

# Physical Education


## Key Stage 3 Mastery Curriculum

Head, Heart & Hands Assessment Overview




Mastery Descriptors

# Head, Heart, Hands Assessment Model Overview

'**Head**, **Heart**, **Hands**' works as three strands. Each of these strands has six sub-strands under each heading. Students will be assessed across 2 selected strands each half term. Every unit will require a '**Hands**' assessment. Head and Heart assessments will alternate each unit.

pupil  PROGRESS

Assessment in PE

Head	Heart	Hands
		
<ol style="list-style-type: none"> <li>1. Knowledge</li> <li>2. Understanding</li> <li>3. Analysis</li> <li>4. Feedback</li> <li>5. Responsibility</li> <li>6. Rules</li> </ol>	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Leadership</li> <li>3. Respect</li> <li>4. Resilience</li> <li>5. Effort</li> <li>6. Confidence</li> </ol>	<ol style="list-style-type: none"> <li>1. Physical Ability</li> <li>2. Fitness Levels</li> <li>3. Competitive</li> <li>4. Technique</li> <li>5. Tactics</li> <li>6. Problem Solving</li> </ol>

Written by the PE community

# Year 7

# Year 7 Mastery Curriculum

## 'HEAD' Assessment (Cognitive/Thinking)

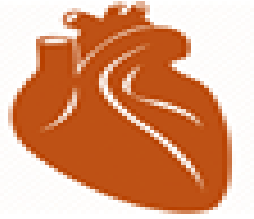


Knowledge	Understanding	Analysis	Feedback	Responsibility	Rules
-----------	---------------	----------	----------	----------------	-------

Emerging	Developing	Securing	Extending	Mastering
<p>I can identify some reasons for needing to complete a warm up</p> <p>I can identify a benefit for taking part in physical activity</p> <p>I am beginning to understand why we have rules in sport</p>	<p>I can lead an effective self-led warm up</p> <p>I can identify most major muscles in the body</p> <p>I can describe and explain some skills and rules in some sports</p>	<p>I can describe how the body adapts and benefits from regular exercise</p> <p>I can take responsibility for leading a small group warm up</p> <p>I can apply my knowledge of skills and techniques and this improves my own and others' practical performance</p>	<p>I can categorise many short- and long-term effects of exercise on physical, mental and social well-being</p> <p>I can lead an effective warm up to the whole class</p> <p>I can examine problems with techniques and can give teaching points to correct these mistakes</p>	<p>I can justify the advantages of following an active and healthy lifestyle on physical, mental and social well-being</p> <p>I can lead and officiate matches showing a good understanding of the rules</p> <p>I can evaluate a performance of a peer or myself in order to improve skills, tactics and / or fitness levels</p>

# Year 7 Mastery Curriculum

## 'HEART' Assessment (Affective/Feeling)



Communication	Leadership	Respect	Resilience	Effort	Confidence
---------------	------------	---------	------------	--------	------------

Emerging	Developing	Securing	Extending	Mastering
<p>I can recall the qualities that make a good leader</p> <p>I understand the importance of consistently bringing PE kit to lessons</p>	<p>I can demonstrate leadership of a small group of peers with some confidence</p> <p>I can demonstrate communication skills within discussions and activities</p>	<p>I can demonstrate confidence and apply leadership qualities to lead large group warm ups</p> <p>I am hard working, resilient and eagerly accept challenges</p>	<p>I am confident and competent when leading large groups of performers</p> <p>I effectively apply methods of communication to different ages, abilities, experiences and situations</p>	<p>I demonstrate good leadership qualities both in lessons and at extra-curricular clubs</p> <p>I display clear communication skills, empathy and patience</p>

# Year 7 Mastery Curriculum

## 'HANDS' Assessment (Psychomotor /Doing)



Physical Ability	Fitness Levels	Competitive	Technique	Tactics	Problem Solving
------------------	----------------	-------------	-----------	---------	-----------------

Emerging	Developing	Securing	Extending	Mastering
<p>I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in isolated pressure practice</p> <p>I can complete a 2-minute run</p>	<p>I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in moderately pressured practices</p> <p>I can complete a 3-minute run</p>	<p>I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities</p> <p>I can complete a 5-minute run</p>	<p>I can demonstrate with consistent accuracy and success a range of appropriate skills, techniques and tactics in challenging activities</p> <p>I can complete a 10-minute run</p>	<p>I can demonstrate, with precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities</p> <p>I can complete a 12-minute run</p>

# Year 8

# Year 8 Mastery Curriculum

## 'HEAD' Assessment (Cognitive/Thinking)



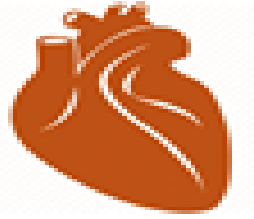
Knowledge	Understanding	Analysis	Feedback	Responsibility	Rules
-----------	---------------	----------	----------	----------------	-------

Emerging	Developing	Securing	Extending	Mastering
<p>I can recall some muscles in a warm up.</p> <p>I can identify some reasons as to why I need to complete a warm up.</p> <p>I know and can describe some skills and rules in some sports.</p> <p>I am beginning to have some understanding of techniques.</p>	<p>understand how the body reacts during exercise.</p> <p>I can lead a warm up to a partner</p> <p>I can identify and describe tactics in some sporting activities. I understand techniques, which can help me to improve my own performance.</p> <p>I can begin to give feedback to others about their performance.</p>	<p>I have a sound knowledge of the importance of taking part in a warm up and can apply this during regular physical activity.</p> <p>I can explain the benefits to the body and mind of regular participation.</p> <p>I can apply my knowledge of rules and tactics of several different sports.</p> <p>I can give some feedback to my peers and teams performance.</p>	<p>I can accurately explain in-depth the advantages of following an active and healthy lifestyle on physical, mental and social wellbeing.</p> <p>I can lead and officiate matches showing a good understanding of the rules.</p> <p>I can analyse my performance and others in order to improve skills, techniques and/or fitness level.</p>	<p>I can evaluate and justify different training methods for performers sporting needs.</p> <p>I display an excellent understanding and justify how skills and tactics could improve the quality of performance.</p> <p>I can lead others in activities and warm ups to enhance students learning.</p>



# Year 8 Mastery Curriculum

## 'HEART' Assessment (Affective/Feeling)



Communication	Leadership	Respect	Resilience	Effort	Confidence
---------------	------------	---------	------------	--------	------------

Emerging	Developing	Securing	Extending	Mastering
<p>I can lead my own warm up but lack confidence to lead others.</p> <p>I sometimes demonstrate resilience and effort.</p>	<p>I can demonstrate confidence and understand effective communication within discussions and activities.</p> <p>I give 100% effort to every activity and am often resilient when faced with challenging tasks.</p>	<p>I can confidently lead a group of people applying a variety of roles: official, coach, teacher and captain.</p> <p>I demonstrate empathy and respect for my peers and can support and motivate them to improve performance.</p>	<p>I demonstrate good leadership qualities both in lesson and afterschool clubs.</p> <p>I display clear communication skills, empathy and patience.</p>	<p>I am hardworking and helpful in lessons and at afterschool clubs.</p> <p>I have great leadership qualities and an active leader, in lessons and afterschool.</p>

# Year 8 Mastery Curriculum

## 'HANDS' Assessment (Psychomotor /Doing)



Physical Ability	Fitness Levels	Competitive	Technique	Tactics	Problem Solving
------------------	----------------	-------------	-----------	---------	-----------------

Emerging	Developing	Securing	Extending	Mastering
<p>I can demonstrate with some accuracy and success, basic skills, techniques and tactics in passive practices.</p> <p>I can complete a 2-minute run</p>	<p>I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in high pressured practices.</p> <p>I can complete a 3-minute run.</p>	<p>I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities.</p> <p>I can complete a 7-minute run.</p>	<p>I can demonstrate, with precision control and fluency, an extensive range of appropriate skills techniques, and tactics in very challenging activities.</p> <p>I can complete a 15-minute run.</p>	<p>I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities.</p> <p>I can complete a 20-minute run.</p>

# Year 9

# Year 9 Mastery Curriculum

## 'HEAD' Assessment (Cognitive/Thinking)



Knowledge	Understanding	Analysis	Feedback	Responsibility	Rules
-----------	---------------	----------	----------	----------------	-------

Emerging	Developing	Securing	Extending	Mastering
<p>I can lead an effective self warm up.</p> <p>I can recall most major muscles in the body.</p> <p>I can describe some skills and rules in some sports.</p> <p>I can identify techniques, helping me to begin to improve my own performance.</p>	<p>I can describe how the body adapts and benefits from regular exercise.</p> <p>I can take responsibility for leading a small group warm up.</p> <p>I have good knowledge of skills, technique and understand how this improves my own and others practical performance.</p>	<p>I can describe many short and long-term effects of exercise on physical, mental and social wellbeing.</p> <p>I can lead an effective warmup to the whole class.</p> <p>I can identify problems with techniques and can apply teaching points to correct these mistakes.</p>	<p>I have knowledge of a range of training methods and can analyse others' sporting needs.</p> <p>I display excellent understanding and can analyse ways to improve skills, techniques and the quality of performance.</p> <p>I can lead others in activities and warm ups to enhance students learning.</p>	<p>I have extensive knowledge of how the components of fitness, principles of training and the effects of exercise can improve performance.</p> <p>Evaluate the technical and tactical demands of performance.</p> <p>I can plan, lead, and justify an effective coaching session.</p>

# Year 9 Mastery Curriculum

## 'HEART' Assessment (Affective/Feeling)



Communication	Leadership	Respect	Resilience	Effort	Confidence
---------------	------------	---------	------------	--------	------------

Emerging	Developing	Securing	Extending	Mastering
<p>I can demonstrate leadership of a small group of peers with some confidence</p> <p>I can demonstrate communication skills within discussions and activities.</p> <p>I often demonstrate respect for equipment and others</p>	<p>I can demonstrate confidence and leadership qualities, often volunteer to lead large group warm ups or activities.</p> <p>I am hardworking resilient and eager to accept challenges.</p> <p>I have developed respectful relationships with my peers.</p>	<p>I am confident and competent when leading large groups of performers.</p> <p>I can effectively apply methods of communication to different ages, abilities, experiences and situations.</p> <p>I often inspire others to participate and progress in sporting activity.</p>	<p>I am hardworking and helpful in lessons and at afterschool clubs.</p> <p>I have great leadership qualities and am an active leader; I apply this in lessons and afterschool.</p> <p>I am a positive role model, I demonstrate commitment, I participate in school sport and I am inspiring to others.</p>	<p>I embrace challenges, am resilient and always give 100%.</p> <p>I have an exceptional range of effective communication skills and demonstrate these when leading large groups of performers.</p> <p>I demonstrate outstanding confidence, authority and respect when officiating, leading and participating.</p>

# Year 9 Mastery Curriculum

## 'HANDS' Assessment (Psychomotor /Doing)



Physical Ability	Fitness Levels	Competitive	Technique	Tactics	Problem Solving
------------------	----------------	-------------	-----------	---------	-----------------

Emerging	Developing	Securing	Extending	Mastering
<p>I can demonstrate with some accuracy and success, basic skills, techniques and tactics in moderately pressured practices.</p> <p>I can complete a 3-minute run</p>	<p>I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in competitive practices.</p> <p>I can complete a 5-minute run</p>	<p>I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in challenging activities.</p> <p>I can complete a 10-minute run.</p>	<p>I can demonstrate, with consistent precision control and fluency, an extensive range of appropriate skills techniques, and tactics in very challenging activities.</p> <p>I can complete a 20-minute run.</p>	<p>I can demonstrate, with outstanding precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in complex and challenging activities.</p> <p>I can complete a 30-minute run.</p>