

## Compass School Southwark KS3 Plan – Physical Education

	Year 7	Year 8	Year 9
<b>Term 1</b>	<p><b>Intro to Netball</b></p> <p>Netball: It is understood that prior to netball at Y7, pupils have played High 5's in most feeder primary schools and have a foundational level of skill. Positions in the netball team is an important lesson as pupils will not be used to 7 physically active players at once. In this unit pupils will learn footwork, passing, positions, spacing/moving into, and the 3 ft. rule. Students need to demonstrate their ability to develop and apply the following skills/techniques.</p> <ul style="list-style-type: none"> <li>• Passing e.g. one-/two-handed, chest, bounce, shoulder, overhead, underarm</li> <li>• Receiving e.g. one-/two-handed catch –</li> <li>• Shooting e.g. standing, moving, rebounding</li> <li>• Footwork e.g. landing on one/two feet, pivoting, dodging</li> <li>• Marking/intercepting/blocking</li> </ul>	<p><b>Netball</b></p> <p>Students need to demonstrate their ability to develop and apply the following skills/techniques.</p> <ul style="list-style-type: none"> <li>▪ Passing e.g. one-/two-handed, chest, bounce, shoulder, overhead, underarm</li> <li>▪ Receiving e.g. one-/two-handed catch –</li> <li>▪ Shooting e.g. standing, moving, rebounding</li> <li>▪ Footwork e.g. landing on one/two feet, pivoting, dodging</li> <li>▪ Marking/intercepting/blocking.</li> <li>▪ Netball positions and basic rules of the game.</li> </ul>	<p><b>Netball</b></p> <p>Students will be able to use their knowledge and understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation. They should develop their knowledge and understanding of the tactics and strategies used in Netball when attacking and defending. Throughout the phases students are also constantly tested and asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. They should understand the rules and the scoring systems of the game, and recognise the importance of responding to changing situations within the game. They should clearly understand and know the stretches for all major muscles and those specific to Netball, and also the benefit of exercise on the body.</p>
<b>Term 2</b>	<p><b>Basketball</b></p> <p>Basketball: Acquire and develop: apply technique specific to the game such as, different ways of passing, marking, dribbling, interception, dodging, they will develop more advanced skill such as lay ups and set play in drills and modified games, adapt skills and techniques in accordance to the different situations.</p> <p>Select and apply: develop an understanding of man to man marking, zone defence and</p>	<p><b>Basketball</b></p> <p>Basketball: Acquire and develop: apply technique specific to the game such as, different ways of passing, marking, dribbling, interception, dodging, they will develop more advanced skill such as lay ups and set play in drills and modified games, adapt skills and techniques in accordance to the different situations.</p>	<p><b>Basketball</b></p> <p>To develop and incorporate the skills of passing, dribbling, outwitting opponents, shooting, rebounding and lay-up using both their dominant and non-dominant hands in all these skills, and perform a fast break in a full sided game of Basketball. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and</p>

	<p>formations and use these skills in modified and full sided.</p> <ul style="list-style-type: none"> <li>• Introduce lay-up, rebound.</li> <li>• Increased accuracy of set shots.</li> <li>• Initial attempts at refereeing small games.</li> <li>• Introduce passing on the move.</li> </ul>	<p>Select and apply: develop an understanding of man to man marking, zone defence and formations and use these skills in modified and full sided.</p> <ul style="list-style-type: none"> <li>• Introduce lay-up, rebound.</li> <li>• Increased accuracy of set shots.</li> <li>• Initial attempts at refereeing small games.</li> <li>• Introduce passing on the move.</li> </ul>	<p>refining skills, strategies and tactics to produce high levels of performances and high quality techniques. They should understand the laws and the scoring systems of the game, and recognise the importance of responding to changing situations within the game especially when in attack or defence. The students should also now know the benefits of a warm – up, stretching, cool-down, hydration and healthy eating prior to and after Basketball</p>
<b>Term 3</b>	<p style="text-align: center;"><b>Tag Rugby</b></p> <p>Tag Rugby: Ball handling, holding running with the ball, changing pace and direction – side-step and swerve, handing off, outwitting an Opponent. Passing, Receiving and scoring a try.</p> <p>2. Passing e.g. backward pass. Lateral pass, Passing e.g., two-handed pass.</p> <p>3. Tagging safely, appropriate etiquette when tagged or tagging.</p> <p>Tagging,: we students to develop their knowledge and understanding of these skills; the major rules and laws within the game regarding these skills and in the game; and to understand why they warm up and cool down when performing. Also, throughout students are constantly asked how to outwit their opponents.</p>	<p style="text-align: center;"><b>Tag Rugby</b></p> <p>Tag Rugby: Ball handling, holding running with the ball, changing pace and direction – side-step and swerve, handing off, outwitting an Opponent. Passing, Receiving and scoring a try.</p> <p>2. Passing e.g. backward pass. Lateral pass, Passing e.g., loop pass, two-handed pass, reverse pass.</p> <p>3. Tagging safely, appropriate etiquette when tagged or tagging.</p> <p>Tagging, basic and Beating / We also want the students to develop their knowledge and understanding of these skills; the major rules and laws within the game regarding these skills and in the game; and to understand why they warm up and cool down when performing. Also, throughout the phases students are constantly asked how to outwit opponents.</p> <p>There will be opportunity to referee/umpire small sided game.</p>	<p style="text-align: center;"><b>Tag Rugby</b></p> <p>Students are to be able to perform, develop and incorporate the fundamental skills of Rugby into a full size game. We want them to use their knowledge and understanding so that they can use these skills with precision, accuracy, fluency and clarity in any situation when attacking or defending. Through this development the students are to be constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. They should also understand the rules and the scoring systems of the game, recognising the importance of the rules within it (when officiating or playing). They should understand and know the benefits of short/long term effects of exercise on the body.</p>
<b>Term 4</b>	<p style="text-align: center;"><b>Cricket</b></p> <p>Cricket: students need to demonstrate their ability to develop and apply the following</p>	<p style="text-align: center;"><b>ROUNDERS</b></p> <p>Rounder: students need to demonstrate their ability to apply the following skills in</p>	<p style="text-align: center;"><b>Cricket</b></p> <p>Student will be able to perform, develop and incorporate the skills of throwing, catching and retrieving on the move, Spin Bowling, Backward</p>

	<p>skills/techniques in increasingly demanding situations, in competition/authentic context. Students should be able to:</p> <ul style="list-style-type: none"> <li>• Improve the range, difficulty and quality of their skills and techniques</li> <li>• Develop the consistency with which they use and perform skills with precision, control and fluency.</li> <li>• Batting e.g. use of power, placement, running to posts and directional batting.</li> <li>• Bowling e.g. variations of pace, spin, height.</li> <li>• Throwing and catching e.g. close, distance, using power and accuracy</li> <li>• Fielding e.g. use of glove, ball stopping techniques, moving and running to field.</li> </ul>	<p>increasingly demanding situations, in competition/authentic context. Students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop the consistency with which they use and perform skills with precision, control and fluency.</li> <li>• Bowling: at the correct height e.g. donkey drop</li> <li>• Throwing and catching e.g. close, distance, using accuracy</li> <li>• Fielding e.g. ball stopping techniques, moving and running to field.</li> <li>• Batting: running to posts and directional</li> </ul>	<p>drive, Lofted drive, and Wicket – keeping. The students should also have a developing knowledge and understanding of tactical and positional play within the game of Cricket, which will enable them to start to plan when playing competitive games. The students should also be able to recognise the importance of responding to changing situations within the game in attack and defence. be able to start to officiate matches fairly and correctly performing the correct signals. Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. They understand and know the stretches for all major muscles and those specific to Batting, Bowling and Fielding.</p>
<p><b>Term 5</b></p>	<p style="text-align: center;"><b>ROUNDERS</b></p> <p>Rounder: students need to demonstrate their ability to apply the following skills in increasingly demanding situations, in competition/authentic context. Students should be able to:</p> <ul style="list-style-type: none"> <li>• Develop the consistency with which they use and perform skills with precision, control and fluency.</li> <li>• Bowling: at the correct height e.g. donkey drop</li> <li>• Throwing and catching e.g. close, distance, using accuracy</li> <li>• Fielding e.g. ball stopping techniques, moving and running to field. <ul style="list-style-type: none"> <li>• Batting: running to posts and directional batting.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Cricket</b></p> <p>Cricket: students need to demonstrate their ability to develop and apply the following skills/techniques in increasingly demanding situations, in competition/authentic context. Students should be able to:</p> <ul style="list-style-type: none"> <li>• Improve the range, difficulty and quality of their skills and techniques</li> <li>• Develop the consistency with which they use and perform skills with precision, control and fluency.</li> <li>• Batting e.g. use of power, placement, running to posts and directional batting.</li> <li>• Bowling e.g. variations of pace, spin, height.</li> <li>• Throwing and catching e.g. close, distance, using power and accuracy</li> <li>• Fielding e.g. use of glove, ball stopping techniques, moving and running to field.</li> </ul> <p>Learn rules of the game and umpire</p>	<p style="text-align: center;"><b>ROUNDERS</b></p> <p>The students should also be able to recognise the importance of responding to changing situations within the game when batting and fielding. Also, throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques. They should understand the rules of the game and be able to start to officiate matches fairly and correctly performing the correct signals. They understand and know the stretches for all major muscles and those specific to Batting, Bowling and Fielding. In readiness for GCSE.</p>

<b>Term 6</b>	<p style="text-align: center;"><b>Athletics</b></p> <p>Acquire and develop: improve the consistency of their sprinting, sustained running, jumping and throwing techniques, explore running for different distances, times and pace, explore throwing different implements using push, pull and sling actions. How to place the legs in standing throws and using a run-up or turn.</p> <p>Select and apply: strategies for effective competitive performance, perform effectively in different events by adapting their skills to meet the challenges</p>	<p style="text-align: center;"><b>Athletics</b></p> <p>Acquire and develop: improve the consistency of their sprinting, sustained running, jumping and throwing techniques, explore running for different distances, times and pace, explore throwing different implements using push, pull and sling actions. How to place the legs in standing throws and using a run-up or turn.</p> <p>Select and apply: strategies for effective competitive performance, perform effectively in different events by adapting their skills to meet the challenges</p>	<p style="text-align: center;"><b>Athletics</b></p> <p>Students should be able to use the full-crouch start to begin short sprint races. They understand the term acceleration and can perform techniques to optimise acceleration from the start of the race. And understand competition rules regarding false starts. A basic ability to pass the baton is demonstrated in short and continuous team relay races and students know which distances are covered in competitive relay events. Students are able to use more advanced jumping techniques with an extended run up used in the high and long jump, as well as the triple jump from standing start. More complex movements are included in the discus and shot events, using a larger rotation moving from a low to a high body position whilst throwing. Students are able to officiate and measure distances and heights in these events.</p>