

Strand	Emerging	Developing	Mastery	Ambitious
The Athlete (Application of skill)	Demonstrate a basic understanding of the fundamentals of sport (e.g., throwing, catching, kicking).	Demonstrate, with some accuracy, the basic skills required to be successful in a sporting activity.	Accurately demonstrate the basic skills required to be successful in multiple sporting activity. Begin to demonstrate a basic knowledge of the rules of sport.	Consistently perform the basic skills of a range of individual and team sporting activities, highlighting not only the skills required, but also the characteristics required to be successful. Demonstrate a clear understanding of the basic rules of multiple sporting activities.
The Tactician (Analysis and creativity)	Show some understanding of how being creative in sport can lead to success.	With support, identify basic strategies that can be used to win a competitive situation.	Independently explain how creativity can affect performance, identifying a strategy that would positively impact on the current situation.	Demonstrate an ability to review a strategy and make adaptations to improve the outcome of a sporting situation.
The Theorist (Knowledge and understanding)	Show a basic understanding of health and fitness. With prompts, identify why some people participate in sport.	Demonstrate a good understanding of health and fitness and its benefits, highlighting some effects on the body. Identify and explain some reasons why people participate in sport.	Demonstrate an understanding of some physical, psychological and social benefits of health and fitness, highlighting some of the larger muscle groups. Discuss the reasons why people choose to participate in different sporting activities and the benefits this can have on them.	Independently recall good knowledge of all aspects of health and fitness. Explain why people participate in sport, highlighting its effects on physical, social and mental well-being.
The Coach (Feedback and Development)	Know the basic skills of an individual sport	Identify different skills across two separate sporting activities.	Identify the differences in a range of skills across different sports, both team and individual.	Demonstrate a broad understanding of advanced skills in a sporting situation. Give independent feedback to individuals and/or groups.
The Leader (Confidence)	Demonstrate basic communication skills within a team/small group.	Communicate to and lead small groups, such as a mini warm-up with support from the teacher.	Independently deliver to a small group, demonstrating positive communication skills.	Confidently and independently deliver a session. Demonstrate a good understand of basic motivation skills, for example; communication, encouragement and use of praise.

Year 8

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The Athlete (Application of skill)	Accurately and consistently demonstrate the basic skills required to be successful in multiple sporting activity. Demonstrate a basic knowledge of the rules of sport, with the ability to explain it to a peer.	Consistently perform the basic skills of a range of individual and team sporting activities, beginning to demonstrate the more advanced skills required to outwit an opponent. Demonstrate a greater knowledge and understanding of the more advanced rules of a sport, implementing some of them into a competitive situation.	Confidently and accurately demonstrate more advanced skills of multiple sporting activities in order to outwit an opponent. Implement, with some accuracy, the more advanced rules and regulations of a sporting activity.	Consistently identify and use the most accurate skills required to outwit an opponent in multiple sporting situation. Confidently use and implement more advanced rules of multiple sporting activities, identifying the importance of these rules and how their execution impacts both positively and negatively on a competitive situation.
Tactician (Analysis and creativity)	Demonstrate and apply a clear understanding of how creativity can affect your performance. Show imagination and understanding of how tactics can impact performance.	Understand how reviewing performance can enable you to gain an advantage. Demonstrate a clear understanding of analysis to improve performance and result. Demonstrates good imagination to impact the outcome of the individual/team performance.	To review a performance and use a range of skills and knowledge to identify problems. Be able to create solutions and implement them to positively impact performance and outcomes.	Independently make clear and precise decisions within a sporting activity that show positive impact. Demonstrate the ability to breakdown skills in order to identify problems and possible solutions. Work successfully as part of a team to show impact.

The Theorist (Knowledge and understanding)	Be able to identify some long term and short-term effects of exercise on the body. Be able to explain why people participate in sport and show an understanding of the difference between individual and team-based sporting activities.	Be able to identify the long term and short-term effects of exercise on the body, suggesting ways to reduce the chances of injury. Explain, giving some examples of why people participate in sport, identifying how it effects the physical, social and mental well-being of an individual.	Demonstrate a good understand and application of sport related fitness across a range of sporting activities. Explain, giving multiple examples from a range of sporting activities, the positive and negative impact sports participation can have on a performer; physically, socially and mentally.	Giving detail, explain how a range of competitive and non-competitive sporting activities can impact differently on the well-being of an individual. Begin to discuss components of fitness, how these can be developed and what impact they have on performance
The Coach (Feedback and Development)	To have a broad understanding of different skills in a range of sporting activities. To be able to give some accurate feedback to individuals regarding their performance (positives and areas for development).	To have a broad understanding of advanced skills in a sporting situation. To be able to give accurate feedback to an individual performer and team to improve own and other's performance in a specific sporting activity. Identify strengths are areas for development in own performance, can suggest basic improvement ideas.	Demonstrate an in depth understanding of advanced skills in a number of sporting situations. To be able to identify strengths and weaknesses in order to improve the performance of yourself and others, using accurate assessment to evaluate next steps for improvement.	To improve performance across a range of sporting activities with accurate and targeted feedback. Using accurate self and peer assessment of advanced skills to analyse the strengths and weaknesses of yourself and others, identifying next steps for improvement
The Leader (Command and confidence)	Deliver a mini session independently, demonstrating positive communication skills. Confidence and vocal clarity evident.	Confidently and independently deliver a range of small activities using clear communication and vocal clarity when giving precise instructions.	Plan and deliver an activity to a larger group of students. Good use of praise to encourage performers. Good confidence, knowledge and vocal instructions given.	The ability to recognise strengths and misconceptions. Clear and precise planning for future sessions in order to help participants develop.

Year 9

Strand	Emerging	Developing	Mastery	Ambitious
The Athlete (Application of skill)	Confidently and accurately demonstrate more advanced skills in multiple sporting activities in order to outwit an opponent, using accurate self-assessment to evaluate next steps for improvement. Implement, with some accuracy, the more advanced rules and regulations of a sporting activity, demonstrating confidence, control and positive leadership.	Using accurate self-assessment to analyse advance skills, identifying your own strengths and weaknesses in order to support further skill development. Confidently use and implement more advanced rules and regulations of multiple sporting activities, identifying the importance of these rules and how their delivery can impact, positively and negatively on a game situation.	Consistently demonstrate, execute and analyse advanced skills with accuracy and confidence under pressure. Regular representation of school team/s in order to support that continued development. Confidently officiate, demonstrating a full understanding of the rules and regulations of multiple sporting activities, making confident and accurate decisions. Demonstrate a clear understanding of how skills can be transferred, implementing these skills across a range of sporting activities.	Regularly and consistently execute advanced skills in a game situation, not just within lesson, but through school and wider community sport. Demonstrate a positive commitment to personal development. Demonstrating a higher level of ability and achievement in multiple sporting activities.
The Tactician (Analysis and creativity)	To use a range of skills and knowledge through observation, to identify problems, creating solutions to positively impact on performance and outcomes.	Independently make clear and precise decisions within a sporting activity that show positive impact. Demonstrate the ability to breakdown skills and implement solution to positively impact on	Can independently assess any sporting situation and review a range of solutions. Can implement solutions and evaluate their impact in order to assess the correct strategy for each performer/team.	Can confidently assess and evaluate tactical situations. Clearly explain thoughts and ideas to others, enabling them to improve performance through a more in-depth strategic knowledge development.

		the outcome of a sporting activity.		
The Theorist (Knowledge and understanding)	Demonstrate an understand of components of fitness across a range of sporting activities. Discuss, with prompts, a basic understanding of the main energy systems of the body. Explain, giving multiple examples from a range of sporting activities, the positive and negative impact sports participation can have on a performer; physically, socially and mentally.	Demonstrate a positive understand and application of components of fitness across a range of sporting activities. Good understanding of the main energy systems of the body and how they are affected by sports participation. Giving detail, explain how competitive and non-competitive sporting activities can impact on the well-being of an individual and identify how different sporting activities impact in different ways.	Discuss all components of fitness, identifying how to improve them and the impact this would have on performance at different levels. The ability to identify what sporting activities involve which energy systems of the body. To be able to identify the nutrients required for an athlete to perform to the best of their ability.	Identify the food groups and individual nutrients that a specific sporting performer requires to be successful. Analyse the short-term and long-term effects of exercise on the body, including the muscular-skeletal system and energy systems.
The Coach (Feedback and Development)	To be able to identify strengths and weaknesses in order to improve own and peer's performance, identifying areas for self-assessment, suggesting and implementing own developmental strategies.	To be able to identify strengths and weaknesses, analysing skills across different types of sporting activities. To improve performance across a range of sporting activities with accurate and targeted feedback, impacting on the final outcome.	To be able to identify key weaknesses and devise drills to improve performance. To have a positive impact on the outcome of the sporting activity. Suggest ways a performer may continue to improve using a wider range of knowledge	To be able to process information and identify key weaknesses, devising progressive drills to develop the finer elements of a skill. To have a positive impact on the outcome of the sporting activity. Successful analysis of own performance and a clear

			(e.g. Skills, components of fitness, skill classification etc...)	knowledge/strategy of how to improve fine and gross motor skills.
The Leader (Command and confidence)	Demonstrate the understanding and confidence to plan and deliver an activity to a large group of students. Good use of praise to encourage performers. Good confidence, knowledge and vocal instructions given. Demonstrating self-evaluation skills in order to develop own knowledge and performance.	The ability to recognise strengths and misconceptions. Demonstrate clear and precise planning for future sessions in order to help participants develop. Demonstrating self-evaluation skills and ability to accept and respond to feedback in order to develop own knowledge and performance	Demonstrate the knowledge, confidence and control to actively assess a sporting situation, step in and stop students, recognising and addressing any misconceptions that may arise in order to develop individual/team performance.	Demonstrate knowledge and adaptability skills to make immediate changes to positively impact on performance and outcomes. Address misconceptions and deliver with control, incorporating successful adaptations within all activities planned. Acknowledge, accept and respond positively to self and peer assessment/feedback.