

KS3 Curriculum Overview: Trampolining

Term / Length of Unit	Outline	Assessment	Resources	Knowledge/Skills End Points		Assessment End Point	Reading and Literacy
Year 7 (6 lessons)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Year 8 (6 lessons)	<p>Pupils should be able to accurately replicate basic shapes, turns, drops and rotational movements. Physical warm-ups aid as a useful fitness tool in developing a pupils physical capacity. To understand the importance of other safety requirements. Pupils will develop the skills necessary to develop fluent routines. Pupils will develop and refine skills into an 8, 9 and 10 bounce routine. Highlight the benefits of trampolining based movements to flexibility and general suppleness. Appropriate questioning on</p>	<p>Assessment will be carried out at end of the activity block. Students will be graded in line with GCSE assessment criteria. Scores to be inputted into tracker at the end of each activity block. <b>Maximum score of 20* in year 8. *Exceptional students may exceed this mark after consultation with other department members.</b></p>	<ul style="list-style-type: none"> <li>• Full Schemes of Learning on staff resources.</li> <li>• Trampolining Skills Cards</li> <li>• Trampolining Routine skill cards</li> <li>• Assessment Criteria</li> </ul>	<p>How to replicate core skills using correct technique. Know how to control the body and how to develop skills into sequences. Know the progressions of skills to give feedback to peers and self-evaluate.</p>	<p>Basic Shapes (Straddle, Tuck, Pike, Star) Replication of core skills. (Seat landing, Front Landing, Back Landing) Development of aesthetics, control and body management skills. Developing sequences/movement patterns. Development of peer/self-assessment</p>	<p>To be able to demonstrate the basic shapes of straddle, tuck, pike and star with consistency and control. Be able to apply the core skills of Seat Landing, Front Landing, Back Landing in isolation. Be able to communicate the key teaching points to give peer feedback.</p>	<p><b>Subject Specific Words</b> Seat Landing Front Landing Back Landing Pike Tuck Straddle Aesthetics</p> <p><b>Academic vocabulary</b> Fluency Control Technique Tension Performance</p> <p><b>Reading Strategy:</b> - Visual Demonstration - Extended Questioning - Detailed Explanations</p>

	teaching points of the skills and processes developed. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement.						<ul style="list-style-type: none"> <li>- Live Modelling</li> <li>- Self/Peer Assessment</li> <li>- Group Discussion</li> <li>- Manual and Mechanical Guidance</li> </ul>
Year 9 (6 lessons)	<p>Pupils should further develop basic shapes, turns, drops and more complex rotational movements. Physical can lead warm ups that aid as a useful fitness tool in developing a pupils physical capacity. Consolidate the importance of other safety requirements. Pupils will further develop the skills necessary to develop fluent routines. Pupils will develop and refine skills into an 8, 9 and 10 bounce routine. Highlight the benefits of trampolining based movements to flexibility and general suppleness.</p>	<p>Assessment will be carried out at end of the activity block. Students will be graded in line with GCSE assessment criteria. Scores to be inputted into tracker at the end of each activity block. <b>Maximum score of 25* in year 9. *Exceptional students may exceed this mark after consultation with other department members.</b></p>	<ul style="list-style-type: none"> <li>• Full Schemes of Learning on staff resources.</li> <li>• Trampolining Skills Cards</li> <li>• Trampolining Routine skill cards</li> <li>• Assessment Criteria</li> </ul>	<p>Consolidate how to replicate core skills using correct technique. Reinforce knowledge of how to control the body and how to develop skills into sequences. Know the progressions of more advanced skills to give feedback to peers and self-evaluate.</p>	<p>Replication of core skills. Development of aesthetics, control and body management skills. Developing sequences/movement patterns. Development of peer/self-assessment</p>	<p><b>Subject Specific Words</b> Somersault Swivel Hips Routines Aesthetics</p> <p><b>Academic vocabulary</b> Fluency Control Technique Tension Performance</p> <p><b>Reading Strategy:</b> - Visual Demonstration - Extended Questioning - Detailed Explanations - Live Modelling - Self/Peer Assessment</p>	

	Appropriate questioning on teaching points of the skills and processes developed. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement.						- Group Discussion - Manual and Mechanical Guidance
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