
<p><b>Enrichment /Co-curricular offer.</b></p>	<p>Football, Badminton, Climbing, Archery, Basketball, Fitness &amp; Wrestling.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>	<p>Football, Badminton, Climbing, Archery, Basketball, Fitness &amp; Wrestling.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>	<p>Football, Badminton, Climbing, Archery, Basketball, Fitness &amp; Wrestling.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>	<p>Football, Badminton, Climbing, Archery, Basketball, Fitness &amp; Wrestling.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>	<p>Cricket, Athletics &amp; Fitness.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>	<p>Cricket, Athletics &amp; Fitness.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>



<p><b>Assessment</b></p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names.</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names.</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names.</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names.</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names.</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>
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**Curriculum Intent:** In Year 9, students will build upon their existing technical and tactical aspects of each sport/activity taught from years 7 and 8 and develop and refine physical skills within invasion games, net/wall games, striking and fielding activities. Students will refine their physical skills in conditioned practices and competitive game situations in a range of physical activities. They will develop their ability to apply basic strategies and tactics, in an attempt to outwit opponents. As leaders and independent learners they will demonstrate fair play/ team work and leadership skills throughout the year.

Year 9	HT1	HT2	HT3	HT4	HT5	HT6
<p><b>Content, Knowledge &amp; Skills</b></p> <p><b><u>Understanding the importance of HRF (Health Related Fitness).</u></b> Students will take part in a range of health related fitness lessons both in and outside of the fitness suite. Students will take part in various fitness tests linked to the physical and skills related components of fitness required by all sports performers. Students will compare their scores to normative data. Students will continue developing their knowledge and understanding of continuous, circuit, interval and fartlek training methods. Students will also have the opportunity to take part in cross-country running around the school site.</p> <p><b><u>Badminton</u></b> Students will develop and refine their understanding of the basic fundamentals behind net/wall games. Students will practically apply the fundamental skills in more complex/demanding drills in competitive situations in</p>	<p><b><u>Advancing Skills &amp; Tactical Application in Football</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles and fundamentals of football. Students will have a varied knowledge of the game. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Students should use their ability to apply basic strategies and tactics, in small sided competitive games to outwit opponents. Through playing and simple refereeing, pupils will be able to develop and refine their understanding of the rules, regulations and laws of the game.</p>	<p><b><u>Advancing Skills &amp; Tactical Application in Table Tennis</u></b> Students will practically apply the fundamental skills of table tennis in both complex/demanding drills and competitive situations in both versions of the game (singles/doubles). They will develop and refine their understanding of how to move their opponent out of position using forehand and backhand strokes. Students should use their ability to apply basic strategies and tactics, in both competitive singles and doubles games to outwit opponent(s).</p>	<p><b><u>Advancing Skills &amp; Tactical in Handball</u></b> Students will have the opportunity to work in pairs and small groups in order to develop and refine the basic principles of handball. The intention is to allow them to be exposed to these skills in increasingly demanding competitive situations. Students should use their ability to apply basic strategies and tactics, in competitive games to outwit opponents. Through playing and simple officiating, students will develop their understanding of the rules, regulations and laws of the game.</p>	<p><b><u>Advancing Skills Striking and Fielding in Cricket</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles and fundamentals of cricket. Students will have a varied knowledge of the game. They will understand the fundamental concepts of bowling, batting and fielding in a structured way. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Through playing and simple umpiring, pupils will develop their understanding of the rules, regulations and laws of the game.</p> <p><b><u>Rounders</u></b> Students will have the opportunity to work in pairs and small groups in order to understand the basic principles of rounders. Students will have a varied knowledge of the game. They will understand the concepts of bowling, batting and</p>	<p><b><u>Advancing Skills &amp; Tactical Application in Athletics</u></b> Students will learn to accurately replicate running, jumping and throwing skills for athletic events showing an improvement in performances. Students will explore variations in core techniques and use knowledge to become more technically proficient. Students will be able to record and improve upon personal bests in relation to speed, height and distance. They will also learn the health and safety guidelines when using various pieces of equipment.</p>	

	<p>both versions of the game. They will develop and refine their understanding of how to move their opponent out of position using forehand and backhand strokes. Students will apply knowledge on how to apply rules to the game and outwit their opponent or opponents in both versions of the game (singles/doubles).</p>				<p>fielding in a structured way. The intention is to allow them to be exposed to these skills in increasingly opposed situations. Through playing and simple umpiring, pupils will develop their understanding of the laws and rules of the game.</p>	
<p><b>Purpose / potential links to KS4 &amp; future steps</b></p>	<p><b>HRF</b> – students will take part in HRF and fitness testing. Students will analyse their levels of fitness and test results against normative data. In addition, pupils will take part in various methods of training which are linked to improving performance in certain components of fitness, which are very important for all sports performers to improve. Links are made to the different demands of sporting activities. Fitness testing provides students with an understanding of the levels of fitness required in different sports and an introduction to fitness testing and methods of training which is part of the Pearson BTEC Sport Level 1/2</p>	<p><b>Football</b> - students will develop their understanding of the basic fundamentals/concepts behind invasion games. If students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management, business and physiotherapy.</p>	<p><b>Table Tennis</b> – students will develop their understanding of the basic fundamentals/concepts behind net/wall games. If students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.</p>	<p><b>Handball</b> - students will develop their understanding of the basic fundamentals/concepts behind invasion games. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business and physiotherapy.</p>	<p><b>Cricket</b> - students will develop their understanding of the basic fundamentals/concepts behind striking and fielding games. If students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.</p> <p><b>Rounders</b> - students will develop their understanding of the basic fundamentals/concepts behind striking and fielding</p>	<p><b>Athletics</b> - students will develop their understanding of athletics. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.</p>

	<p>qualification that is offered as an option to pupils in KS4 (Links to Unit 1 and 3)</p> <p><b>Badminton</b> – students will refine their understanding of the basic fundamentals/concepts behind net/wall games. If students show potential they can join the after school club and possibly represent the school. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.</p>				<p>games. Reference is made to the students regarding roles and potential careers in the sports industry. These might include sports coaching, a PE teacher, journalism, nutrition, sports psychology, sports management and business and physiotherapy.</p>	
<p><b>Enrichment /Co-curricular offer.</b></p>	<p>Football, Badminton, Climbing, Archery, Basketball, Fitness &amp; Wrestling.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>	<p>Football, Badminton, Climbing, Archery, Basketball, Fitness &amp; Wrestling.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>	<p>Football, Badminton, Climbing, Archery, Basketball, Fitness &amp; Wrestling.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>	<p>Football, Badminton, Climbing, Archery, Basketball, Fitness &amp; Wrestling.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>	<p>Cricket, Athletics &amp; Fitness.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>	<p>Cricket, Athletics &amp; Fitness.</p> <p>Pupils also have the opportunity to take part in intra school games/fixtures/competitions as part of the Manchester School's PE Association sporting calendar.</p>

<p><b>Assessment</b></p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names.</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names.</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names.</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names.</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names.</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>	<p>Observational Analysis &amp; Formative assessment Questioning on warm ups &amp; Muscle Group Names</p> <p>Summative assessment is carried out at the end of each activity taught with a key terms and rules test in line with the school's literacy policy and is marked accordingly.</p>
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