

# DHSG Lower Years Assessment Framework

## Physical Education



**LOWER YEARS (Years 7 to 8)**

**MIDDLE YEARS (Years 9 to 11)**

	<b>Developing (D)</b>	<b>Secure (S)</b>	<b>Mastering (M)</b>
<b>Know- ledge</b>	With support students can accurately demonstrate knowledge of the rules/tactics of some the 9 core activities in the PE Curriculum including how to warm up and cool down (preparing for exercise). Students can name the bones and muscles in the arms and legs.	Students often accurately demonstrate knowledge of the rules/tactics of most the 9 core activities in the PE Curriculum, including how to warm up and cool down (preparing for exercise). Students can name the bones and muscles and locate them in the arms and legs.	Students consistently and independently demonstrate accurate knowledge of the rules/tactics of all the 9 core activities in the PE Curriculum including how to warm up and cool down. Students can name the all of the major bones and muscles and locate them on the body.
<b>Under- standing</b>	With support students can accurately demonstrate knowledge of the rules/tactics of some the 9 core activities in the PE Curriculum and clearly demonstrate understanding of why we warm up and cool down before and after exercise.	Students often accurately demonstrate knowledge of the rules/tactics of most the 9 core activities in the PE Curriculum and understand why we warm up and cool down (prepare for exercise). Students can name the number of phases within the warm up and cool down routine.	Students consistently and independently demonstrate accurate knowledge of the rules/tactics of most the activities in the PE Curriculum and understand why we warm up and cool down. Students can give examples of the phases of the warm up and cool down routines with accuracy and confidence.
<b>Skills</b>	With support students can perform fundamental simple skills such as throwing, catching and running, with some control and success. Students demonstrate a skill/movement when assisted or through instruction and can perform simple skills in isolation with some control and accuracy. Students can lead an individual/pair warm up and cool down.	Students often demonstrates simple skills in more competitive situations (conditioned practices) with control and accuracy. Students choose links and combine skills with control and coordination. Students apply fundamental movement skills in different activities and apply simple tactics to activities and games. Students can lead a small group warm up/cool down.	Students consistently and independently perform complex skills with control, accuracy and fluency. Students apply tactics, strategies and skills to suit changing competitive situations and choose, link and combine skills and techniques in different situations. Students demonstrate accurate, fluent skills and techniques and confidently lead a team warm up/cool down.

