

Physical Education

		Year 9 – Emerging	Year 9 – Secure	Year 9 – Exceeding
Performance	Football	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a competent level of accuracy and precision. Move and run with the ball showing a competent level of control and fluency. Turn with the ball showing a competent level of precision and fluency. Apply shooting and striking technique with a competent level of accuracy and precision. Demonstrate defending and tackling with a competent level of precision and fluency. Contribute to open play, often able to influence the performance of the team. Demonstrate some effective attempts to adapt to tactical changes in response to their opponents' actions. Describe some of the different rules, positions, and tactics with application to most competitive situations. 	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a good level of accuracy and precision. Move and run with the ball showing a good level of control and fluency. Turn with the ball showing a good level of precision and fluency. Apply shooting and striking technique with a good level of accuracy and precision. Demonstrate defending and tackling with a good level of precision and fluency. Contribute to open play competently and able to influence the performance of the team. Demonstrate effective attempts to adapt to tactical changes in response to their opponents' actions, with some successful changes in play. Explain most of the different rules, positions, and tactics with application to competitive situations when under pressure. 	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a very good level of accuracy and precision. Move and run with the ball showing a very good level of control and fluency. Turn with the ball showing a very good level of precision and fluency. Apply shooting and striking technique with a very good level of accuracy and precision. Demonstrate defending and tackling with a very good level of precision and fluency. Contribute to open play very well and able to influence the performance of the team, motivating and leading others. Demonstrate effective adaptations to appropriate tactical changes in response to their opponents' actions, with regular success in changing play. Explain most of the different rules, positions and apply different sequences and tactics to competitive situations under pressure successfully.
	Netball	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a competent level of accuracy and precision. Apply footwork with a competent level of control and precision. Move into space with a competent level of fluency, awareness of other players and timing. Apply shooting technique with a competent level of accuracy and precision. Demonstrate defending and marking with a competent level of precision and apply to most competitive situations. Contribute to open play, often able to influence the performance of the team. Demonstrate some effective attempts to adapt to tactical changes in response to their opponents' actions. Identify most of the different rules, positions, where they are allowed on court and who they mark. 	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a good level of accuracy and precision. Apply footwork with a good level of control and precision. Move into space with a good level of fluency, awareness of other players and timing. Apply shooting technique with a good level of accuracy and precision. Demonstrate defending and marking with a good level of precision and apply to most competitive situations. Contribute to open play competently and able to influence the performance of the team. Demonstrate effective attempts to adapt to tactical changes in response to their opponents' actions, with some successful changes in play. Distinguish between and explain different rules, positions, where they are allowed on court, who they mark and recognise when a player is offside. 	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a very good level of accuracy and precision. Apply footwork with a very good level of control and precision. Move into space with a very good level of fluency, awareness of other players and timing. Apply shooting technique with a very good level of accuracy and precision. Demonstrate defending and marking with a very good level of precision and apply to most competitive situations. Contribute to open play very well and able to influence the performance of the team, motivating and leading others. Demonstrate effective adaptations to appropriate tactical changes in response to their opponents' actions, with regular success in changing play. Distinguish between and explain different rules, tactics, positions, where they are allowed on court, who they mark, recognise when a player is offside and switch between positions confidently.
	Handball	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a competent level of accuracy and precision. Apply footwork with a competent level of control and precision. Move and dribble with the ball showing a competent level of fluency and accuracy. Demonstrate shooting technique with a competent level of accuracy and precision. Apply attacking techniques with a competent level of fluency and accuracy. Demonstrate defending and blocking with a competent level of precision and accuracy. Contribute to open play, often able to influence the performance of the team. Demonstrate some effective attempts to adapt to tactical changes in response to their opponents' actions. Describe some of the different rules, positions, and tactics with application to most competitive situations. 	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a good level of accuracy and precision. Apply footwork with a good level of control and precision. Move and dribble with the ball showing a good level of fluency and accuracy. Demonstrate shooting technique with a good level of accuracy and precision. Apply attacking techniques with a good level of fluency and accuracy. Demonstrate defending and blocking with a good level of precision and accuracy. Contribute to open play competently and able to influence the performance of the team. Demonstrate effective attempts to adapt to tactical changes in response to their opponents' actions, with some successful changes in play. Explain most of the different rules, positions, and tactics with application to most competitive situations when under pressure. 	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a very good level of accuracy and precision. Apply footwork with a very good level of control and precision. Move and dribble with the ball showing a very good level of fluency and accuracy. Demonstrate shooting technique with a very good level of accuracy and precision. Apply attacking techniques with a very good level of fluency and accuracy. Demonstrate defending and blocking with a very good level of precision and accuracy. Contribute to open play very well and able to influence the performance of the team, motivating and leading others. Demonstrate effective adaptations to appropriate tactical changes in response to their opponents' actions, with regular success in changing play. Explain most of the different rules, positions and apply different sequences and tactics to competitive situations under pressure successfully.
	Volleyball	Students should be able to: <ul style="list-style-type: none"> Move around court with a competent level of fluency and control. Serve using the underhand and overhand technique with a competent level of accuracy and precision. Pass the ball with a competent level of accuracy and precision. Set the ball with a competent level of accuracy and precision. Dig the ball with a competent level of control, accuracy and precision. Apply a spike with a competent level of fluency, control and power. Demonstrate defending and blocking with a competent level of precision and accuracy. Contribute to play, often able to influence the performance of the team. Demonstrate some effective attempts to adapt to tactical changes in response to their opponents' actions. Describe some of the different rules, positions and rotations, and tactics with application to most competitive situations. 	Students should be able to: <ul style="list-style-type: none"> Move around court with a good level of fluency and control. Serve using the underhand and overhand technique with a good level of accuracy and precision. Pass the ball with a good level of accuracy and precision. Set the ball with a good level of accuracy and precision. Dig the ball with a good level of control, accuracy and precision. Apply a spike with a good level of fluency, control and power. Demonstrate defending and blocking with a good level of precision and accuracy. Contribute to play competently and able to influence the performance of the team. Demonstrate effective attempts to adapt to tactical changes in response to their opponents' actions, with some successful changes in play. Explain most of the different rules, positions and rotations, and tactics with application to most competitive situations when under pressure. 	Students should be able to: <ul style="list-style-type: none"> Move around court with a very good level of fluency and control. Serve using the underhand and overhand technique with a very good level of accuracy and precision. Pass the ball with a very good level of accuracy and precision. Set the ball with a very good level of accuracy and precision. Dig the ball with a very good level of control, accuracy and precision. Apply a spike with a very good level of fluency, control and power. Demonstrate defending and blocking with a very good level of precision and accuracy. Contribute to play very well and able to influence the performance of the team, motivating and leading others. Demonstrate effective adaptations to appropriate tactical changes in response to their opponents' actions, with regular success in changing play. Explain most of the different rules, positions and rotations and apply different sequences and tactics to competitive situations under pressure successfully.

	Badminton Students should be able to: <ul style="list-style-type: none"> Apply the forehand and backhand grip and ready position with a competent level of accuracy and precision. Move around court with a competent level of fluency and control. Serve using the low and high technique with a competent level of accuracy and precision. Demonstrate overhead shots with a competent level of precision. Apply a net shot with a competent level of accuracy and fluency. Demonstrate a drop shot with a competent level of accuracy and precision. Demonstrate some effective attempts to adapt to tactical changes in response to their opponents' actions. Describe most of the different rules, court lines used in singles games and score with confidence. 	Students should be able to: <ul style="list-style-type: none"> Apply the forehand and backhand grip and ready position with a good level of accuracy and precision. Move around court with a good level of fluency and control. Serve using the low and high technique with a good level of accuracy and precision. Demonstrate overhead shots with a good level of precision. Apply a net shot with a good level of accuracy and fluency. Demonstrate a drop shot with a good level of accuracy and precision. Demonstrate effective attempts to adapt to tactical changes in response to their opponents' actions, with some successful changes in play. Explain most of the different rules used in singles games, score confidently, and apply consequences of rule breaks. 	Students should be able to: <ul style="list-style-type: none"> Apply the forehand and backhand grip and ready position with a very good level of accuracy and precision. Move around court with a very good level of fluency and control. Serve using the low and high technique with a very good level of accuracy and precision. Demonstrate overhead shots with a very good level of precision. Apply a net shot with a very good level of accuracy and fluency. Demonstrate a drop shot with a very good level of accuracy and precision. Demonstrate effective adaptations to tactical changes in response to their opponents' actions, with regular success in changing play. Explain most of the different rules used in singles and doubles games and apply to own and other game play in longer scoring games.
Health Related Fitness	Students should be able to: <ul style="list-style-type: none"> State what circuit training is. Describe thresholds of training. State the FITT principal acronym and recognise the term progressive overload. State what specificity is. Identify some fitness tests and of components of fitness measured. Demonstrate a sufficient level of physical fitness in different fitness tests. 	Students should be able to: <ul style="list-style-type: none"> Describe what circuit training is and some of the characteristics of this method. Calculate the thresholds of training and apply zones to a circuit. Identify and apply the FITT principle and progressive overload to a circuit. Describe specificity and apply to a circuit. Identify the different fitness tests and describe some of the components of fitness measured. Demonstrate a competent level of physical fitness in circuit training and fitness tests. 	Students should be able to: <ul style="list-style-type: none"> Explain what circuit training is, the characteristics of this method and know how to adapt exercises to make them harder. Identify and recall the different aerobic and anaerobic training zones calculations and apply to a circuit. Explain how to apply the FITT principle and progressive overload to a circuit or training programme. Explain specificity and know how it can be applied to different sports. Explain different fitness tests, describe some of the components of fitness measured and recall the protocol for most tests Demonstrate a good level of physical fitness in circuit training and fitness tests.
Table Tennis	Students should be able to: <ul style="list-style-type: none"> Apply the correct grip and ready position with a competent level of accuracy and precision. Move at and around the table with a competent level of fluency and control. Serve using the forehand and backhand technique with a competent level of accuracy and precision. Demonstrate a forehand and backhand push shot with a competent level of precision and fluency. Apply a forehand and backhand topspin with a competent level of precision and fluency. Demonstrate a slice shot with a competent level of accuracy and precision. Demonstrate some effective attempts to adapt to tactical changes in response to their opponents' actions. Describe most of the different rules used in singles and doubles games and score with confidence. 	Students should be able to: <ul style="list-style-type: none"> Apply the correct grip and ready position with a good level of accuracy and precision. Move at and around the table with a good level of fluency and control. Serve using the forehand and backhand technique with a good level of accuracy and precision. Demonstrate a forehand and backhand push shot with a good level of precision and fluency. Apply a forehand and backhand topspin with a good level of precision and fluency. Demonstrate a slice shot with a good level of accuracy and precision. Demonstrate effective attempts to adapt to tactical changes in response to their opponents' actions, with some successful changes in play. Explain most of the different rules used in singles and doubles games, score confidently and apply consequences of rule breaks. 	Students should be able to: <ul style="list-style-type: none"> Apply the correct grip and ready position with a very good level of accuracy and precision. Move at and around the table with a very good level of fluency and control. Serve using the forehand and backhand technique with a very good level of accuracy and precision. Demonstrate a forehand and backhand push shot with a very good level of precision and fluency. Apply a forehand and backhand topspin with a very good level of precision and fluency. Demonstrate a slice shot with a very good level of accuracy and precision. Demonstrate effective adaptations to tactical changes in response to their opponents' actions, with regular success in changing play. Explain most of the different rules used in singles and doubles games and apply to own and other game play in longer scoring games.
Basketball	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a competent level of accuracy and precision. Apply footwork with a competent level of control and precision. Move and dribble with the ball showing a competent level of fluency and accuracy. Demonstrate shooting technique with a competent level of accuracy and precision. Apply attacking techniques with a competent level of fluency and accuracy. Demonstrate defending and blocking with a competent level of precision and accuracy. Contribute to open play competently and able to influence the performance of the team. Demonstrate effective attempts to adapt to tactical changes in response to their opponents' actions. Describe some of the different rules, positions and tactics with application to most competitive situations. 	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a good level of accuracy and precision. Apply footwork with a good level of control and precision. Move and dribble with the ball showing a good level of fluency and accuracy. Demonstrate shooting technique with a good level of accuracy and precision. Apply attacking techniques with a good level of fluency and accuracy. Demonstrate defending and blocking with a good level of precision and accuracy. Contribute to open play competently and able to influence the performance of the team. Demonstrate effective attempts to adapt to tactical changes in response to their opponents' actions, with some successful changes in play. Explain most of the different rules, positions and tactics with application to competitive situations when under pressure. 	Students should be able to: <ul style="list-style-type: none"> Pass and receive the ball with a very good level of accuracy and precision. Apply footwork with a very good level of control and precision. Move and dribble with the ball showing a very good level of fluency and accuracy. Demonstrate shooting technique with a very good level of accuracy and precision. Apply attacking techniques with a very good level of fluency and accuracy. Demonstrate defending and blocking with a very good level of precision and accuracy. Contribute to open play very well and able to influence the performance of the team, motivating and leading others. Demonstrate effective adaptations to appropriate tactical changes in response to their opponents' actions, with regular success in changing play. Explain most of the different rules, positions and apply different sequences and tactics to competitive situations under pressure successfully.
Methods of Training	Students should be able to: <ul style="list-style-type: none"> State some of the methods of training. Identify some of the benefits for each method of training. Recall some of the components of fitness. Demonstrate a competent level of physical fitness in different methods of training. 	Students should be able to: <ul style="list-style-type: none"> Identify many of the methods of training and state some of the characteristics for each. Identify the benefits for different training methods. Describe the different components of fitness and link to sporting examples. Demonstrate a good level of physical fitness in different methods of training. 	Students should be able to: <ul style="list-style-type: none"> Describe and identify the characteristics of all the methods of training covered and what these sessions could include. Identify the benefits for different training methods and link to specific sporting examples. Describe most of the components of fitness and link to more than one sporting example. Demonstrate a very good level of physical fitness in different methods of training.

	Athletics	Students should be able to: <ul style="list-style-type: none"> ▪ Perform sprint technique with a competent level of posture, stride length and coordination of the legs and arms. ▪ Demonstrate sprint starts with a competent level of accuracy and reaction time. ▪ Apply a competent level of pacing during middle to long-distance race. ▪ Perform jumps with a competent level of speed, coordination and rhythm between the different phases. ▪ Demonstrate throws with a competent level of precision, timing and movement. ▪ Identify most of the different rules and techniques for track and field events. ▪ Officiate some competitive events and time and measure distances with some confidence across track and field events. 	Students should be able to: <ul style="list-style-type: none"> ▪ Perform sprint technique with a good level of posture, stride length and coordination of the legs and arms. ▪ Demonstrate sprint starts with a good level of accuracy and reaction time. ▪ Apply a good level of pacing during middle to long-distance race. ▪ Perform jumps with a good level of speed, coordination and rhythm between the different phases. ▪ Demonstrate throws with a good level of precision of grip, timing and movement. ▪ Explain and apply most of the different rules and techniques for track and field events. ▪ Officiate varying competitive events and time and measure distances with confidence. 	Students should be able to: <ul style="list-style-type: none"> ▪ Perform sprint technique with a very good level of posture, stride length and coordination of the legs and arms. ▪ Demonstrate sprint starts with a very good level of accuracy and reaction time. ▪ Apply a very good level of pacing during middle to long-distance race. ▪ Perform jumps with a very good level of speed, coordination and rhythm between the different phases. ▪ Demonstrate throws with a very good level of precision of grip, timing and movement. ▪ Explain and apply the different rules and techniques for track and field events. ▪ Officiate and lead all competitive events and time and measure distances with confidence.
	Striking and Fielding	Students should be able to: <ul style="list-style-type: none"> ▪ Throw and catch with a competent level of accuracy. ▪ Apply batting technique with a competent level of accuracy and timing. ▪ Demonstrate bowling/pitching technique with a competent level of precision and fluency. ▪ Contribute to fielding play with a competent level of movement in outfield and/or when covering posts/bases. ▪ Run between posts/bases with a competent level of efficiency and awareness of the game and other players. ▪ Communicate with others and is often able to influence the performance of the team. ▪ Demonstrate some effective attempts to adapt to tactical changes in response to the opposing team's actions. ▪ Describe some of the different rules, positions and tactics with application to most game situations. 	Students should be able to: <ul style="list-style-type: none"> ▪ Throw and catch with a good level of accuracy. ▪ Apply batting technique with a good level of accuracy and timing. ▪ Demonstrate bowling/pitching technique with a good level of precision and fluency. ▪ Contribute to fielding play with a good level of movement in outfield and/or when covering posts/bases. ▪ Run between posts/bases with a good level of efficiency and awareness of the game and other players. ▪ Communicate with others effectively and able to influence the performance of the team. ▪ Demonstrate effective attempts to adapt to tactical changes in response to their opponents' actions, with some successful changes in play. ▪ Explain most of the different rules, positions and tactics with application to game situations when under pressure. 	Students should be able to: <ul style="list-style-type: none"> ▪ Throw and catch with a very good level of accuracy. ▪ Apply batting technique with a very good level of accuracy and timing. ▪ Demonstrate bowling/pitching technique with a very good level of precision and fluency. ▪ Contribute to fielding play with a very good level of movement in outfield and/or when covering posts/bases. ▪ Run between posts/bases with a very good level of efficiency and awareness of the game and other players. ▪ Communicate with others extremely effectively and always able to influence the performance of the team, motivating and leading others. ▪ Demonstrate effective adaptations to appropriate tactical changes in response to their opponents' actions, with regular success in changing play. ▪ Explain and referee most of the different rules, positions and apply different sequences and tactics to competitive situations under pressure successfully.
Development and Coaching	Students should be able to: <ul style="list-style-type: none"> ▪ Explain numerous ways to improve own and others' performance. ▪ Explain numerous strengths in own and others' performance. ▪ Describe basic rules used in various sports and can apply many to competitive games. ▪ Lead a small group in an activity. ▪ Communicate ideas easily and consistently within a group to share thoughts and ideas. ▪ Work collaboratively with team and helps to guide others and make decisions collectively. 	Students should be able to: <ul style="list-style-type: none"> ▪ Analyse own and others' performance using sport-specific terminology, implementing improvements where possible. ▪ Analyse strengths in own and other's performance using sport-specific terminology. ▪ Explain and apply rules in various sports and can apply these in competitive games and referee short games. ▪ Lead a bigger group in an activity. ▪ Communicate with ease in a group and can involve and motivate other students. ▪ Take on different roles in a team scenario to and drive decisions in group. 	Students should be able to: <ul style="list-style-type: none"> ▪ Evaluate own and others' performance using sport-specific terminology and share opinion and guide others on how to improve. ▪ Show awareness of the rules and can apply this effectively to competitive games and referee longer games. ▪ Lead a bigger group in an activity, actively seeking opportunities to lead and deliver part of the lesson. ▪ Communicate and enthuse a group to achieve a common goal, supporting others and challenging others to do this. ▪ Accept and take on roles most suited to the group and negotiate a change in role when appropriate. 	
	Students should be able to: <ul style="list-style-type: none"> ▪ State some of the different ways of classifying skills. ▪ State what a balanced diet is. ▪ Recognise what the energy balance is. ▪ State some macronutrients and micronutrients and give some examples of foods that are in each category. ▪ State some of the roles of macronutrients and micronutrients. ▪ State what the term sedentary lifestyle means. ▪ State one reason why feedback is used in sport and identify and describe some of the different types of feedback. ▪ Identify some of the principles of training. ▪ Identify some of the different types of guidance. 	Students should be able to: <ul style="list-style-type: none"> ▪ Describe most of the different ways of classifying skills and give some sporting examples. ▪ Describe what a balanced diet and give specific examples of different food types included. ▪ Identify what the energy balance is and give an example of the balance between energy in and energy out. ▪ Identify most of the roles of macronutrients and micronutrients. ▪ State the difference between macronutrients and micronutrients and give several examples of foods in each category. ▪ Describe a sedentary lifestyle and identify some of the consequences of leading this type of lifestyle. ▪ State some reasons why feedback is used in sport and describe each type of feedback and give some examples in sport. ▪ State and apply the principles of training to sessions. ▪ Describe the different types of guidance and give some examples. 	Students should be able to: <ul style="list-style-type: none"> ▪ Distinguish between the different ways of classifying skills and give clear sporting examples. ▪ Explain the term balanced diet and identify why this is important in sport. ▪ Explain energy balance and consider the different outcomes of energy in and out regarding different sports. ▪ Identify all of the roles of macronutrients and micronutrients and link some to specific athlete's diets. ▪ Identify why macronutrients and micronutrients are important in a balanced diet and give many examples of food that are in each category. ▪ Define the term sedentary lifestyle, identify the consequences of leading this type of lifestyle and link to the importance of participation in sport and diet choices. ▪ Explain why feedback is used in sport and describe each type of feedback and give many examples in different sports. ▪ Explain the principles of training regarding improvement and getting better and apply them to a circuit and other sporting examples. ▪ Explain the different types of guidance, give examples, and obtain awareness of which guidance type should be applied in different situations. 	
Theoretical Elements	Students should be able to: <ul style="list-style-type: none"> ▪ State some of the different ways of classifying skills. ▪ State what a balanced diet is. ▪ Recognise what the energy balance is. ▪ State some macronutrients and micronutrients and give some examples of foods that are in each category. ▪ State some of the roles of macronutrients and micronutrients. ▪ State what the term sedentary lifestyle means. ▪ State one reason why feedback is used in sport and identify and describe some of the different types of feedback. ▪ Identify some of the principles of training. ▪ Identify some of the different types of guidance. 	Students should be able to: <ul style="list-style-type: none"> ▪ Describe most of the different ways of classifying skills and give some sporting examples. ▪ Describe what a balanced diet and give specific examples of different food types included. ▪ Identify what the energy balance is and give an example of the balance between energy in and energy out. ▪ Identify most of the roles of macronutrients and micronutrients. ▪ State the difference between macronutrients and micronutrients and give several examples of foods in each category. ▪ Describe a sedentary lifestyle and identify some of the consequences of leading this type of lifestyle. ▪ State some reasons why feedback is used in sport and describe each type of feedback and give some examples in sport. ▪ State and apply the principles of training to sessions. ▪ Describe the different types of guidance and give some examples. 	Students should be able to: <ul style="list-style-type: none"> ▪ Distinguish between the different ways of classifying skills and give clear sporting examples. ▪ Explain the term balanced diet and identify why this is important in sport. ▪ Explain energy balance and consider the different outcomes of energy in and out regarding different sports. ▪ Identify all of the roles of macronutrients and micronutrients and link some to specific athlete's diets. ▪ Identify why macronutrients and micronutrients are important in a balanced diet and give many examples of food that are in each category. ▪ Define the term sedentary lifestyle, identify the consequences of leading this type of lifestyle and link to the importance of participation in sport and diet choices. ▪ Explain why feedback is used in sport and describe each type of feedback and give many examples in different sports. ▪ Explain the principles of training regarding improvement and getting better and apply them to a circuit and other sporting examples. ▪ Explain the different types of guidance, give examples, and obtain awareness of which guidance type should be applied in different situations. 	