

Physical Education (Key Stage 3)					
<p>By the end of Key Stage 3, pupils should:</p> <ul style="list-style-type: none"> <li>Understand what makes a performance effective and how to apply these principles to their own and others' work.</li> <li>Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</li> <li>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li> <li>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li> <li>Take part in competitive sports and activities outside school through community links or sports clubs.</li> <li>Explore and understand topics that link with the edexcel GCSE PE Specification and OCR Cambridge National Sports Studies.</li> <li>Understand how to exercise safely and effectively and explore careers within sport and health and fitness.</li> </ul>					
	PHYSICAL (ACQUIRE) (Application of physical skills and tactics)	THINKING (APPLY) (cognitive, creative and problem solving)	SOCIAL (Teamwork and leadership)	LITERACY (using and understanding key terminology)	Personal development: Safety, inclusivity and careers
Year 9 Greater Depth	<p>I can combine complex skills and techniques consistently in a practice and a competitive situation.</p> <p>I can explain key technique points for most skills and demonstrate when the correct time to use them.</p> <p>I can perform a number of complex skills in isolation and within a game situation and can use them to outwit an opponent or perform well in a none competitive situation.</p>	<p>I can use complex skills to solve problems</p> <p>I can create complex routines for expressive activities</p> <p>I can perform to a consistently strong level when performing maximally.</p>	<p>I can assess and reflect on my own &amp; others performance giving positive feedback and areas for development in a range of activities.</p> <p>I can lead various groups with strong leadership qualities in a number of activities with confidence.</p>	<p>I can use complex key terminology to give a detailed explanation of how, why and when to use a skill and link it to the sporting activity and how to outwit an opponent. I can explain in detailed terms the positive and negatives of a strategy and tactic and implement it into a competitive situation. I can implement complex terminology of anatomy and physiology and demonstrate a good understanding of how exercise and sport effects the body.</p>	<ul style="list-style-type: none"> <li>Pupils show a detailed awareness of how to keep themselves and others safe in a sporting environment and understanding of the contemporary issues effecting sports</li> <li>Pupils show a detailed awareness of how exercise benefits people physical and mentally and how the long term benefits of exercise can benefit a persons health and lifestyle.</li> <li>Pupils show a detailed understanding of careers linked to sport and fitness with a clear understanding of the factors that may influence these careers in the future.</li> <li>Can confidently evaluate a range of examples of representation of sexism and gender, race and LGBTQ+ in the world of sport.</li> </ul>
Year 9 Expected Year 8 Greater Depth	<p>I can combine complex skills</p> <p>I can explain key technique points for most skills</p> <p>I can perform a number of complex skills in isolation</p> <p>I can influence the game I am playing.</p>	<p>I can use complex skills to solve problems</p> <p>I can create complex routines for expressive activities</p> <p>I can perform to a consistently strong level when performing maximally.</p>	<p>I can assess and reflect on my own &amp; others performance giving feedback on how to improve.</p> <p>I can lead various groups with strong leadership qualities in a number of activities.</p>	<p>I can use complex key terminology to give a detailed explanation of how, why and when to use a skill and link it to the sporting activity and how to outwit an opponent. I can explain in detailed terms the positive and negatives of a strategy and tactic and implement it into a competitive situation. I can implement complex terminology of anatomy and physiology and demonstrate a good understanding of how exercise and sport effects the body.</p>	<ul style="list-style-type: none"> <li>Pupils show a detailed awareness of how to keep themselves and others safe in an sporting environment.</li> <li>Pupils show a detailed awareness of how the physical and mental benefits of exercise.</li> <li>Pupils show a detailed understanding of careers linked to physical and sport, and health and fitness.</li> <li>Can evaluate the representation of sexism and gender, race and LGBTQ+ in the world of sport.</li> </ul>
Year 8 Expected Year 7 Greater Depth	<p>I can replicate complex skills</p> <p>I can describe key technique points for most skills</p> <p>I can perform a number of basic skills in competition</p> <p>I can assist in defensive &amp; attacking tactics</p>	<p>I can combine skills to solve problems</p> <p>I can combine basic moves for expressive activities</p> <p>I can perform to a very good level when performing maximally</p>	<p>I can assess my own &amp; others performance. I can lead set groups with confidence across a number of activities, demonstrating key leadership skills</p>	<p>I can use more complex terminology to give a more detailed explanation of how, why and when to use a skill. I can explain some positive and negatives of a strategy and tactic. I understand some terminology of anatomy and physiology.</p>	<ul style="list-style-type: none"> <li>Pupils show a clear awareness of how to keep themselves and others safe in an a sporting environment.</li> <li>Pupils show a clear awareness of the mental and physical benefits of exercise.</li> <li>Pupils show a clear understanding of careers linked to sport, health and fitness.</li> <li>Can evaluate how sport can be a tool to promote inclusivity and diversity of race, gender, religion, LGBTQ+</li> </ul>
Year 7 Expected	<p>I can replicate basic skills</p> <p>I can state key technique points for most skills</p> <p>I can perform a number of basic skills in isolation</p> <p>I can be part of simple tactics</p>	<p>I can use basic skills to solve simple problems</p> <p>I can create basic routines for expressive activities</p> <p>I can perform to a good level when performing maximally.</p>	<p>I can assess my own performance and reflect on my own performances.</p> <p>I can lead small groups with simple activities in my favoured sport or activity.</p>	<p>I can use basic key terminology to give a basic explanation of how, why and when to use a skill. I can explain in simple terms the positive and negatives of a strategy and tactic. I understand basic terminology of anatomy and physiology.</p>	<ul style="list-style-type: none"> <li>Pupils show a limited awareness of how to keep themselves and others safe in a sporting situation.</li> <li>Pupils show a limited awareness of the mental and physical benefits of exercise.</li> <li>Pupils show a limited understanding of careers linked to Sport, Health and fitness.</li> <li>Can recognise how sport can be a tool to promote inclusivity and diversity of race, gender, religion LGBTQ+.</li> </ul>