

**INTENT – Why are we doing what we are doing?**

At Waltham Tollbar Academy the Physical Education curriculum is designed for students to build on and develop the fundamental skills that are taught across Key Stage 2, encouraging each individual to make progress and surpass themselves. This is achieved through tailored learning experiences and careful sequencing of the curriculum. This in turn allows students to become more competent and confident in their physical techniques, applying them across a wide range of sports and physical activities in a safe environment in order to achieve their best.

We aim is for students to develop values, such as fairness and respect as well as opportunities to develop personal and social skills such as; communication, co-operation, leadership, tolerance, respect and the ability to solve problems and evaluate themselves and others. Students are encouraged to develop knowledge and appreciation of rules and regulations, as well as the awareness of safety considerations when exercising in addition to developing techniques, tactics, knowledge and understanding across the wide range of activities offered.

In lessons, students are encouraged to develop the links between current issues in the local area and society, such as equality, opportunities and the impact of fitness on the health of the individual and the nation. We offer activities that challenge common misconceptions by including football, netball and rugby for all students regardless of gender. We foster links with local sports clubs to enable students to become familiar with opportunities in the community in hope that they will continue to be active beyond the Academy.

**IMPLEMENTATION - Year 7**

<b>Unit Title</b>	<b>Unit Enquiry Question</b> <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	<b>Intent</b> <i>Purpose of the specific unit.</i>	<b>Core Disciplinary (Skills) Knowledge Gained</b>	<b>Core Substantive (Content) Knowledge Gained</b>	<b>Careers Links</b>	<b>“Need to Know”</b> <i>Core content required to be covered during this unit.</i>	<b>“Neat to Know”</b> <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
<b>Accurate replication</b>	How do we develop skills to apply in various situations?	To gain an understanding of how to develop basic skills, progress KS2 knowledge, and understanding within a competitive scenario. Students will be able to watch appropriate modelling and use this to apply to their own application.	<ul style="list-style-type: none"> <li>• Passing</li> <li>• Moving</li> <li>• Creating space</li> <li>• Defending</li> <li>• Fundamental movement skills</li> </ul>	<ul style="list-style-type: none"> <li>• How to choose the correct skill to apply</li> <li>• Basic rules within a variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeships (learning from demonstrations and lessons and applying the skills). E.g., trades jobs.</li> <li>• Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• How to perform specific basic skills for each activity/sport covered</li> <li>• Application to a game</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced skills within that sport/activity</li> </ul>
Links between Units: Allows the students to use the skills learnt in the previous unit and begin to think more deeply about how to use them successfully within a game.							
<b>Outwitting opponents</b>	What do we mean by outwitting opponents?  What does being successful look like?	To build upon the physical skills used in KS2 to enable success within modified games. To develop and apply fundamental movement skills to be able to outwit opponents within isolated practices.	<ul style="list-style-type: none"> <li>• Creating space</li> <li>• Closing space down</li> <li>• Fundamental movement skills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Lawyers/solicitors</li> <li>• Sports managers</li> </ul>	<ul style="list-style-type: none"> <li>• What an opponent is</li> <li>• How to outsmart</li> </ul>	<ul style="list-style-type: none"> <li>• Team specific tactics</li> </ul>
Links between Units: After gaining skills and thoughts about tactics students can continue to develop their application to games and problem solving through effective communication and taking onboard others views through relevant and deep discussions.							

<b>Performing at maximum</b>	<p>Is everybody's maximum performance the same?</p> <p>What is fitness?</p> <p>What is health?</p>	<p>To gain an understanding why performing at maximum may be beneficial to the body and the mind. To be able to analyse their own performance and how to make improvements to make overall progress within different activities to surpass their previous selves.</p>	<ul style="list-style-type: none"> <li>• Develop skills within athletics</li> <li>• Resilience</li> <li>• Development of different types of fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of maximum performance</li> <li>• Impact of maximum performance on the body</li> <li>• Health and safety considerations for physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Athletes</li> <li>• Paramedics/surgeons</li> <li>• 'Mr motivator'</li> </ul>	<ul style="list-style-type: none"> <li>• What the maximum is for you personally</li> <li>• Effects of maximal performance on the body</li> </ul>	<ul style="list-style-type: none"> <li>• Links to components of fitness</li> </ul>
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#### IMPACT

By the end of year 7 students will have learnt the basic practical skills needed to perform in the sports and activities they have covered. They will then have learnt how to apply this into a game to be successful and will have had the opportunity to develop both their skills and the application further by addressing and applying their communication skills in a variety of ways. Students should have begun to look at analysing their own, and others' performances, for improvements - ready to be applied at the beginning of year 8.

#### IMPLEMENTATION - Year 8

<b>Unit Title</b>	<b>Unit Enquiry Question</b> <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	<b>Intent</b> <i>Purpose of the specific unit.</i>	<b>Core Disciplinary (Skills) Knowledge Gained</b>	<b>Core Substantive (Content) Knowledge Gained</b>	<b>Careers Links</b>	<b>"Need to Know"</b> <i>Core content required to be covered during this unit.</i>	<b>"Neat to Know"</b> <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
<b>Accurate replication</b>	How do we develop skills to apply in various invasion games?	To gain an understanding of how to develop basic skills from year 7, to build on knowledge, and contribute to successful application within a game scenario. Students will be able to watch appropriate modelling by their peers as well as staff and use this to make improvements to their performance.	<ul style="list-style-type: none"> <li>• Various passing skills used in more challenging environments</li> <li>• Creating space</li> <li>• Types of defending</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to select the correct skill to apply in a modified game.</li> <li>• Develop tactics for a variety of activities.</li> <li>• Roles and positions in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeships (learning from demonstrations and lessons and applying the skills). E.g., trades jobs.</li> <li>• Coaching</li> </ul>	<ul style="list-style-type: none"> <li>• How to perform specific skills for each activity/sport covered</li> <li>• Application to a game</li> </ul>	Advanced skills within that sport/activity
<b>Outwitting opponents</b>	<p>What do we mean by outwitting opponents?</p> <p>What does being successful in a game look like?</p>	To build upon the physical skills used in the previous unit to be more successful within games. To develop procedural knowledge and problem-solving skills to be able to outwit opponents within differing scenarios.	<ul style="list-style-type: none"> <li>• Creating space in modified games</li> <li>• Closing space down in modified games</li> </ul>	<ul style="list-style-type: none"> <li>• Tactics</li> <li>• Knowledge of formations</li> </ul>	<ul style="list-style-type: none"> <li>• Lawyers/solicitors</li> <li>• Sports managers</li> </ul>	<ul style="list-style-type: none"> <li>• What an opponent is</li> <li>• How to outsmart opponents</li> </ul>	<ul style="list-style-type: none"> <li>• Team specific tactics</li> </ul>

<b>Exploring &amp; Communication</b>	<ul style="list-style-type: none"> <li>Why is communication important?</li> <li>What methods of communication are there?</li> </ul>	<ul style="list-style-type: none"> <li>To be able to communicate effectively in a variety of different ways with a range of peers. To understand and analyse why communication is important and how it can be used in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to others' views</li> <li>Considering others' views</li> <li>Verbalising feedback appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Effective choice of communication</li> <li>Impacts different types of communication have on each other.</li> </ul>	<ul style="list-style-type: none"> <li>Creative arts</li> <li>Emergency services</li> <li>NHS/doctors and nurses</li> <li>Receptionists</li> </ul>	<ul style="list-style-type: none"> <li>How to communicate effectively</li> </ul> <p>Different types/ways to communicate</p>	<ul style="list-style-type: none"> <li>Leadership</li> </ul>
<b>Performing at maximum</b>	<p>Is everybody's maximum performance the same?</p> <p>Is your maximum performance the same in everything?</p> <p>How can fitness be improved?</p> <p>How can health be improved?</p>	<p>To gain an understanding why performing at maximum may be beneficial to the body and the mind. To be able to analyse their own performance and how to make improvements to make overall progress within different activities to surpass their previous selves.</p>	<ul style="list-style-type: none"> <li>Development of more advanced athletics skills into competitive situations.</li> <li>Resilience</li> <li>Development of different types of fitness</li> </ul>	<ul style="list-style-type: none"> <li>Effects of maximum performance</li> <li>Impact of maximum performance on the body</li> <li>Health and safety considerations for physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Athletes</li> <li>Paramedics/surgeons</li> <li>'Mr motivator'</li> </ul>	<ul style="list-style-type: none"> <li>What the maximum is for you personally</li> <li>Effects of maximal performance on the body</li> </ul>	<p>Links to components of fitness</p>

#### IMPACT – What do we want students to know at the end of Year 8?

By the end of year 8 students will have developed skills across more sports as well as consolidating and developing skills previously learned. Students will be able to apply these skills into increasingly competitive contexts. Students will be able to transfer skills and knowledge of tactics and strategies across activities. Students will be able to explain how health can be affected by fitness and exercise and how physical activity can have a positive impact on society.

#### IMPLEMENTATION - Year 9

<b>Unit Title</b>	<b>Unit Enquiry Question</b> <i>Should be the basis of the entire unit, the thing that drives the unit.</i>	<b>Intent</b> <i>Purpose of the specific unit.</i>	<b>Core Disciplinary (Skills) Knowledge Gained</b>	<b>Core Substantive (Content) Knowledge Gained</b>	<b>Careers Links</b>	<b>"Need to Know"</b> <i>Core content required to be covered during this unit.</i>	<b>"Neat to Know"</b> <i>Things that would be good for students to know but not essential. Will not feature in assessments etc.</i>
<b>Accurate replication</b>	How do the skills we have and choose to use allow us to perform to the best of our ability?	Students will be able to select the most appropriate skills in order for success to be achieved. Students will be able to develop their skills previously learned to allow them to cope with increasingly challenging situations.	<ul style="list-style-type: none"> <li>Specific skills related to different roles in a variety of activities.</li> <li>Continue to refine skills and techniques across activities.</li> </ul>	<ul style="list-style-type: none"> <li>The ability to analyse their own and other performance to make improvements.</li> <li>Develop knowledge of a variety of tactics and strategies to enable to most successful outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeships (learning from demonstrations and lessons and applying the skills). E.g., trades jobs.</li> <li>Coaching</li> </ul>	<ul style="list-style-type: none"> <li>How to perform specific skills for each activity/sport covered</li> <li>Application of skills and knowledge to a competitive game situation.</li> </ul>	<ul style="list-style-type: none"> <li>Advanced skills within that sport/activity</li> </ul>

Links between Units:							
<b>Outwitting opponents</b>	<p>What do we mean by outwitting opponents?</p> <p>What does being successful in a game look like?</p>	To build upon the physical skills used in the previous unit to be more successful within games. To develop procedural knowledge and problem-solving skills to be able to outwit opponents within differing scenarios.	<ul style="list-style-type: none"> <li>• Creating space in modified games</li> <li>• Closing space down in modified games</li> </ul>	<ul style="list-style-type: none"> <li>• Tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Lawyers/solicitors</li> <li>• Sports managers</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate strengths and weaknesses of opponents</li> <li>• How to outsmart opponents in increasingly demanding situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Team specific tactics</li> </ul>
Links between Units:							
<b>Exploring &amp; Communication</b>	<ul style="list-style-type: none"> <li>• What methods of communication are there?</li> <li>• What methods of communication are appropriate for each situation?</li> </ul>	To be able to communicate effectively in a variety of different ways with a range of peers. To understand and analyse why communication is important and how it can be used in their future.	<ul style="list-style-type: none"> <li>• Listening to others' views</li> <li>• Considering others' views</li> <li>• Verbalising own points</li> </ul> <p>Different types of communication</p>	<ul style="list-style-type: none"> <li>• Effective choice of communication</li> <li>• Impacts different types of communication have on performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Creative arts</li> <li>• Emergency services</li> <li>• NHS/doctors and nurses</li> <li>• Receptionists</li> </ul>	<ul style="list-style-type: none"> <li>• How to communicate effectively</li> <li>• Different types/ways to communicate</li> </ul>	Leadership
Links between Units:							
<b>Performing at maximum</b>	<ul style="list-style-type: none"> <li>• Is everybody's maximum performance the same?</li> <li>• Is your maximum performance the same in everything?</li> <li>• What are the links between exercise and health and fitness?</li> </ul>	To be able to analyse their own performance and make improvements independently to make progress within different activities to surpass their previous selves.	<ul style="list-style-type: none"> <li>• Application of skills into activity</li> <li>• Mental resilience</li> <li>• Development of different types of fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of maximum performance</li> <li>• Impact of maximum performance on the body</li> <li>• Health and safety considerations for physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Athletes</li> <li>• Paramedics/surgeons</li> <li>• 'Mr motivator'</li> </ul>	<ul style="list-style-type: none"> <li>• What the maximum is for you personally</li> <li>• Effects of maximal performance on the body</li> </ul>	Links to components of fitness

#### IMPACT – What do we want students to know at the end of Year 9?

By the end of year 9 students will have revisited most activities and therefore developed more advanced skills and strategies to meet the requirements of a variety of situations most of which will be full context. They will understand key concepts relating to tactics and strategies in order to succeed and they will know rules that govern a wide range of activities. Students will be aware of how health and fitness can be improved and take responsibility for their own warm ups.

