

## PE Introductory Statement

The Physical Education curriculum at Limehurst Academy offers a wide range of sports and activities, which enable students to learn, engage, have fun and gain a 'love' for PE. There are a variety of sports which students take part in, allowing all learners to gain the necessary knowledge, skills and understanding to fully participate.

Lessons are designed to gradually improve knowledge, skills and performance, as well as stretching and challenging individuals at all levels and abilities, so that physical activity and sport become a central part of their lives, both in and out of school.

The curriculum is designed so students can enjoy the sport, as well as giving them the necessary skills and knowledge associated with physical education. Students can then use these positive experiences to keep physically active and healthy into their adult lives. Skills, knowledge and enjoyment can be enhanced further at extra-curricular clubs, through competing for school or joining a local club.

At Key Stage 4 we offer the Edexcel GCSE PE and OCR Cambridge National Sport Studies qualifications.

### Knowledge and Understanding

Students at Limehurst Academy will fully appreciate and understanding the many physical, social and psychological benefits sport, exercise and physical activity can bring, reaping the rewards along the way.

### Skills

- Pupils develop their techniques, skills and ability in a broad range of sports and activities, being able to apply them to a variety of sports and situations, improving their resilience, communication and leadership skills along the way.
- PE improves literacy and numeracy in students, expanding their vocabulary when using different types of terminology and phrases during a variety of sports.
- At Key Stage 4, students build on the foundations and experiences at Key Stage 3 to study the theory behind sport/exercise, learning about topics such as Anatomy & Physiology. Studying PE enhances their ability to analyse performance and construct well-structured written responses supported with factual evidence and give specific examples from a variety of sports.
- PE will improve the confidence and self-esteem in students and enhance their social skills, as well as encouraging students to transfer knowledge and skills into other learning areas.
- Students develop and improve their communication and leadership skills, as well as learning a number of 'life' skills which will be used in the future, like working as part of a team.

### The Future

- PE will encourage students to further explore their experiences and opportunities. This could be the *physical* part of being active, leading a healthy lifestyle and trying a new sport/activity, or could also be in the form of further studying the theory aspects of sport, health and exercise, leading to a career in the sport/health/leisure industry.
- PE can lead to a great future. Many apprenticeships and employers value and treasure the knowledge and skills that studying PE can provide, such as: leadership and communication, working in a team and being able to compromise, respect, resilience and punctuality as well as good organisation and social skills.

- Topic Details: Year 7 Core PE – Team Games

**Intent**

Team Games – **Football, Netball, Basketball & Rugby**

**Knowledge Acquired:**

- Recalling basic rules/regulations for each sport; eg different positions in netball-where they are allowed to go on the court
- Performing different skills; different types of pass, dribbling, turning, shooting, pivoting
- Basic Decision making in competitive drills and small sided games
- Communication and use of correct terminology within the game
- Movement with and without the ball
- Basic tactics and simple strategies in small sided game to overcome an opponent

**Skills Developed:**

**AO1** – Basic knowledge, understanding and skills of team games, showing limited awareness of rules & regulations, as well as improving simple passing, dribbling, shooting and turning skills.

**AO2** – Good knowledge, understanding and skills of team games, showing sound knowledge of rules & regulations, as well as improving more complex passing, dribbling, shooting and passing skills, and appreciates the necessary tactics and strategies in the individual sports

**AO3** – Very good knowledge and skills of team games, showing excellent understanding of rules & regulations, enabling the learner to improve and perform complicated passes, dribbles, shots and turns, as well as being able to implement various tactics and strategies to very good effect.

Links to previous study (where applicable):

- Recall previous learning and skills from KS2, including any skills and knowledge learnt about rules/scoring
- Use knowledge gained from previous/current extra-curricular & community clubs (if applicable to the student)

Links to future study/the wider world (where applicable):

- Use certain skills and knowledge from one sport and transfer to another. For example, movement into space in football/netball/basketball. Use knowledge/skills if joining a club outside of school or competing for school

**Implementation**

Number of lessons: 14-16

Sequence of lessons:

Football	Netball	Basketball	Rugby
1-2 Ball familiarisation & skills e.g. step overs 3-4 Passing & movement e.g. Short, long, chip 5-6 Turning & dribbling e.g. Drag back, outside hook 7 -8 Jockeying/Tackling e.g. stay on feet, timing of tackle. 9-11 Passing, dribbling & movement off the ball in small sided games 12-15 strategies & tactics in small sided games 4v4/7v7	1-2 <u>Basic passing</u> while static and on the move (chest, shoulder, bounce, overhead) 3-4 <u>Footwork rule</u> ; landing and pivoting (+ passing & catching) 5-6 <u>Outwitting opponents</u> ; dodging techniques ‘getting free’ and space 7 - <u>Shooting</u> ; positions & technique (stretch; bend; push) 8-9 Small ‘end ball’ games <u>3v3</u> to apply previous skills 10-12 7 a-side netball positions on court 12-15 <u>Full court games</u> applying previous skills and rules	1-2 Ball familiarisation & skills e.g. figure of 8 3-4 Passing & movement e.g. Chest/Bounce pass 5-6 Dribbling skills & beating an opponent 1 v 1 7-8 Shooting e.g. Lay-ups/set shots/jump shots 9-10 Defending 1 v 1 11-13 Passing, dribbling, scoring, defending & movement of the ball in small sided games 3 v 3 14-15 Strategies & Tactics in 4 v 4/5 v 5 games & matches.	1-2 Ball handling skills and basic knowledge & rules 3-4 Intro to passing/receiving 2 v 1 5-6 Passing in SSG, using width 7-8 Intro to ‘touch’ & further rules e.g offside 9-10 Introduction to tackling. Safe technique 11-13 Introduction to rucking. Rules/technique. 14-16 Implement basic rules, passing, support play, touch/tackling into small sided games.

**Main Resources:** Teacher and student led demonstrations, technique cards, videos of skills & technique. Watch YouTube clips and highlights of matches (6 nations) on TV

**Methods of Assessment/s** Teacher observation and teacher questioning. Peer feedback.

**Use of Assessment Results** Identify strengths & target/s to aim for in sports that cross over and into Year 8

- Topic Details: Year 8 Core PE – Team Games

**Intent**

**Team Games – Football, Netball, Basketball & Rugby**

**Knowledge Acquired:**

- Developing rules & regulations for each sport; e.g recognising offside in rugby, double dribble & travelling in basketball
- Performing more advanced skills; different types of pass, dribbling, turning, shooting & pivoting e.g. Cruyff turn in football
- Better decision making in competitive drills and small sided games
- Confident communication and use of correct terminology within the game, showing leadership skills amongst the team.
- Further developing movement with and without the ball and starting to organise teammates
- Good knowledge of tactics and strategies in small sided game to overcome an opponent

**Skills Developed:**

**AO1** – Sound knowledge, understanding and skills of team games, showing awareness of rules & regulations, as well as improving and developing passing, dribbling, shooting, turning & communication skills.

**AO2** – Good knowledge, understanding and skills of team games, demonstrating good knowledge of rules & regulations, as well as improving more complex passing, dribbling, shooting and passing skills, and appreciates the necessary tactics and strategies, being able to communicate them to peers.

**AO3** – Very good knowledge and skills of team games, showing excellent understanding of rules & regulations, being able to explain to others. The learner improves and performs complicated passes, dribbles, shots and turns, as well as being able to implement various tactics and strategies to very good effect and will show signs of leadership skills within the team.

Links to previous study (where applicable):

- Recall previous learning and skills from Y7, including any skills and knowledge learnt about rule/regulations
- Use knowledge gained from previous/current extra-curricular & community clubs (if applicable to the student)

Links to future study/the wider world (where applicable):

- Use certain skills and knowledge from one sport and transfer to another. For example, communication with teammates in football/netball/basketball/rugby. Use knowledge/skills/tactics when competing for school

**Implementation**

Number of lessons: 14-16

Sequence of lessons:

Football	Netball	Basketball	Rugby
1-2 Ball familiarisation & skills e.g. <u>dribbling different parts of both feet</u> 3-4 Control/Passing/movement e.g. chip, <u>lofted pass</u> 5-6 Turning & dribbling e.g. <u>step over turn</u> 7 -8 Defending 1v1 e.g. stay on feet, timing of tackle. 9-11 Passing, dribbling & turning small sided games 4v4/7v7 12-16 Strategies/tactics/ <u>communication</u> in small sided games 5v5/9v9. Demonstrate knowledge of rules & begin trying to <u>lead within the game</u> .	1-2 <u>Recap</u> passing skills & positions in 7 a-side game 3-4 <u>Timing of pass</u> ; position of ball; movement onto the ball 5-6 <u>Develop rules</u> within the game; offside, contact, obstruction 7-8 Attacking/outwitting opponent in <u>game situation</u> (dodging) 9-10 <u>Shooting</u> technique & accuracy in a game 11-12 Defensive play; marking the ball & player 13-16 <u>Full games</u> to further skills & develop application of rules	1-2 Ball familiarisation & skills/control of ball 3-4 Passing & movement e.g. <u>Overhead/Bounce</u> pass 5-6 Dribbling/Dodge skills & beating an opponent/s 7-8 Shooting e.g. Lay-ups <u>right &amp; left handed</u> 9-10 Defending 1 v 1 11-13 Passing, dribbling, scoring, defending & <u>communication</u> in small sided games 3 v 3 14-16 Strategies & Tactics in 4 v 4/5 v 5 games & matches. Implement rules. <u>Begin to lead in matches</u>	1-2 <u>Further develop</u> handling skills & recap knowledge & rules of game 3-4 Recap & <u>advance</u> passing/receiving 2 v 1 5-7 Passing in SSG, using width. <u>Attacking/defensive lines</u> in SSG 8-10 <u>Further develop</u> tackling, rucking technique & support play 11-12 Intro to 3 & 5 man <u>scrum</u> 13-16 Know rules, passing, support play, tackling & restarts in SSG. <u>Communicate</u>

**Main Resources:** Teacher & student led demonstrations, technique cards, observation/videos of skills/techniques. Watch highlights on TV  
**Methods of Assessment/s:** Teacher observation and teacher questioning. Peer observation and feedback about themselves & each other  
**Use of Assessment Result/s** Identify strengths & target/s to aim for in sports that cross over and into Year 9.

- Topic Details: Year 9 Core PE – Team Games

**Intent**

Team Games – **Football, Netball, Basketball & Rugby**

**Knowledge Acquired:**

- Good knowledge of rules & regulations for each sport; e.g recognising offside in football, footwork rule in netball
- Performing more advanced skills; different types of pass, dribbling, turning, shooting & pivoting e.g. rucking in rugby
- Good decision making in competitive drills and small sided games, e.g seeing opportunity early & being decisive
- Confident communication and use of correct terminology within the game, showing leadership skills amongst the team.
- Able to be confident and knowledgeable enough to referee or umpire a small sided game.
- Good knowledge of tactics and strategies in small sided game to overcome an opponent & able to communicate to team

**Skills Developed:**

**AO1** – Further developed knowledge, understanding and skills of team games, showing awareness of rules & regulations, as well as improving & further developing passing, dribbling, movement off the ball & communication skills.

**AO2** – Good knowledge, understanding and skills of team games, demonstrating good knowledge of rules & regulations, as well as improving more complex passing, dribbling, shooting and execute advanced passing skills, and appreciates the necessary tactics and strategies, being able to communicate them to peers.

**AO3** – Excellent knowledge & skills of team games, showing very good understanding of advanced rules & regulations, being able to explain to others. Improves & performs complicated passes, dribbles, shots and turns under pressure being able to implement various tactics and strategies to very good effect & will demonstrate communication & leadership skills

Links to previous study (where applicable):

- Recall previous learning and skills from Y8, being able to communicate theses and show leadership skills
- Use advanced knowledge & skills gained from previous/current extra-curricular & community clubs (if applicable)

Links to future study/the wider world (where applicable): Use communication & leadership skills and knowledge from one sport and transfer to another. For example, being able to referee a basketball game. Explain/Use sporting examples in GCSE or Cambridge National PE courses (KS4). Highlights potential of studying KS4 courses to student and teachers.

**Implementation**

Number of lessons: 14-16

Sequence of lessons:

Football	Netball	Basketball	Rugby
1-2 Advance skills e.g. <u>dribbling with different parts of both feet</u> 3-4 Accurate Passing & movement e.g. chip, <u>lofted</u> 5-6 Turning & dribbling e.g. <u>Cruyff Turn</u> 7-8 Defending 1v1 e.g. timing of tackle. 9-11 Passing, dribbling & movement off the ball in small sided games 12-15 <u>Advanced strategies &amp; tactics</u> in small sided games 5v5/9v9. <u>Demonstrate good knowledge of rules and leadership skills. Referee.</u>	1-2 <u>Recap fundamentals</u> (stronger/accurate passing; rules of the game) 3-4 <u>Use of space</u> on the court; order of passing GK-GS unopposed & opposed ; special awareness 5-6 <u>Attacking principles/</u> attacking plays (centre pass/defensive backline/ attacking backline 7-8 <u>Defensive play</u> (3 stages of marking; dominating play) 9-10 <u>Tactical play</u> around the attacking circle & decision making (ball giver). 10-15 <u>Full game situations</u> improving tactics, strategies, leadership. Umpire game.	1-2 Advance ball skills with <u>both hands</u> 3-4 Advanced passes & movement with signalling 5-6 Dribbling skills & <u>beating an opponent 1 v 1 in games</u> 7-8 Shooting e.g. Lay-ups (left and right)/set shots from <u>different angles</u> 9-10 <u>Defending 1 v 1, 2 v 1</u> 11-13 Passing, dribbling, scoring, defending & movement of the ball in <u>small sided games 3 v 3</u> 14-15 <u>Strategies &amp; Tactics</u> in 4 v 4/5 v 5 games & matches. <u>Implement rules in a match situation. Umpire.</u>	1-2 <u>Advanced</u> ball handling skills in matches 3-4 Beating an opponent 1v1 & 2 v 1. <u>Side step, dummy</u> 5-7 Passing in SSG, using width. Attacking/defensive <u>lines</u> in SSG 8-10 <u>tackling from angles</u> , rucking technique & support play 11-12 Recap 3 & 5 man scrums & roles within e.g <u>who does what</u> 13-16 Advanced rules, <u>tactics/strategies</u> , tackling, rucks, scrums & restarts ( <u>basic lineouts</u> ) in SSGs. <u>Leadership skills</u>

**Main Resources:** Teacher and student led demonstrations, technique cards, observation/videos of skills & techniques. Watching games & highlights on TV. For example, watch highlights of 6 nation’s rugby to give better/improved knowledge

**Methods of Assessment/s:** Teacher observation/teacher questioning. Peer observation/feedback, confidently talking about performance

**Use of Assessment Result/s** Identify strengths & target/s to aim for. Indication of GCSE PE/Cambridge National potential

- Topic Details: Year 7 Core PE – Net and Wall Games

**Intent**

Net and Wall– **Badminton, Table Tennis, Tennis**

**Knowledge Acquired:**

- Recalling rules & regulations for each sport; e.g. point scoring system & serving legally
- Different types of serves e.g. flick, forehand
- Decision making in competitive drills
- Performing a variety of shots; e.g. overhead clear, forehand, backhand,
- Movement and agility around the court/table
- Basic tactics and strategies to beat an opponent

**Skills Developed:**

**AO1** – Basic knowledge, understanding and skills of each racket sport, showing some awareness of rules & regulations, as well as improving simple skills, but may struggle in competitive drills/matches

**AO2** – Good understanding and skills of each, showing sound knowledge of rules & regulations, as well as improving more complex shots, and appreciates the necessary tactics and strategies to beat an opponent

**AO3** – Very good knowledge and skills of each racket sport, showing excellent understanding of rules & regulations, enabling the learner to make the right decision and execute successfully the correct shot in a competitive situation.

Links to previous study (where applicable):

- Recall previous learning and skills from KS2, including any skills and knowledge learnt about rules/scoring
- Use knowledge gained from previous/current extra-curricular & community clubs (if applicable to the student)

Links to future study/the wider world (where applicable):

- Use certain skills and knowledge from one sport and transfer to another. For example, movements around the court/table, reaction time and hand/eye coordination. Could use recreationally outside of school.
- Use knowledge understanding and skills to develop further in Y8, having gained the foundations in Y7

**Implementation**

Number of lessons: 8

Sequence of lessons:

Badminton	Table Tennis	Tennis
1-2 Introduction to correct grip, stance ready position & serving rules. Begin to play a rally. Different types of serve.	1-2 Introduction to correct grip, stance ready position & serving laws, Begin to play a rally with control of the shot. Different angles of serving.	1-2 Introduction to correct grip, stance ready position & serving rules. Begin to be able to rally with control. Serving with the correct technique.
3-4 Introduce basic types of shot e.g. overhead & underarm clear/lift.	3-4 Introduce forehand and back hand push shots. Scoring system.	3-4 Introduce principles of forehand and backhand shots. Scoring system
5-6 Introduce drop & smash shots, and scoring system	5-6 Introduce the concept of spin e.g. forehand top spin/side spin	5-6 Introduce the correct technique for a volley shot and 'spin' e.g forehand topspin
7-8 Game play and matches with basic strategies and tactics introduced	7-8 Competitive matches, serving legally and tactics/strategies to beat opponent.	7-8 Game play and competitive matches, playing a variety of shots

**Main Resources:**

Teacher and student led demonstrations, technique cards, videos of skills & techniques. Relevant equipment for each sport

**Methods of Assessment/s**

Teacher observation and teacher questioning. Peer feedback. Learner demonstrates good use of terminology and knowledge of the different shots, as well as being able to successfully execute them.

**Use of Assessment Result/s** Identify strengths & target/s to aim for in sports that cross over and into Year 8

- Topic Details: Year 8 Core PE – Net and Wall Games

**Intent**

Net and Wall– **Badminton, Table Tennis, Tennis**

**Knowledge Acquired:**

- Confidently remembering rules & regulations for each sport from year 7; e.g. point scoring system & serving legally
- Different types of serves, starting to show variety and disguise
- Decision making in competitive drills and more pressurised situations
- Performing a variety of shots under pressure; e.g. drop shot, smash shot & top/side spin
- Further develop movement and agility around the court/table
- Tactics and strategies to beat an opponent, understanding where to play the shot in relation to their opponent

**Skills Developed:**

**AO1** – Sound knowledge, understanding and skills of each racket sport, showing awareness of rules & regulations, as well as improving simple skills, but may struggle in competitive drills/matches

**AO2** – Good understanding and skills of each, showing sound knowledge of rules & regulations, as well as improving more complex shots, and appreciates the necessary tactics and strategies to beat an opponent

**AO3** – Very good knowledge & skills of each racket sport, showing excellent understanding of rules & regulations, enabling the learner to make the right decision & consistently execute successfully the correct shot in a competitive situation.

Links to previous study (where applicable):

- Recall previous learning and skills from Y7, including any skills and knowledge learnt about rules/scoring/tramlines
- Use knowledge gained from previous/current extra-curricular & community clubs (if applicable)

Links to future study/the wider world (where applicable):

- Use certain skills and knowledge from one sport and transfer to another. For example, movements around the court/table, reaction time and hand/eye coordination. Could use if representing school competitively.
- Use knowledge, understanding and skills to develop further in Y8, having gained the foundations in Y7

**Implementation**

Number of lessons: 8

Sequence of lessons:

Badminton	Table Tennis	Tennis
1-2 Recall correct grip, stance ready position & serving rules. Different types of serve.	1-2 Recap correct grip, stance ready position & serving laws, control a rally with different types of shots. Different angles of serving with disguise.	1-2 Recall to correct grip, stance ready position & serving rules. Begin to be able to rally with control. Serving in different angles with the correct technique.
3-4 Further develop movement. Stretch/Lung into position. Successfully play specific shots e.g. overhead & underarm clear/lift. Introduce doubles play.	3-4 Introduce forehand and back hand push shots. Scoring system. Introduce doubles play.	3-4 Develop forehand and backhand shots. Scoring system. Introduce backspin. Introduce doubles play.
5-6 'Disguised' drop & smash shots, and scoring system	5-6 Recap the concept of spin e.g. backspin/forehand top spin/side spin	5-6 Recall & develop volley shot and 'spin' e.g. forehand topspin.
7-8 Game play and matches with strategies and tactics in singles/doubles. Communication with teammate	7-8 Competitive matches, serving legally & tactics to beat opponent, both singles and doubles. Communication skills used	7-8 Game play and competitive matches, playing a variety of shots with control. Singles/doubles. Communication in doubles matches.

**Main Resources:**

Teacher and student led demonstrations, technique cards, videos of skills & techniques

**Methods of Assessment/s**

Teacher observation & teacher questioning. Peer feedback. Student demonstrates good understanding in matches

**Use of Assessment Result/s**

Identify strengths & target/s to aim for in sports that cross over and into Year 8

- **Topic Details: Year 9 Core PE – Net and Wall Games**

**Intent**

**Net and Wall– Badminton, Table Tennis, Tennis**

**Knowledge Acquired:**

- Know the rules & regulations for each sport from year 8; e.g. point scoring system/serving (singles and doubles)
- Different types of serves, showing consistency, variety and disguise and being able to play doubles
- Decision making in competitive drills and pressurised situations both in singles and doubles games
- Performing a variety of shots under advanced pressure; e.g. drop shot, top spin, back spin, smash shot
- Movement and agility around the court/table, as well as being able to perform when playing a doubles match
- Tactics, strategies & communication (with teammate) to beat an opponent. Able to show leadership skills within a game.

**Skills Developed:**

**AO1** – Sound knowledge, understanding and skills of each racket sport, showing some awareness of rules & regulations, as well as improving simple skills, but may struggle in competitive drills/matches

**AO2** – Good understanding and skills of each, showing sound knowledge of rules & regulations, as well as improving more complex shots, and appreciates the necessary tactics and strategies to beat an opponent. Can umpire a game.

**AO3** – Very good knowledge and skills of each racket sport, showing excellent understanding of rules & regulations, enabling the learner to make the right decision and execute successfully the correct shot in a competitive situation.

Links to previous study (where applicable):

- Recall previous learning and skills from Y8, including any skills and knowledge learnt about rules/scoring/tramlines
- Use knowledge gained from previous/current extra-curricular & community clubs (if applicable)

Links to future study/the wider world (where applicable):

- Use certain skills and knowledge from one sport and transfer to another. E.G. movements around the court/table, balance and hand/eye coordination. Could use if competing for school in competitions and tournaments.
- Use knowledge/understanding/skills of each to be able to use in GCSE PE and Cambridge National (if chosen by student) and transfer skills & knowledge to KS4 PE, as well as using in adult life when playing sport.

**Implementation**

Number of lessons: 8

Sequence of lessons:

Badminton	Table Tennis	Tennis
1-2 Correctly use the right grip, stance/ready position & fully know serving rules and regulations to play competitive matches. 3-4 Play a variety of shots from different parts of the court, know to play into space & attack accordingly. 5-6 'Disguised' drop & smash shots from different parts of the court. Communication/Analysis/Leadership skills developed & used. 7-8 Game play and matches with strategies and tactics. Umpire games showing leadership. Spot weaknesses in opponent.	1-2 Consistently use correct grip, stance & serving laws, control a rally with different types of shots. Different angles of serving with disguise. 3-4 Introduce forehand and back hand push shots. Scoring system. Analyse performance. Spot weaknesses in opponent. 5-6 Use spin e.g. backspin/forehand top spin/side spin to play attacking shots. Develop leadership & evaluation of performance. 7-8 Competitive matches, serving legally and tactics to beat opponent. Umpire matches confidently.	1-2 Use the correct grip, stance/ready position & serving rules. Be able to rally with control. Serving in different art of the service box. 3-4 Develop forehand and backhand shots. Scoring system. Introduce backspin. Develop leadership. 5-6 Execute a variety of shots at the correct time e.g. volley. Analyse performances of self & others, as well as communicating & effective leadership. 7-8 Game play and competitive matches, playing a variety of shots. Exploit weaknesses in opponent. Umpire games knowing rules/scoring (confidence).

**Main Resources:**

Teacher and student led demonstrations, technique cards, videos of skills & techniques

**Methods of Assessment/s**

Teacher observation and teacher questioning. Students confidently talk about their own/peers performance, analysing to give constructive & relevant feedback, using the correct terminology, and show good communication and leadership skills.

**Use of Assessment Result/s** Identify strengths & target/s & give an indication if can be used in GCSE PE or Camb Nat course

**Intent**

**Health Related Exercise (Fitness)**

**Knowledge Acquired:**

- Pupils will learn and accurately replicate specific techniques for a variety of fitness based activities.
- Pupils will carry out investigations into the bodies’ ability to exercise and the reasoning behind such principles.
- Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks.
- To reflect on the benefits that fitness events give to an individual and implications for future life and performance.
- Participate in fitness tests to determine personal best fitness levels.
- Use of correct terminology during feedback and discussions

**Skills Developed:**

AO1 – Students will be able to replicate basic fitness techniques as part of a circuit training session. Students will understand the concepts of sets and reps. Students fitness testing scores will often be below average against normative data.

AO2 – Students will be able to show good techniques across a wide range of fitness activities. Fitness testing scores will compare as average against normative data. Students will have a basic understanding of how elements of fitness can contribute to sports performance.

AO3 – Students will show good to advanced skill application when performing a range of fitness techniques. Students will be able to relate a range of fitness components to sporting performance and explain how they will aid performance. Students will show a good level of fitness and score above average against normative data during fitness tests.

Links to previous study (where applicable):

Recall previous learning and skills from KS2, including any skills and knowledge learned about fitness and the human body. Use knowledge gained from previous/ current extra-curricular and community clubs (if applicable to the student).

Links to future study/the wider world (where applicable):

Use certain skills and knowledge from one sport and transfer to another e.g. speed and power in team sports.

**Implementation**

Number of lessons: 10 - 15

Sequence of lessons:

Circuit Training	Group Fitness	Fitness Testing
<p><b>1- Introduction to circuit training and basic techniques</b> e.g. press ups, sit ups, plank etc.</p> <p><b>2 – Circuit Training</b> E.g. Additional exercises introduced</p> <p><b>3 – Plan a Circuit</b> e.g. students to plan and set up a circuit training session</p> <p><b>4 – Sets and Reps</b> Introduce the ladder circuit for students to explore sets and reps.</p>	<p><b>1 HIIT Workout</b> e.g. principles of group fitness sessions</p> <p><b>2 Tabatha Workout</b> e.g. high and low intensity bursts</p> <p><b>3 Fartlek Training</b> e.g. training at different intensities</p> <p><b>4 Interval Training</b> e.g. High intensity bursts followed by periods of rest</p> <p><b>5 Cross Fit Workout</b> Focus on independence/choice</p>	<p><b>1 Bleep Test</b> (Including team bleep test)</p> <p><b>2 Harvard Step Test / hand grip / 30m sprint</b></p> <p><b>3 Illinois Agility / Sit an Reach / Sargent Jump</b></p> <p><b>4 12min Cooper Run</b></p>

Main Resources: Stopwatches/measuring equipment. Cones. Visual resources/task cards. Video/ICT software for analysis and music. Mats. Dumbbells. Skipping Ropes. Hurdles.

Methods of Assessment/s:

Teacher observation and teacher questioning. Peer feedback. Measurements of time / distance against normative data.

Use of Assessment Result/s: Identify strengths & target/s to aim for in sports that cross over and into Year 8.



- **Topic Details: Year 8 Core PE – Health Related Exercise (Fitness)**

**Intent**

**Health Related Exercise (Fitness)**

**Knowledge Acquired:**

- Pupils will further develop their ability to accurately replicate specific techniques for a variety of fitness based activities.
- Pupils will relate theory based knowledge about their bodies' ability to exercise and the reasoning behind such principles.
- Pupils will be able to lead warm ups, cool downs as well as set up circuit training sessions.
- To reflect on the benefits that fitness events give to an individual and implications for future life and performance.
- Participate in fitness tests to determine personal best fitness levels, achieving personal best scores (based on Y7 data).
- Communication skills and use of correct terminology

**Skills Developed:**

AO1 – Students will be able to replicate a range of basic fitness techniques as part of a circuit training session. Students will understand the concepts of sets and reps. Students fitness testing scores will often be below average against normative data.  
 AO2 – Students will be able to show good techniques across a wide range of fitness activities. Fitness testing scores will compare as average against normative data as well as Year 7 scores across and fitness tests completed. Students will have a basic understanding of how elements of fitness can contribute to sports performance and can give examples.  
 AO3 – Students will show good to advanced skill application when performing a range of fitness techniques. Students will be able to relate a range of fitness components to sporting performance and explain how they will aid performance. Students will show a good level of fitness and score above average against normative data during fitness tests, making progress from their Year 7 scores. .

Links to previous study (where applicable):

Recall previous learning and skills from year 7, including any skills and knowledge learned about fitness and the human body during theory based tasks (e.g. muscles / skeleton)

Use knowledge gained from previous/ current extra-curricular and community clubs (if applicable to the student).

Links to future study/the wider world (where applicable):

Use certain skills and knowledge from one sport and transfer to another e.g. agility and strength in team and racket sports.

**Implementation**

Number of lessons: 10 - 15

Sequence of lessons:

Circuit Training	Group Fitness	Fitness Testing
<p><b>1- Recap circuit training and basic techniques</b> e.g. press ups, sit ups, plank etc.</p> <p><b>2 – Circuit Training</b></p> <p><b>3 – Plan a Circuit</b> e.g. students to plan and set up a circuit training session</p> <p><b>4 – Plan a Circuit</b> e.g. students to plan and set up a circuit training session with additional stations / activities</p>	<p><b>1 HIIT Workout</b> e.g. plan your own HIIT workout</p> <p><b>2 Tabatha Workout</b> e.g. high and low intensity bursts</p> <p><b>3 Fartlek Training</b> e.g. training at different intensities</p> <p><b>4 Interval Training</b> e.g. High intensity bursts followed by periods of rest</p> <p><b>5 Cross Fit Workout</b></p>	<p><b>1 Bleep Test</b> (including team bleep)</p> <p><b>2 Harvard Step Test / hand grip / 30m sprint</b></p> <p><b>3 Illinois Agility / Sit an Reach / Sargent Jump</b></p> <p><b>4 12min Cooper Run</b></p>

Main Resources: Stopwatches/measuring equipment. Cones. Visual resources/task cards. Video/ICT software for analysis and music. Mats. Dumbbells. Skipping Ropes. Hurdles. Medicine Balls.

Methods of Assessment/s:

Teacher observation and teacher questioning. Peer feedback. Measurements of time / distance against normative data.

Use of Assessment Result/s: Identify strengths & target/s to aim for in sports that cross over and into Year 9

- **Topic Details: Year 9 Core PE – Health Related Exercise (Fitness)**

**Intent**

**Health Related Exercise (Fitness)**

**Knowledge Acquired:**

- Pupils will demonstrate their ability to accurately replicate specific techniques for a variety of fitness based activities.
- Pupils will relate theory based knowledge about their bodies’ ability to exercise with accuracy.
- Pupils will be able to lead warm ups, cool downs as well as set up circuit training sessions.
- To reflect on the benefits that fitness events give to an individual and implications for future life and performance.
- Participate in fitness tests to determine personal best fitness levels, achieving personal best scores (based on Y8 data).
- Communication and use of correct terminology, with elements of leadership where required

**Skills Developed:**

AO1 – Students will be able to replicate a range of fitness techniques as part of a circuit training session. Students will understand the concepts of sets and reps. Students fitness testing scores will often be below average against normative data.  
 AO2 – Students will be able to show good techniques across a wide range of fitness activities. Fitness testing scores will compare as average against normative data as well as Year 7 scores across and fitness tests completed. Students will have a sound understanding of how elements of fitness can contribute to sports performance and can give examples.  
 AO3 – Students will show good to advanced skill application when performing a range of fitness techniques. Students will be able to relate a range of fitness components to sporting performance and explain how they will aid performance. Students will show an excellent level of fitness and score above average against normative data during fitness tests and also making progress from their Year 8 scores. .

Links to previous study (where applicable):

Recall previous learning and skills from year 8, including any skills and knowledge learned about fitness and the human body during theory based tasks (e.g. muscles / skeleton)

Use knowledge gained from previous/ current extra-curricular and community clubs (if applicable to the student).

Links to future study/the wider world (where applicable):

Use certain skills and knowledge from one sport and transfer to another e.g. good cardiovascular fitness in team sports.

**Implementation**

Number of lessons: 10 - 15

Sequence of lessons:

Circuit Training	Group Fitness	Fitness Testing
<p><b>1- Recap circuit training and basic techniques</b> e.g. press ups, sit ups, plank etc.</p> <p><b>2 – Circuit Training</b></p> <p><b>3 – Plan a Circuit</b> e.g. students to plan and set up a circuit training session</p> <p><b>4 – Plan a Circuit</b> e.g. students to plan and set up a circuit training session with additional stations / activities</p>	<p><b>1 HIIT Workout</b> e.g. plan your own HIIT workout</p> <p><b>2 Tabatha Workout</b> e.g. high and low intensity bursts</p> <p><b>3 Fartlek Training</b> e.g. training at different intensities</p> <p><b>4 Interval Training</b> e.g. High intensity bursts followed by periods of rest</p> <p><b>5 Cross Fit Workout</b> e.g. decide which stations, how many repetitions &amp; sets</p>	<p><b>1 Bleep Test</b> (including team bleep test)</p> <p><b>2 Harvard Step Test / hand grip / 30m sprint</b></p> <p><b>3 Illinois Agility / Sit an Reach / Sargent Jump</b></p> <p><b>4 12min Cooper Run</b></p>

Main Resources: Stopwatches/measuring equipment. Cones. Visual resources/task cards. Video/ICT software for analysis and music. Mats. Dumbbells. Skipping Ropes. Medicine Balls. Hurdles.

Methods of Assessment/s:

Teacher observation and teacher questioning. Peer feedback. Measurements of time / distance against normative data.

Use of Assessment Result/s: Identify strengths & target/s to aim for in sports that cross over and into KS4

**Topic Details: Year 7 Core PE – Gymnastics and Dance**

**Intent**

**Knowledge Acquired:**

- Recalling basic regulations for each activity; e.g. safety precautions with mats etc
- Performing different basic skills that are aesthetically pleasing; use of tension, extension and control.
- Understand simple terminology relating to dance and gymnastics e.g. dynamic, footwork, contact, push & canon, Gymnastics; Rolls e.g. log, Travel e.g. Cartwheel & Balances e.g. v-sit, shoulder stand, standing stalk. Aesthetic Appreciation.
- Start to select, combine and perform skills with parts of their bodies which work hardest in the sequences they perform.
- Basic evaluation of own and peers strengths and weaknesses in a performance and to suggest areas for improvement.
- Simple observational skills to teach them to use appropriate terminology when describing what they see.
- Starts to build relationships and confidence when performing the skills and routines

**Skills Developed:**

**AO1** – Basic knowledge, understanding and skills of gymnastics and dance, showing basic awareness of safety procedures, as well as improving simple actions such as log roll and individual balance e.g. standing stalk.

**AO2** – Good knowledge, understanding and skills of gymnastics and dance, showing sound awareness of safety procedures, as well as improving actions such as teddy bear roll and individual balance. And linking most actions with control, accuracy and timing.

**AO3** – Very good knowledge, understanding and skills of gymnastics and dance, showing good of safety procedures, as well as improving quality of actions such as forward roll and individual balance. And linking actions with control, accuracy and timing, being able to implement advanced skills into a sequence that are aesthetically pleasing.

Links to previous study (where applicable):

- Recall previous learning and skills from KS2, including any skills and knowledge learnt and aesthetic appreciation.
- Use knowledge gained from previous/current extra-curricular & community clubs (if applicable to the student)

Links to future study/the wider world (where applicable):

- Use certain skills and knowledge from one sport/activity and transfer to another. For example, balance and body control to improve agility in invasion games.

**Implementation**

Number of lessons: 9-10

Sequence of lessons:

Gymnastics	Dance
<p><b>1-2 Shapes and Rolls</b> Performing basic shapes e.g. tuck, pike, log/forward rolls</p> <p><b>3-4 Body Tension</b> Understanding the importance of body tension when performing gymnastics moves, showing control</p> <p><b>5-6 Individual Balances</b> What makes a successful balance? TESCO</p> <p><b>7-8 Basic travel moves (including basic rotations)</b> Movements that are aesthetically pleasing and can be used to link balances, showing confidence</p> <p><b>9-10 Routines and Assessment</b> Incorporate skills into a sequence of movements and use peer assessment to improve.</p>	<p><b>1-2 Intro to dance and timing</b> Basic movement and terminology used to &amp; in dance/music</p> <p><b>3-4 Use of formation</b> Use of levels along with compositional ideas and variety</p> <p><b>5-6 Use of canon</b> Replicating movements in a small sequence, demonstration expressions</p> <p><b>7-8 Develop body language and expression</b> Perform multiple bar sequence. Signs of confidence.</p>

Main Resources:

Teacher and student led demonstrations, technique cards, observation/videos of skills & techniques

Mats and other apparatus

**Methods of Assessment/s:**

Teacher observation and teacher questioning. Peer feedback.

**Use of Assessment Result/s** Identify strengths & target/s to aim for in sports that cross over and into Year 8.

## Topic Details: Year 8 Core PE – **Gymnastics and Dance**

### Intent

#### Knowledge Acquired:

- Developing understanding of regulations for each activity; e.g. safety precautions with mats and apparatus etc
- Performing different more advanced skills that are aesthetically pleasing; use of tension, extension and control.
- Understand more advanced terminology relating to dance and gym e.g. levels, formation, unison through vaults.
- Increased confidence to combine and perform skills with parts of their bodies which work hardest in the sequences they perform.
- Good evaluation own and peers strengths and weaknesses in a performance and to suggest areas for improvement.
- Developing observational skills, to teach them to use appropriate terminology when describing what they see.
- Build relationships, confidence and leadership when practicing and performing the skills

#### Skills Developed:

**AO1** – Sound knowledge, understanding and skills of gymnastics and dance, showing basic awareness of safety procedures, as well as gradually improving actions such as side roll and individual balance e.g. shoulder stand

**AO2** – Good knowledge, understanding and skills of gymnastics and dance, showing sound awareness of safety procedures, as well as improving more complex actions such as cartwheels and group balance. And linking actions with control accuracy and timing.

**AO3** – Very good knowledge, understanding & skills of gymnastics & dance, showing excellent knowledge of safety procedures. Improves more complex actions such as cartwheels and group balances. Links many actions with control and timing, being able to implement advanced skills into a sequence. Also showing signs of communication skills in a group.

#### Links to previous study (where applicable):

- Recall previous learning and skills from Y7, including any skills and knowledge learnt about safety regulations.
- Use knowledge gained from previous/current extra-curricular & community clubs (if applicable to the student)

#### Links to future study/the wider world (where applicable):

- Use certain skills and knowledge from one sport and transfer to another. For example, communication with group members
- Use knowledge understanding and skills in Y8, having gained the foundations in Y7

### Implementation

Number of lessons: 9-10

Sequence of lessons:

Gymnastics (Girls vaulting, see Year 9)	Dance
<p><b>1-2 Partner Balances</b> Perform successful balances in pairs</p> <p><b>3-4 Group balances</b> Advance skills to incorporate multiple people in a balance</p> <p><b>5-6 Group short sequences</b> Link balances together using rotations/rolls, jumps etc</p> <p><b>7-8 Advanced movements</b> Develop advanced skills such as head/hand stands and cartwheels to include in group sequences.</p> <p><b>9-10 Group Performances</b> Groups to perform all skill learned, using peer assessment to improve.</p>	<p><b>1-2 Starting stretches and recap timing</b> Accurately replicate movements to music with good timing and control</p> <p><b>3-4 Chorus formation / levels</b> Develop creativity within group and make decisions on how to improve. Communication.</p> <p><b>5-6 Verse movements</b> Develop and understand aesthetics and fluency</p> <p><b>7-8 Interlude sections and Finish/finale</b> Incorporate own motifs and replicate full routine, with use of peer assessment. Confidence within routine</p>

Main Resources:

Teacher and student led demonstrations, technique cards, observation/videos of skills & techniques

Mats and other apparatus including springboards, box and other vaulting equipment

#### **Methods of Assessment/s**

Teacher observation and teacher questioning. Peer observation and feedback about themselves AND each other.

**Use of Assessment Result/s** Identify strengths & target/s to aim for in sports that cross over and into Year 9.

**Topic Details: Year 9 Core PE – Gymnastics and Dance**

**Intent**

**Knowledge Acquired:**

- Good understanding of rules/regulations for each activity; e.g. safety precautions with mats, apparatus and spotters (for vaulting)
- Performing different more advanced skills that are aesthetically pleasing; use of tension, extension and control.
- Understand more advanced terminology relating to dance and movement e.g. levels, formation, handspring.
- Increased confidence to combine and perform skills with parts of their bodies which work hardest in the sequences they perform.
- Excellent evaluation own and peers strengths and weaknesses in a performance and to suggest areas for improvement.
- Very good observational skills, to teach them to use appropriate terminology when describing what they see.
- Build solid relationships, confidence and communication when working in a group and performing the skills and routines
- Can understand the importance of flexibility in a warm-up, linking to the correct component of fitness. Leadership.

**Skills Developed:**

**AO1** – Further developed knowledge, understanding and skills of gymnastics and dance, showing sound awareness of safety procedures, as well as improving complex actions such as side and through vaults, also improved communication skills.

**AO2** – Good knowledge, understanding and skills of gymnastics and dance, showing good awareness of safety procedures, as well as improving more complex actions such as side and through vaults. Able to link actions with control, accuracy and timing. Also able to communicate improvements to peers.

**AO3** – Very good knowledge, understanding and skills of gymnastics and dance, showing excellent of safety procedures, as well as improving more complex actions such as dive forward rolls and group balances. Able to link many actions with control and timing, being able to implement advanced skills into a sequence. Also showing good leadership skills in a group by being able to effectively communicate improvements about their own performance and the performance of others.

Links to previous study (where applicable):

- Recall previous learning and skills from Y8, being able to communicate theses and show leadership skills
- Use advanced knowledge & skills gained from previous/current extra-curricular & community clubs (if applicable)

Links to future study/the wider world (where applicable):

Use communication & leadership skills and knowledge from one activity and transfer to another. For example, to encourage extension, accuracy and control. Explain/Use sporting examples in GCSE or Cambridge National PE courses (KS4). Highlights potential of studying KS4 courses to student and teachers.

**Implementation**

Number of lessons: 9-10

Sequence of lessons:

Gymnastics (Boys vaulting, girls see Year 8)	Dance
<p><b>1-2 Vaulting fundamentals – Run-up and take off</b> Recall and describe run-up, take off, flight and landing sections of a vault. Basics of using springboard.</p> <p><b>3-4 Low level vaulting – landing</b> Using low level apparatus to vault over, students should develop landing from apparatus</p> <p><b>5-6 Quality improvements</b> Develop understanding of what makes a good vault, e.g. tension, momentum and extension</p> <p><b>7-8 Apparatus</b> Develop movements over apparatus, using appropriate flight. Incorporate control. Perform vaults that challenge their own differentiated level/s</p> <p><b>9-10 Performance</b> Use peer assessment to develop performance. Replicate vaulting technique over differentiated apparatus.</p>	<p><b>1-2 Intro to motifs</b> Accurately replicate motif movements to music</p> <p><b>3-4 Develop own choreography</b> Develop creativity in pairs or groups starting to use choreographic devices e.g. chairs</p> <p><b>5-6 Use a variety of choreographic devices</b> Develop aesthetics and fluency in group routine. Develop expression during performance</p> <p><b>7-8 Performance</b> Group performances with peer feedback to ensure progression and improvement. Leadership. Confidence.</p>

**Main Resources:**

Teacher and student led demonstrations, technique cards, observation/videos of skills & techniques  
Safety Mats and other apparatus including springboards, box and other vaulting equipment

**Methods of Assessment/s**

Teacher observation and teacher questioning: Peer observation and feedback, confidently talking about their performance

**Use of Assessment Result/s** Identify strengths & target/s to aim for. Indication of GCSE PE/Cambridge National potential

## Topic Details: Year 7 Core PE – Striking and Fielding

### Intent

Striking and Fielding: **Cricket, Rounders, Softball**

#### Knowledge Acquired:

- Recalling basic rules/ regulations for each sport; e.g. different fielding positions and areas in rounders and softball where are most important in gameplay.
- Basic decision making in competitive drills and games; e.g. where to throw the ball to, which direction to strike the ball to.
- Basic striking, bowling and fielding techniques e.g. long barrier
- Communication and use of correct terminology within the game
- Basic tactics and simple strategies to overcome opponents

#### Skills Developed:

**AO1** – Basic knowledge, understanding and skills of striking and fielding sports, showing limited awareness of rules and regulations, as well as improving basic techniques of striking and fielding.

**AO2** – Good knowledge, understanding and skills of striking and fielding sports, showing sound knowledge of rules and regulations, as well as improving more complex striking and fielding techniques, and appreciates the necessary tactics and strategies in the specific sports.

**AO3** – Very good knowledge and skills of striking and fielding sports, showing excellent understanding of rules and regulations, enabling the learner to improve and perform skill in more complicated circumstances, as well as being able to implement various tactics and strategies to very good effect.

#### Links to previous study (where applicable):

- Recall previous learning and skills from KS2, including any skills and knowledge learned about rules/scoring
- Use knowledge gained from previous/ current extra-curricular and community clubs (if applicable to the student)

#### Links to future study/the wider world (where applicable):

- Use certain skills and knowledge from one sport and transfer to another, for example, striking into space and reducing the space when fielding.
- If applicable, could link to joining school or community sessions/team.

**Topic Details: Year 7 Core PE – Striking and Fielding**

**Implementation**

Number of lessons: 8 - 10

Sequence of lessons:

Cricket	Rounders	Softball
<p><b>1-2 Catching + Throwing</b> e.g. cup hands, cushioning impact</p> <p><b>3-4 Fielding</b> e.g. Underarm and Overarm throws</p> <p><b>4-5 Bowling</b> e.g. simple no run up, no bent arm</p> <p><b>6-7 Batting</b> e.g. correct grip and stance. Timing of shot. Head position.</p> <p><b>8-10 Fielding and Batting Tactics</b> Use skills to outwit opponents in game situation. Identify team strengths and weakness to win.</p>	<p><b>1-2 Catching + Throwing</b> e.g. cup hands, cushioning impact</p> <p><b>3-4 Fielding</b> e.g. Underarm and Overarm throws</p> <p><b>4-5 Bowling</b> e.g. underarm, practice using a hoop for accuracy</p> <p><b>6-7 Batting</b> e.g. rules, one hand, correct grip and stance</p> <p><b>8-10 Fielding and Batting Tactics</b> Use skills to outwit opponents to win</p>	<p><b>1-2 Catching + Throwing</b> e.g. cup hands, cushioning impact, introduction of mits</p> <p><b>3-4 Fielding</b> e.g. Underarm and Overarm throws, correct use of mit</p> <p><b>4-5 Bowling</b> e.g. practice bowling over a 'home plate' for accuracy</p> <p><b>6-7 Batting</b> e.g. correct grip and stance</p> <p><b>8-10 Fielding and Batting Tactics</b> Use skills to outwit opponents using fielding positions.</p>

**Main Resources:** Batting equipment (rounder bats, cricket bats, softball bats), balls (Sport appropriate), bases (rounders and softball), stumps (cricket), cones to mark areas (safety or batting/ bowling zones), hoops. Teacher and student led demonstrations, technique cards, videos of skills & techniques.

**Methods of Assessment/s:** Teacher observation and teacher questioning. Peer feedback. Video bowling/batting technique

**Use of Assessment Result/s:** Identify strengths & target/s to aim for in sports that cross over and into Year 8

## Topic Details: Year 8 Core PE – Striking and Fielding

### Intent

Striking and Fielding: **Cricket, Rounder, Softball**

#### **Knowledge Acquired:**

- Developing rules and regulations for each sport; e.g. recognising broken rules such as dropping the bat in rounders or hitting own stumps.
- Performing more advanced skills; different types of throws, catches and hits/shots.
- Better decision making in competitive situations (small sided games).
- Improved confidence in communication and use of correct terminology within the game; showing leadership skills amongst the team.
- Further developing moving fielding positions to reduce space and starting to organise teammates.
- Good knowledge of tactics and strategies in small sided games to overcome opponents.

#### **Skills Developed:**

**AO1** – Sound knowledge, understanding and skills of striking and fielding sports, showing basic awareness of rules and regulations, as well as improving and developing striking of the ball more consistently, correctly fielding the ball and communication skills.

**AO2** – Good knowledge, understanding and skills of striking and fielding sports, demonstrating good knowledge of rules and regulations, as well as improving more complex striking (batting using different shots) and fielding (making more difficult catches), and appreciated the necessary tactics and strategies, being able to communicate them to peers.

**AO3** – Excellent knowledge and skills of striking and fielding sports, showing very good understanding of rules and regulations, being able to explain to others. The learner improves and performs complicated shots (when batting) and fielding, as well as being able to implement various tactics and strategies to very good effect and will show signs of leadership skills within the team.

#### Links to previous study (where applicable):

- Recall previous learning and skills from Y7, including any skills and knowledge learned about rules and regulations
- Use knowledge gained from previous/current extra-curricular & community clubs (if applicable to the student)

#### Links to future study/the wider world (where applicable):

- Use certain skills and knowledge from one sport and transfer to another. For example, communication with teammates in football/netball.
- Use and transfer batting, bowling and fielding knowledge and techniques across all 3 sports.



## Topic Details: Year 8 Core PE – Striking and Fielding

### Implementation

Number of lessons: 9-10

Sequence of lessons:

Cricket	Rounders	Softball
<p><b>1-2 Fielding practice</b> Throwing at stumps, stopping the ball with long barrier</p> <p><b>3-4 Batting – Drive shot</b> Hitting low and on the front foot straight</p> <p><b>5-6 Batting – Pull shot</b> Hitting off the back foot, hard and behind.</p> <p><b>7-8 Bowling – run up development</b> Replicate full over arm bowling technique, incorporating short run up</p> <p><b>9-10 Bating calls/ basic field placement</b> Communication skills when running with partner, recalling fielding positions.</p>	<p><b>1-2 Fielding skills</b> Replicate long barrier, throwing accurately to bases</p> <p><b>3-4 Bowling development</b> Replicate bowling action, introducing spin and disguise</p> <p><b>5-6 Batting development</b> Replicate the batting technique, hit ball into space in relation to fielders</p> <p><b>7-8 Fielding – positional role</b> Explore different positions and the role each one has, also how being a left/right handed batter will change the set up.</p> <p><b>9-10 Tactics and strategies to outwit</b> Combine all skills and knowledge to succeed in game situations</p>	<p><b>1-2 Fielding skills</b> Replicate long barrier, throwing accurately to bases</p> <p><b>3-4 Bowling development</b> Replicate bowling action, introducing spin and disguise</p> <p><b>5-6 Batting development</b> Replicate the batting technique, hit ball 'in-play' and into space in relation to fielders</p> <p><b>7-8 Fielding – positional role</b> Explore different positions and the role each one has, also how being a left/right handed batter will change the set up.</p> <p><b>9-10 Tactics and strategies to outwit</b> Combine all skills and knowledge to succeed in game situations</p>

**Main Resources:** Batting equipment (rounders bats, cricket bats, softball bats), balls (Sport appropriate), bases (rounders and softball), stumps (cricket), cones to mark areas (safety or batting/ bowling zones). Teacher and student led demonstrations, technique cards, videos of skills & techniques.

**Methods of Assessment/s:**

Teacher observation and teacher questioning. Peer feedback using correct terminology. Self assessment from watching a video back of themselves bowling

**Use of Assessment Results:** Identify strengths & target to aim for in sports that cross over and into Year 9

## Topic Details: Year 9 Core PE – Striking and Fielding

### Intent

Striking and Fielding: **Cricket, Rounders, Softball**

#### **Knowledge Acquired:**

- Good knowledge of rules and regulations for each sport; e.g. how to score point/runs and how to get opponents out.
- Performing more advanced skills; different types of throws, catches and hits.
- Good decision making in competitive situations (small sided games).
- Confident communication and use of correct terminology within the game; showing leadership skills amongst the team.
- Able to be confident and knowledgeable enough to umpire a small sided game.
- Further developing moving fielding positions to reduce space and starting to organise teammates demonstrating leadership skills.
- Good knowledge of tactics and strategies in small sided games to overcome opponents and able to communicate to team.

#### **Skills Developed:**

**AO1** – Further developed knowledge, understanding and skills of striking and fielding sports, showing sound awareness of rules and regulations, as well as improving and further developing more complex striking (batting using different shots) and fielding (more difficult catches), and communication skills.

**AO2** – Good knowledge, understanding and skills of striking and fielding sports, demonstrating good knowledge of rules and regulations, as well as improving more complex striking (batting using different shots) and execute advanced fielding (making more difficult catches), and appreciated the necessary tactics and strategies, being able to communicate them to peers. Has the confidence to umpire games.

**AO3** – Excellent knowledge and skills of striking and fielding sports, showing excellent understanding of advanced rules and regulations, being able to explain to others. The learner improves and performs complicated shots (when batting) and fielding under pressure, as well as being able to implement various tactics and strategies to very good effect and will show signs of leadership skills within the team. Has the knowledge, leadership skills and confidence to umpire.

#### Links to previous study (where applicable):

- Recall previous learning and skills from Y8, being able to communicate these and show leadership skills.
- Use advanced knowledge & skills gained from previous/current extra-curricular & community clubs (if applicable)

#### Links to future study/the wider world (where applicable):

- Use communication & leadership skills and knowledge from one sport and transfer to another. For example, being able to umpire a rounders game.
- Explain/Use sporting examples in GCSE or Cambridge National PE courses (KS4).
- Highlights potential of studying KS4 courses to student and teachers.
- Could use if decided to take up one for the sports outside of school at a community club.

## Implementation

Number of lessons: 9-10

Sequence of lessons:

Cricket	Rounders	Softball
<p><b>1-2 Fielding fundamentals</b> Demonstrate full range of techniques with accurate decisions to outwit batter.</p> <p><b>3-4 Batting – defensive shots</b> Perform with accuracy and understand need in game situation</p> <p><b>5-6 Batting – Cut shot</b> Replicate the shot technique, use in game situation when short and wide.</p> <p><b>7-8 Bowling – Spin/Pace</b> Disguise bowling with addition of spin or pace on the delivery.</p> <p><b>9-10 Wicket keeping</b> Role of the position and influence on game situation.</p>	<p><b>1-2 Throwing/catching/fielding</b> Recap all fielding and develop for game play</p> <p><b>3-4 Bowling development</b> Replicate legal bowling, adding power, disguise and spin.</p> <p><b>5-6 Batting development</b> Incorporating power and placement, understanding umpire calls.</p> <p><b>7-8 Fielding roles/ outwitting opponents</b> Knowing fielding roles to outwit opponents</p> <p><b>9-10 Evaluation of tactics and peers</b> Self and peer evaluations</p>	<p><b>1-2 Throwing/catching/fielding</b> Recap all fielding and develop for game play</p> <p><b>3-4 Bowling development</b> Replicate legal bowling, adding power, disguise and spin.</p> <p><b>5-6 Batting development</b> Incorporating power and placement, understanding umpire calls.</p> <p><b>7-8 Fielding roles/ outwitting opponents</b> Knowing fielding roles to outwit opponents</p> <p><b>9-10 Evaluation of tactics and peers</b> Self and peer evaluations</p>

### **Main Resources:**

Striking equipment (rounders bats, cricket bats, softball bats), balls (Sport appropriate), bases (rounders and softball), stumps (cricket), cones to mark areas (safety or batting/ bowling zones). Teacher and student led demonstrations, technique cards, observation/videos of skills & techniques

### **Methods of Assessment(s)**

Teacher observation and teacher questioning. Peer observation and feedback, confidently talking about their performance, using advanced words and terminology

**Use of Assessment Result(s)** Identify strengths & target/s to aim for. Indication of GCSE PE/Cambridge National potential

## Topic Details: Year 7 Core PE – Athletics

### Intent

**Athletics:** (run, throw, jump)

**Knowledge Acquired:**

- Learn and develop basic techniques. Accurately replicate techniques for running, jumping and throwing activities.
- Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events.
- Can warm up safely with guidance.
- Can comment on some of the factors which make an effective performance.
- Basic rules/ regulations for each event.
- Use of correct terminology within for each event

**Skills Developed:**

AO1 - Can accurately replicate basic techniques for running, jumping and throwing activities. Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective Performance.

AO2 - Good replication of skills across all 3 areas and applies a reasonable knowledge of the underpinning principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. Can explain how athletics improves overall fitness levels.

AO3 - Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health.

Links to previous study (where applicable):

Recall previous learning and skills from KS2, including any skills and knowledge learned about rules/scoring/measuring  
Use knowledge gained from previous/ current extra-curricular and community clubs (if applicable to the student).

Links to future study/the wider world (where applicable):

Use certain skills and knowledge from one event and transfer to another e.g. linking high jump with long jump and good cardiovascular fitness so as not to fatigue in a netball/football/rugby match. Could link to competing in future sports day event/s.

### Implementation

Number of lessons: 12 - 17

Sequence of lessons:

Runs	Throws	Jumps
<p><b>1-2 Basic Sprint Technique + 100m</b> e.g. Knee/arm drive, start position.</p> <p><b>3 Sprint Technique 200m</b> e.g. running the bend</p> <p><b>4 Tactics 400m</b> e.g. pace setting</p> <p><b>5 Middle distance 800m</b> e.g. develop pace setting</p> <p><b>6 1500m</b> Further develop pace setting to maximise performance.</p> <p><b>7 Relay</b> e.g. communication, rules, baton changes. Races.</p>	<p><b>1-2 Javelin</b> e.g. grip, posture, rules, measurement.</p> <p><b>3-4 Discus</b> e.g. grip, technique development, rules, measurement.</p> <p><b>4-5 Shot</b> e.g. hand position, rules, footwork, measurement.</p>	<p><b>1-2 Long Jump</b> e.g. run ups, take off, flight, landing. Measurements and rules</p> <p><b>3-4 Triple Jump</b> e.g. Footwork, run ups, take off, flight, landing, measurements and rules</p> <p><b>5-6 High Jump</b> e.g. introduce basic technique, run up, take off landing. Scissor technique &amp; Fosbury Flop. Rules.</p>

Main Resources: Stopwatches/measuring equipment. Cones. Visual resources/task cards. Video/ICT software for analysis. Relay batons. Shot. Discus. Javelin.

Methods of Assessment/s:

Teacher observation and teacher questioning. Peer feedback. Measurements of time / distance against normative data.

Use of Assessment Result/s: Identify strengths & target/s to aim for in sports that cross over and into Year 8

## Topic Details: Year 8 Core PE – Athletics

### Intent

**Athletics:** (run, throw, jump)

**Knowledge Acquired:**

- Further develop and recap basic techniques. Accurately replicate techniques for running, jumping and throwing activities.
- Identify the principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events.
- Can warm up safely with guidance.
- Can comment on the factors which make an effective performance (peer assessment).
- Know rules/ regulations for each event.
- Communication skills and use of correct terminology within for each event

**Skills Developed:**

AO1 - Sound replication & demonstration of skills across all 3 areas. Applies reasonable knowledge of the underpinning principles related to athletics. Can describe parts of their performances which are effective & explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. Can explain how athletics improves overall fitness.

AO2 - Demonstrates good replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health. Can suggest and undertake drills for specific events to improve performance.

AO3 – Very good techniques in a wide range of events whilst demonstrating a very good understanding of the principles of effective athletic performance. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance.

Links to previous study (where applicable):

Recall previous learning and skills from Year 7, including any skills and knowledge learned about hand position/rules/measuring Use knowledge gained from previous/ current extra-curricular and community clubs (if applicable to the student).

Links to future study/the wider world (where applicable):

Use certain skills and knowledge from one event/sport and transfer to another, for example, power when jumping in basketball or linking elements and techniques used in each athletic throwing event. Could link to future sports day event or use at athletics club

### Implementation

Number of lessons: 14 - 19

Sequence of lessons:

Runs	Throws	Jumps
<p><b>1-2 Recap Sprint Technique + 100m</b> e.g. Knee/arm drive, start position.</p> <p><b>3 Sprint Technique 200m</b> e.g. aim to improve time from Y7</p> <p><b>4 Tactics 400m</b> e.g. pace setting</p> <p><b>5 Middle distance 800m</b> e.g. further develop pace setting</p> <p><b>6 1500m</b></p> <p><b>7 Relay</b> e.g. communication, rules, baton changes. Races.</p>	<p><b>1-2 Javelin</b> e.g. grip, posture, rules, measurement. Introduce run ups.</p> <p><b>3-4 Discus</b> e.g. Develop technique, rules, and measurements for distance.</p> <p><b>4-5 Shot</b> e.g. Develop technique, rules, and measurements for distance. Introduce glide.</p>	<p><b>1-2 Long Jump</b> e.g. Develop technique, rules, and measurements for distance.</p> <p><b>3-4 Triple Jump</b> e.g. Recap and develop Footwork, run ups, take off, flight, landing, measurements.</p> <p><b>5-6 High Jump</b> e.g. introduce basic technique, run up, take off landing. Fosbury Flop.</p>

Main Resources: Stopwatches/measuring equipment. Cones. Visual resources/task cards. Video/ICT software for analysis. Relay batons. Shot. Discuss. Javelin.

Methods of Assessment/s:

Teacher observation and teacher questioning. Peer feedback. Measurements of time / distance against Year 7 data.

Use of Assessment Result/s: Identify strengths & target/s to aim for in sports that cross over and into Year 9

## Topic Details: Year 9 Core PE – Athletics

### Intent

**Athletics:** (run, throw, jump)

**Knowledge Acquired:**

- pupils will further enhance replication and performance across all disciplines.
- Pupils to gain a further understanding of fitness and its relationship to performance.
- Pupils will focus on planning, preparing for and competing in a range of athletic competitions to achieve personal best times and distances where possible.
- Can warm up safely & leadership skills acquired.
- Can comment on some of the factors which make an effective performance (peer assessment).
- Know rules/ regulations for each event.
- Communication and use of correct terminology within for each event.

**Skills Developed:**

AO1 - Good replication of skills across all 3 areas and applies a reasonable knowledge of the underpinning principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. Can explain how athletics improves overall fitness levels.

AO2 - Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health. Can suggest and undertake drills for specific events.

AO3 - Excellent techniques in a wide range of events whilst demonstrating a good understanding of the principles of effective athletic performance. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance.

Links to previous study (where applicable):

Recall previous learning and skills from Year 8, including any skills and knowledge learned about rules/scoring

Use knowledge gained from previous/ current extra-curricular and community clubs (if applicable to the student).

Links to future study/the wider world (where applicable):

Use certain skills and knowledge from one sport and transfer to another, for example, sprint technique in team sports (football).

### Implementation

Number of lessons: 14 - 19

Sequence of lessons:

Runs	Throws	Jumps
<p><b>1-2 Recap Sprint Technique + 100m</b> e.g. Knee/arm drive, start position.</p> <p><b>3 Sprint Technique 200m</b> e.g. aim to improve time from Y8</p> <p><b>4 Tactics 400m</b> e.g. pace setting</p> <p><b>5 Middle distance 800m</b> e.g. further develop pace setting</p> <p><b>6 1500m – tactics/strategies/pacing</b></p> <p><b>7 Relay</b> e.g. communication, rules, baton changes. Races.</p>	<p><b>1-2 Javelin</b> e.g. grip, posture, rules, measurement. Recap run ups.</p> <p><b>3-4 Discuss</b> e.g. Develop technique, rules, and measurements for distance.</p> <p><b>4-5 Shot</b> e.g. Develop technique, rules, and measurements for distance. Recap glide.</p>	<p><b>1-2 Long Jump</b> e.g. Develop technique, rules, and measurements for distance.</p> <p><b>3-4 Triple Jump</b> e.g. Recap and develop Footwork, run ups, take off, flight, landing, measurements.</p> <p><b>5-6 High Jump</b> e.g. recap techniques for high jump and develop performance.</p>

Main Resources: Stopwatches/measuring equipment. Cones. Visual resources/task cards. Video/ICT software for analysis. Relay batons. Shot. Discuss. Javelin.

Methods of Assessment/s:

Teacher observation and teacher questioning. Peer feedback. Measurements of time / distance against Year 8 data.

Use of Assessment Result/s: Identify strengths & target/s to aim for in sports that cross over and into KS4

## Topic Details: Year 11 Core PE

A variety of sports and activities are offered at KS4. These include team and individual games where students utilise the knowledge, skills and understanding from KS3, and be challenged to tackle more complex and demanding sports and physical activities. The aim is to further develop skills, competitiveness, knowledge and personal fitness, promoting an active, health lifestyle, so students make informed decisions. Students will reap the many physical, social and mental rewards sport, exercise and physical activity bring. Chosen sports and activities are determined by the facilities available and dynamics of the group with the emphasis on enjoyment and engagement.

### Intent

#### Knowledge Acquired:

- Advanced understanding of rules and regulations from a variety of sports
- Enhanced tactics and strategies in competitive situations with the knowledge to be able to evaluate performance
- Further developed skills and techniques to improve performance with an ability to adapt to different situations
- Knowledge & understanding of making the right exercise and lifestyle choices
- Know how to work well as a team, building resilience, trust and the ability to compromise
- Able to stretch & challenge themselves to be the best they can be
- Gain a 'love' for PE, sport and exercise, using the knowledge & skills acquired to make informed decisions when they leave

#### Skills Developed:

**AO1** – Uses their basic skills, knowledge and understanding in the sports/activities offered. Has reasonable awareness of the main rules and regulations for different sports. Acknowledges the importance of leading an active healthy lifestyle and understands the positive social, physical and mental rewards regular sport, exercise and physical activity can and do bring.

**AO2** – Has well developed skills, understanding and knowledge of different sports and can implement a variety of tactics and strategies to a number of situations, with confidence. Has the ability to motivate themselves and inspire others to improve and achieve their best, using good communication and leadership skills.

**AO3** – Is able to apply skills, knowledge and understanding to a wide variety of sports, using different strategies & tactics to very good effect in various competitive situations. Has the ability to communicate, lead and show excellent resilience, being able to work independently and as part of a team. Is able to motivate and drive themselves and others to improve, as well as using their advanced knowledge to evaluate performance, regularly taking part in competitive sport both in and out of school via extra-curricular clubs and local clubs.

#### Links to previous study (where applicable):

- Use and further develop skills and knowledge from KS3
- Can utilise any knowledge or skills from extra-curricular and community clubs

#### Links to future study/the wider world (where applicable):

- Can enhance knowledge, ability & performance for practical and theory content in GCSE PE & Cambridge National
- Use skills, knowledge and understanding to make informed lifestyle choices
- Use enhanced skills (communication and leadership) and improved traits (confidence) throughout life and for future study/careers/jobs

## Implementation

Number of lessons: Between 7-9 on each sport

Sequence of lessons:

Team Games (Football, Netball, Basketball)	Badminton/Table Tennis	Dance	Health Related Fitness
1-2 Ball familiarisation & skills with Small Sided Games. Beat/go passed an opponent 1 v 1.	1-2 Recall grip, stance, type of shots & rules to implement into a competitive situation and matches.	1-2 Recap dance ideas, knowledge and techniques from KS3. Start to choreograph routine thinking about formations	1-2 Circuit Training. The importance resting heart rate, exercise heart rate & burning calories. Students can design their own.
3-4 Different ranges/ways of passing. Possession related games and emphasis on passing in a competitive match. Formations/ Strategies.	3-4 Movement around the court/table, emphasise decision making and performing under pressure. Decision making.	3-4 Further develop and choreograph own routine in small or large group, developing advanced dance ideas, expression and team work	3-4 HIIT Training – Aerobic and Anaerobic Training Zones. Students choose which exercise to perform and how many repetitions & sets to complete.
5-6 Movement of the ball, signalling within a match situation. 3 v 3, 5 v 5. Strategies. Spot opponents weaknesses.	5-6 Spot opponents weaknesses and try to exploit them in a competitive match. Try doubles games.	5-6 Used more advanced dance techniques and skills to enhance routine, showing fluency, timing, control and aesthetic appreciation	5-6 Continuous Training – Aerobic training zone, pacing themselves. Show endurance and resilience.
7-9 Improved communication, leadership, referee/umpire within a full sided competitive game/match. Tactics.	7-9 Students communicate, lead and show knowledge of rules/regulations to umpire and play matches.	7-8 Confidently perform being able to critique own performance and suggest ways in which other could improve.	7-9 Weight Training The difference between muscular strength & endurance, sets/repetitions. Importance of strong bones/muscles/posture.

**Main Resources:**

Footballs, bibs, basketballs, rackets, bats, music, circuit training equipment e.g. hurdles/skipping ropes/weights

**Methods of Assessment/s:**

Teacher observation and self/ peer feedback

**Use of Assessment Result/s:**

N/A



# Paper 1 - Component 1

## Fitness and Body Systems

### Intent

#### **Topic 1:** Applied Anatomy and Physiology

#### **The Musculoskeletal System**

##### **Knowledge acquired:**

- The Structure & 5 Functions of the skeleton
- The Classification of Bones; Long, Short, Irregular & Flat
- The Classification of Joints and Movements possible at each joint
- The Role of Tendons and Ligaments
- Classification and characteristics of muscle types; Cardiac, Voluntary and Involuntary
- The location and roles of different muscles, linking to movement
- Antagonistic Pairs of muscles to create opposing movement at Joints
- The characteristics of muscle fibre types: Type1, Type 2a & Type 2x
- Short Term effects and Long Term adaptations of exercise on the musculoskeletal system
- How the skeletal and muscular system work together in physical activity and sport

##### **Skills developed:**

**A01** - To be able to recall, label and identify musculoskeletal facts, understand and describe how the system works in relation to physical activity and sport.

**A02** - Ability to understand and apply their knowledge and explain the different aspects of the musculoskeletal system and how it works together in physical activity and sport.

**A03** - Is able to analyse the key concepts and components of the musculoskeletal system, evaluating how it impacts on fitness and performance in exercise and sport.

##### **Links to previous study (where applicable):**

- Links to KS3 PE of muscle and bone names and locations

##### **Links to future study/the wider world (where applicable):**

- Links to Cardiovascular System, Movement Analysis,
- Effects/Adaptations of exercise in the role of a healthy active lifestyle
- Sports injuries/physiotherapy
- Links to studying A - Level PE Anatomy and Physiology

## Implementation

### **Topic 1:** Applied Anatomy and Physiology

#### **The Musculoskeletal System**

Academic plan: Autumn term (Aug – Oct)

Number of lessons: 14

#### **Sequence of lessons:**

1. The Structure of the skeletal system
2. The function of the skeletal system
3. The classification of bones
4. The classification of joints
5. The movement available at the joints
6. The role of tendons and ligaments within the body and sport/physical activity
7. Classification and characteristics of muscles types in the body
8. Location of voluntary muscles in relation to the skeletal system (lesson 1)
9. Specific movements that the muscles and bones create (link to lesson 5)
10. Antagonist muscle pairs within the body (agonist & antagonists)
11. Muscle fibre types – characteristics and impact on sporting performance/activities
12. The short & long-term effects/adaptations, including how the Skeletal and Muscular system working together in exercise and sport.
13. Recap of musculoskeletal system (revision)
14. End of unit assessment & feedback

#### **Main resources:**

- Teacher-prepared PowerPoint (including text/image/video examples etc) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 2-21
- Active Teach Online Edexcel (video clips)
- Revision guide pages 1-14

#### **Method(s) of assessment:**

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

#### **Use of assessment result(s):**

- Recorded to monitor progress & retention of knowledge and understanding.
- Individual and whole- class 'EBI' identified.

Common misconceptions included in feedback and used to develop future assessments

## Intent

### **Topic 1:** Applied Anatomy and Physiology

#### **The Cardiorespiratory System**

##### **Knowledge acquired:**

- The functions of the **cardiovascular system applied to performance in physical activity**
- The structure of the cardiovascular system in maintaining blood circulation
- The structure and function of the blood vessels
- Mechanisms required and the need for redistribution of blood (Vascular Shunting; vasoconstriction & vasodilation)
- Function & Importance of red and white blood cells, platelets & plasma in sport
- Knowledge and understanding of the terms stroke volume, heart rate and cardiac output
- The composition of inhaled and exhaled air
- The **structure of the respiratory system & it's function**
- Tidal volume & vital capacity; definitions and understanding of changes during exercise
- **Gaseous Exchange**; the structure of the alveoli
- The short-term effects and long-term adaptations of exercise on the cardiorespiratory system
- Energy equations: aerobic and anaerobic respiration (the by-products of both)
- **Energy sources:** fat and carbohydrates as fuel
- How the cardiovascular and respiratory systems **work together** to allow participation in physical activity and sport

##### **Skills developed:**

**A01** - To be able to recall, label and identify cardiorespiratory system facts, understand and describe how the system works in relation to physical activity and sport.

**A02** - Ability to understand and apply their knowledge and explain the different aspects of the cardiorespiratory system and how it works together in physical activity and sport.

**A03** - Is able to analyse the key concepts and components of the cardiorespiratory system, evaluating how it impacts on fitness and performance in exercise and sport.

##### Links to previous study (where applicable):

- **Links to KS3 Biology lessons** (the heart; blood; blood vessels; the respiratory system and gaseous exchange)
- Links to KS3 PE where students will have looked at heart rate, and blood pressure

##### Links to future study / the wider world (where applicable):

- Effects and adaptations of exercise (in relation to health)
- Links to studying A Level PE anatomy & physiology
- Interest in the medical profession

# Implementation

## **Topic 1:** Applied Anatomy and Physiology

### **The Cardiorespiratory System**

Academic plan: Autumn term (Oct - Dec)

Number of lessons: 16 (+ extra's when the sportshall is out of use due to exams and therefore no practical)

#### **Sequence of lessons:**

1. The Functions of the Cardiovascular System
2. The structure of heart and their role in maintaining blood circulation
3. The structure and characteristics of the arteries, veins and capillaries
4. The importance of blood vessels in terms of blood pressure and blood supply during exercise
5. Mechanisms required for the redistribution of blood (vasodilation & vasoconstriction)
6. The composition of blood (red/white blood cells, platelets & plasma)
7. Example exam questions & techniques
8. The composition of inhaled and exhaled air &
9. Key lung volumes & the reasons they change during physical activity
10. The main components of the respiratory system
11. The structure of the alveoli to enable gaseous exchange
12. The diffusion of gases in the lungs and at the working muscles
13. The cardiovascular & respiratory system working together to maintain/improve performance
14. Energy equations (aerobic & anaerobic) and their by-products
15. Energy sources (fats & carbohydrates) including the effects of exercise on the cardiorespiratory system
16. Revision/recap of the 2 modules (cardiovascular & respiratory system)
17. End of unit assessment & feedback

#### **Main resources:**

- Teacher-prepared PowerPoint (including text/image/video examples etc) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 22-39
- Active Teach Online Edexcel (video clips)
- Revision guide pages 15-26

#### **Method(s) of assessment:**

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

#### **Use of assessment result(s):**

- Recorded to monitor progress & retainment of knowledge and understanding.
- Individual and whole- class 'EBI' identified.

## Intent

### Topic 2: Movement Analysis

#### **Lever Systems**

##### **Knowledge acquired:**

- Understanding the structure of a lever (fulcrum, effort and load) [FLE = 123]
- Identify the different classes of levers (First, second and third-class levers)
- Use of each lever in relation to exercise and sport
- The mechanical **advantages & disadvantages** of each lever in relation to sport

#### **Planes and Axes of Movement**

##### **Knowledge acquired:**

- Understand the difference between a plane and an axis
- Identify the three planes (sagittal, frontal & transverse) and three axes (frontal, vertical & sagittal)
- Explain which movements happen in each plane around each axis.

##### **Skills developed:**

**AO1** – Able to recognise each lever, understanding the difference between the fulcrum, effort and load. Identify all of the planes and axes.

**AO2** – Ability to explain each lever regarding mechanical advantages and/or disadvantages of each. The ability to explain which plain and axis work together in certain movements.

**AO3** – Apply the knowledge and evaluate each lever works in specific sporting scenarios/examples. Be able to give sporting examples of certain movements regarding planes and axes.

##### **Links to previous study (where applicable):**

- Musculoskeletal system; joints
- Movement patterns about a joint

##### **Links to future study / the wider world (where applicable):**

- Technique and skill acquisition
- Links to studying A Level PE (The analysis of movement)
- Interest in the sports analysis and biomechanics

# Implementation

## **Topic 2:** Movement Analysis

### **Lever Systems**

#### **Planes and Axes of Movement**

Academic plan: Spring term (Jan)

Number of lessons: 10

#### **Sequence of lessons: Lever Systems**

1. The make up of a lever system
2. Classes of lever (first, second and third-class levers)
3. Identification and structure of each one [123 = FLE]
4. Sporting examples of each lever system
5. Mechanical advantage and disadvantage of first, second and third-class levers

#### **Sequence of lessons: Planes and Axes of Movements**

1. Identify the 3 planes and 3 axes
2. Knowledge of which plane works with which axes
3. Make up models of each plane/axes and link to specific sporting examples
4. Practice exam questions and revision of whole topic
5. End of unit assessment & feedback

#### **Main resources:**

- Teacher-prepared PowerPoint (including text/image/video examples etc) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 51-61
- Active Teach Online Edexcel (video clips)
- Revision guide pages 27-30

#### **Method(s) of assessment:**

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

#### **Use of assessment result(s):**

- Recorded to monitor progress & retainment of knowledge and understanding.

## Intent

### **Topic 3: Physical Training**

#### **The relationship between health and fitness and the role that exercise plays in both**

##### **Knowledge acquired:**

- The definitions of fitness, health, exercise and performance

#### **The components of fitness, benefits for sport and how fitness is measured and improved**

##### **Knowledge acquired:**

- Identify the components of fitness
- Fitness testing; the value and purpose of specific tests; test protocols; and appropriate selection of tests
- Collection and interpretation of data
- Identification of specific tests for specific components of fitness

#### **The principles of training and their application to PEP (personal Exercise Programme)**

##### **Knowledge acquired:**

- Identify the principles of training
- Factors to consider when deciding the most appropriate training methods
- Identify training methods and their characteristics
- The advantages and disadvantages of different training methods

##### **Skills developed:**

**A01** - To be able to state and define the components fitness; principles of training and methods of training and the importance of these in physical activity and sport

**A02** - Ability to understand and apply their knowledge of how and why to carry out specific fitness tests.

**A03** - To evaluate current fitness levels and analyse/rationalise how to improve performance/fitness by applying the correct **principles** and **methods** of training to bring about specific gains.

##### **Links to previous study (where applicable):**

- **Links to KS3 Biology lessons** (the heart; blood; blood vessels; the respiratory system and gaseous exchange)
- Links to KS3 PE practical skills required in various different sports/activities
- Certain training methods experienced in KS3 PE (circuits)

##### **Links to future study / the wider world (where applicable):**

- Effects and adaptations of exercise (in relation to health)
- Links to studying A Level PE anatomy & physiology
- Interest in the medical profession
- Personal training/profession athlete

# Implementation

## **Topic 3:** Physical Training

- **The relationship between health and fitness and the role that exercise plays in both**
- **The components of fitness, benefits for sport and how fitness is measured and improved**
- **The principles of training and their application to PEP (Personal Exercise Programme)**

Academic plan: Spring Term (Feb-April)

Number of lessons: 14

### **Sequence of lessons:**

1. The definitions of fitness, health, exercise and performance; the relationship between them.
2. The components of fitness (health & skill) & their definitions
3. The value of fitness testing, protocols and selection of appropriate fitness tests
4. Identification of fitness tests for specific components of fitness
5. Collection and interpretation of data from fitness test results and analysis against 'normative' data
6. Identify the Principles of Training (SPORTIF)
7. Thresholds of training; aerobic & anaerobic
8. Target zone calculations; max heart rate & karvonen formula
9. Factors to consider when selecting the most appropriate training methods (sport/fitness requirements/ facilities/ current fitness levels)
10. Identify the methods of training (PWIFCC)
11. Advantages and disadvantages of each method
12. Training methods linked with specific sporting examples (pros and cons of fitness classes)
13. Revision of the above
14. End of unit test & feedback

### **Main resources:**

- Teacher-prepared PowerPoint (including text/image/video examples etc) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 63-97
- Active Teach Online Edexcel (video clips)
- Revision guide pages 33-59

### **Method(s) of assessment:**

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

### **Use of assessment result(s):**

- Recorded to monitor progress & retainment of knowledge and understanding.
- Individual and whole- class 'EBI' identified.



## Intent

### **Topic 3: Physical Training**

#### **The long-term effects of exercise**

##### **Knowledge acquired:**

- Long-term effects of aerobic & anaerobic training and exercise on the 4 body systems
- Long-term benefits of exercise to performance on the muscular-skeletal system
- Long-term benefits of exercise to performance on the cardio-respiratory system

#### **How to optimise training and prevent injury**

##### **Knowledge acquired:**

- The use of a PARQ
- Injury prevention in sport and physical activities
- Injuries that can occur in physical activity and sport
- Treatment of injuries; RICE
- Performance enhancing drugs (PEDS) and their positive & negative effects on sport

#### **Effective use of warm up and cool down**

##### **Knowledge acquired:**

- The purpose and importance of warm-ups and cool downs
- Phases of a warm-up and their significance
- Activities included in a warm-up and cool down
- The advantages and disadvantages of different training methods

##### **Skills developed:**

**A01** - To know and recall the long-term effects and benefits of training on the 4 body systems

**A02** - Ability to understand and apply their knowledge of injury prevention (warm up and cool down; checking facilities etc) and the use of performance enhancing drugs

**A03** – To evaluate the reasons why a performer may take PEDs and the implication of doing so.

##### **Links to previous study (where applicable):**

- **Links to KS3 Biology lessons** (the heart; blood; blood vessels; the respiratory system and gaseous exchange; the muscular system)
- Links to KS3 PE where students will have looked at heart rate, and blood pressure
- Links to KS3 practical PE (warm ups, skill specific practices etc)

##### **Links to future study / the wider world (where applicable):**

- Effects and adaptations of exercise (in relation to health)
- Links to studying A Level PE anatomy & physiology
- Interest in the medical profession
- Coaching/ instructor jobs in the future
- Personal training

## Implementation

### **Topic 3:** Physical Training

- **The long-term effects of exercise**
- **How to optimise training and prevent injury**
- **Effective use of warm up and cool down**

Academic plan: Spring Term (April– May)

Number of lessons: 12

#### **Sequence of lessons:**

1. Long term effects of aerobic and anaerobic training on the muscular-skeletal and cardio-respiratory system
2. Sample exam questions relating to the above
3. What a PARQ is and how it is used in training
4. The prevention of injuries (use of principles of training; warm up/cool down; protective equipment/clothing; checking equipment and facilities; playing to the rules of competition)
5. Injuries that can occur in sport (concussion; fractures; dislocations; sprains; torn cartilage; soft tissue damage; strain; golf & tennis elbow; abrasions)
6. The treatment of certain injuries RICE and the use of performance enhancing drugs (PEDs)
7. Why people take PEDs; advantages & disadvantages; drugs for certain sports
8. Purpose and importance of a warm-up and cool down
9. Phases of a warm-up (cardiovascular; stretching; sport specific practice)
10. Cool down phases
11. Revision and practice exam style questions
12. End of unit assessment & feedback

#### **Main resources:**

- Teacher-prepared PowerPoint (including text/image/video examples etc) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 98-117
- Active Teach Online Edexcel (video clips)
- Revision guide pages 65-79

#### **Method(s) of assessment:**

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

#### **Use of assessment result(s):**

- Recorded to monitor progress & retainment of knowledge and understanding.
- Individual and whole- class 'EBI' identified.

## Paper 2 - Component 2 Health and Performance

### Intent

#### **Topic 1:** Health, Fitness and Well-Being

#### **Physical, Emotional and Social Health, fitness and well-being**

#### **Knowledge acquired:**

- Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved
- Emotional health: how participation in physical activity and sport can improve emotional/psychological ---health and how these benefits are achieved
- Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved
- Impact of fitness on well-being: positive and negative health effects
- How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual
- Lifestyle choices in relation to: diet, activity level, work/ rest/sleep balance, and recreational drugs (alcohol, nicotine)
- Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)

#### **Skills developed:**

**A01** - To be able to recall the benefits of physical, social and emotional health, understand and describe how these impact in relation to physical activity and sport.

**A02** - Ability to understand and apply their knowledge and explain the different aspects of lifestyle choices (diet, drugs, smoking)

**A03** - Is able to analyse the key concepts of lifestyles choices, evaluating how it impacts on fitness and well-being.

#### **Links to previous study (where applicable):**

- Links to KS3 PE diet, health, drugs/smoking

#### **Links to future study/the wider world (where applicable):**

- Lifestyles choices (drugs, smoking, diet) and how it effects the body and mind.
- Links to studying A - Level PE

## Implementation

**Topic 1:** Health, Fitness and Well-Being

**Physical, Emotional and Social Health, fitness and well-being**

Academic plan: Autumn term (Oct-Dec)

Number of lessons: 6

### Sequence of lessons:

15. What is Health? Physical, Emotional and Social Health
16. Physical, emotional and social health benefits and negative effects. Planning a PEP
17. Lifestyles choices-Diet, Work/rest/sleep
18. Lifestyle choices-Smoking and alcohol
19. Impact and effects of lifestyle choices 1
20. Impact and effects of lifestyle choices 2

### Main resources:

- Teacher-prepared PowerPoint (including text/image/video examples) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 125-137
- Active Teach Online Edexcel (video clips)
- Revision guide pages 82-87

### Method(s) of assessment:

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

### Use of assessment result(s):

- Recorded to monitor progress & retainment of knowledge and understanding.
- Individual and whole- class 'EBI' identified.

Common misconceptions included in feedback and used to develop future assessments

## Intent

### **Topic 1:** Health, fitness and well-being

The consequences of a sedentary lifestyle

#### **Knowledge acquired:**

- A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness
- Interpretation and analysis of graphical representation of data associated with trends in physical health issues

#### **Skills developed:**

**A01** - To know and be able to describe what a sedentary lifestyle is.

**A02** - Ability to understand the consequences of a sedentary lifestyle and explain the impacts on health.

**A03** - Is able to analyse and interpret graphs showing health trend data and evaluate the consequences of a sedentary lifestyle

#### **Links to previous study (where applicable):**

- Links to KS3 PE Health risks, diabetes/depression/weight
- Links to previous physical, emotional and mental health unit

#### **Links to future study/the wider world (where applicable):**

- Links to studying A - Level PE
- Link to choices made by students in the future (into adult life)

## Implementation

**Topic 1:** Health, fitness and well-being

### The consequences of a sedentary lifestyle

Academic plan: Autumn term (Oct-Dec)

Number of lessons: 3

#### **Sequence of lessons:**

1. What is a sedentary lifestyle? Issues to do with weight, depression & coronary heart disease
2. Sedentary lifestyle and the impact on high blood pressure, diabetes, osteoporosis, muscle tone/posture and components of fitness.
3. Trends in physical health issues (graphs)

#### **Main resources:**

- Teacher-prepared PowerPoint (including text/image/video examples) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 138-143
- Active Teach Online Edexcel (video clips)
- Revision guide pages 88-89

#### **Method(s) of assessment:**

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

#### **Use of assessment result(s):**

- Recorded to monitor progress & retainment of knowledge and understanding.
- Individual and whole- class 'EBI' identified.

Common misconceptions included in feedback and used to develop future assessments

## Intent

**Topic 1:** Health, fitness and well-being

**Energy use, diet, nutrition and hydration**

**Knowledge acquired:**

- The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport
- The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes
- The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports
- The factors affecting optimum weight: sex, height, bone structure and muscle girth
- The variation in optimum weight according to roles in specific physical activities and sports
- The correct energy balance to maintain a healthy weight
- Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport

**Skills developed:**

**A01** – To describe the benefits of a balanced diet-including the roles of macro and micronutrients

**A02** - Ability to understand and apply their knowledge of the factors affecting weight and explain the energy balance for weight control

**A03** - Is able to analyse the key concepts of hydration and evaluate how it impacts physical activity & sport.

**Links to previous study (where applicable):**

- Links to KS3 PE balanced diet and nutrition

**Links to future study/the wider world (where applicable):**

- Diet and how it effects the body and mind.
- Links to studying A - Level PE

## Implementation

**Topic 1:** Health, fitness and well-being

### Energy use, diet, nutrition and hydration

Academic plan: Autumn term (Oct-Dec)

Number of lessons: 6

#### Sequence of lessons:

1. What is a balanced diet (macronutrients/micronutrients)
2. 7 nutrients and why they are important in a balanced diet & sport
3. 7 nutrients and why they are important in a balanced diet & sport
4. Dietary manipulation for endurance and power athletes
5. Factors affecting optimum weight
6. Hydration

#### Main resources:

- Teacher-prepared PowerPoint (including text/image/video examples) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 144-152
- Active Teach Online Edexcel (video clips)
- Revision guide pages 90-94

#### Method(s) of assessment:

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

#### Use of assessment result(s):

- Recorded to monitor progress & retainment of knowledge and understanding.
- Individual and whole- class 'EBI' identified.



## Topic Details: Paper 2 Component 2 – Health and Performance

### Intent

#### **Topic 2: Sport Psychology – Different types of Skills and Practices**

##### **Knowledge Acquired:**

- The classification of skills; open-closed, basic (simple)-complex, high-low organisation
- Learn and apply knowledge to the different types of practice; Massed, Distributed, Variable, Fixed
- Application of the correct skill and practice to increase and optimise performance
- The reasons and importance of goalsetting
- The meaning of setting a SMART target
- Application of SMART in target/goalsetting to improve and optimise performance

##### **Skills Developed:**

**AO1** – Have a basic knowledge and understanding of psychological factors that impact on individuals and their sport performance. Is able to recall and state facts about the different types of skills, practices and SMART targets.

**AO2** – Has the ability to explain each psychological factor and can use specific and varied sporting examples to further develop their answers. Is able to clarify which type of sports person would benefit from which type of skills & practices.

**AO3** – Is able to evaluate each principle and justify why they are appropriate to the individual sport person. Can analyse how performance is positively impacted, giving valid specific sporting examples from a variety of sports, to support their answers.

##### Links to previous study (where applicable):

- Students will be able to relate to performing different types of sporting skills in KS3
- Learners can to share and relate to different types of sporting practices KS3 from PE lessons, extra-curricular clubs

##### Links to future study/the wider world (where applicable):

- Links to future sports psychology topics of Guidance and different types Feedback
- Links to studying A - Level PE e.g. AQA A – Level. Sport Psychology
- Future life/job skills. Knowledge of SMART and the importance of setting short, medium & long-term goals/targets
- Improved performance (GCSE Sports). Knowing psychology and 'theory' behind skills and practice & *how* to improve

### Implementation

Number of lessons: 5 (Jan-Feb)

Sequence of lessons:

- 1 - Learn and fully understand the **6 different types of skills**; open-closed, basic (simple)-complex, high-low organisation
- 2 - Discover the **4 different types of practices**, including the positives and negatives of each; Massed, Distributed, Variable, Fixed.
- 3-4 - The importance and value of goal setting and setting SMART targets
- 5 - Recap on the different types of skills & practices, being able to learn and understand how they link and overlap

##### **Main Resources:**

Teacher-prepared PowerPoint activities for each lesson.

Specific videos, booklet and worksheets related to the topic. Active Teach Online for videos/images/digital textbook.

Revision guide pages 95-100 & Edexcel PE textbook pages 154-163

##### **Methods of Assessment/s:**

Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete

End of Unit Test, including longer answer questions worth 3, 4 & 5 marks, as well as one 9 mark question.

##### **Use of Assessment Result/s:**

Identify any misconceptions and highlight areas of weakness to improve future knowledge. EBI's to individual and the whole class to improve the ability to answer future questions.

## Topic Details: Paper 2 Component 2 – Health and Performance

### Intent

#### Topic 2: Sport Psychology **Guidance, Feedback and Mental Rehearsal**

##### Knowledge Acquired:

- 4 different types of Guidance; Verbal, Visual, Manual, Mechanical
- **Advantages and Disadvantages** of each type of Guidance
- Why Feedback is used and effectiveness
- 4 Different types of Feedback; Intrinsic, Extrinsic, Concurrent and Terminal
- How skills, practice, guidance and feedback link together and overlap
- Interpretation and the written analysis of results and performance data in the form of tables and graphs
- **Mental rehearsal** in preparation for and to increase performance/success

##### Skills Developed:

**AO1** – Has a basic knowledge and understanding of the Guidance, Feedback & Mental Rehearsal principles. Is able to state facts and correctly identify simple concepts related to different sporting situations. May struggle to explain the advantages and disadvantages of the different concepts.

**AO2** – Is able to explain each type of Guidance and Feedback, as well as explaining Mental Rehearsal, being able to give detailed sporting examples to support theories and answers.

**AO3** – Can discuss and evaluate each type of Guidance, Feedback & Mental Rehearsal, detailing the correct advantages and disadvantages, as well as being able to analyse & interpret performance analysis data in the form & graphs/tables.

##### Links to previous study (where applicable):

- Previous guidance and feedback through student sporting experiences e.g. feedback from a coach/PE teacher
- Link to previous Sport Psychology topics of Skills, Practice and Goalsetting

##### Links to future study/the wider world (where applicable):

- Links to studying A - Level PE e.g. AQA A – Level. Sport Psychology
- Improved performance (GCSE Sports). Knowing the psychology and ‘theory’ behind & *how* guidance and feedback can lead to improved and increased practical performance.

## Implementation

Number of lessons: 6 (Feb)

Sequence of lessons:

- 1 – Visual and Verbal Guidance, including advantages and disadvantages
- 2 – Manual and Mechanical Guidance, including advantages and disadvantages
- 3 – Four Different types of Feedback and its effectiveness; Intrinsic, Extrinsic, Concurrent, Terminal
- 4 – Mental Rehearsal and how it can help preparation and improve performance
- 5/6 – Recap on sports psychology module exploring how the individual topics interlink & overlap

### Main Resources:

Teacher-prepared PowerPoint activities for each lesson.

Specific videos, booklet and worksheets related to the topic. Active Teach Online for videos/images/digital textbook.

Revision guide pages 101-104. Edexcel PE textbook pages 158-163

### Methods of Assessment/s

Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete

End of Unit Test, including longer answer questions worth 3, 4 & 5 marks, as well as one 9 mark question.

### Use of Assessment Result/s

Identify any misconceptions and highlight areas of weakness to improve future knowledge. EBI's to individual and the whole class to improve the ability to answer future questions.

## Intent

### **Topic 3: Socio-Cultural Influences**

#### **Engagement patterns of different social groups in physical activity and sport**

##### **Knowledge acquired:**

- Participation rates in physical activity and sports and the impact on participation rates considering the following personal factors: gender, age, socio-economic group, ethnicity, disability (G.A.S.E.D.)
- Interpretation and analysis of graphical representation of data associated with trends in participation rates

##### **Skills developed:**

**A01** – To be able to recall and describe what affects who plays sport (G.A.S.E.D.)

**A02** – To understand and be able to explain the impact of the different social groups and the influence it has on participation in sport

**A03** - To analyse and interpret data in graphs and evaluate the 5 different 'groups', giving specific examples

##### **Links to previous study (where applicable):**

- Links to KS3 why do people participate in sport

##### **Links to future study/the wider world (where applicable):**

- Links to studying A - Level PE

## Implementation

### Topic 3: Socio-Cultural Influences

#### Engagement patterns of different social groups in physical activity and sport

Academic plan: Autumn term (Feb Half term-Easter)

Number of lessons: 4

#### Sequence of lessons

1. What affects who plays sport? Gender, age, socio-economic group, ethnicity, disability, influence of other people
2. The impact of participation rates following the 6 factors and barriers
3. The general trend in participation rates (sport England data)
4. Analysis of graphs with trends in participation rates

#### Main resources:

- Teacher-prepared PowerPoint (including text/image/video examples) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 165-168
- Active Teach Online Edexcel (video clips)
- Revision guide pages 105-107

#### Method(s) of assessment:

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

#### Use of assessment result(s):

- Recorded to monitor progress & retainment of knowledge and understanding.
- Individual and whole- class 'EBI' identified.

Common misconceptions included in feedback and used to develop future assessments

## Intent

### **Topic 3: Socio-Cultural Influences**

#### **Commercialisation of physical activity and sport**

##### **Knowledge acquired:**

- The relationship between commercialisation, the media and physical activity and sport
- The advantages and disadvantages of commercialisation and the media for: the sponsor, the sport, the player/performer, the spectator
- Interpretation and analysis of graphical representation of data associated with trends in the commercialisation of physical activity and sport

##### **Skills developed:**

**A01** – To know what commercialisation is and state the relationship between commercialisation, media and sport (golden triangle)

**A02** – To understand and be able to explain the advantages and disadvantages of commercialisation, media and sport on players, spectators, sponsors and the individual sports

**A03** – To evaluate and assess the impact of commercialisation, media and sport, as well as analyse and interpret data in graphs

##### **Links to previous study (where applicable):**

- Links to KS3 media on sport

##### **Links to future study/the wider world (where applicable):**

- Links to studying A - Level PE

## Implementation

### Topic 3: Socio-Cultural Influences

#### Commercialisation of physical activity and sport

Academic plan: Autumn term (Feb-April)

Number of lessons: 4

#### Sequence of lessons

1. What is commercialisation? Relationship between commercialisation, media and sport (golden triangle)
2. Advantages and Disadvantages of commercialisation
3. Advantages/disadvantages to the sponsor, to the sport, to the performer, to the spectator
4. Analysis of graphs

#### Main resources:

- Teacher-prepared PowerPoint (including text/image/video examples) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 169-172
- Active Teach Online Edexcel (video clips)
- Revision guide pages 108-110

#### Method(s) of assessment:

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

#### Use of assessment result(s):

- Recorded to monitor progress & retainment of knowledge and understanding.
- Individual and whole- class 'EBI' identified.

Common misconceptions included in feedback and used to develop future assessments

## Intent

### **Topic 3: Socio-Cultural Influences**

#### **Ethical and Socio-cultural issues in physical activity and sport**

##### **Knowledge acquired:**

- The different types of sporting behaviour: sportsmanship, gamesmanship, and the reasons for, and consequences of deviance at elite level
- Interpretation and analysis of graphical representation of data associated with trends in ethical and socio-cultural issues in physical activity and sport

##### **Skills developed:**

**A01** – To recall the difference between the 3 sporting behaviours (sportsmanship, gamesmanship, deviance)

**A02** – To be able to discuss and explain why people use deviance in sport and the consequences and analyse what is done to prevent it

**A03** - To analyse and interpret data in graphs in relation to socio-cultural issues & evaluate the impact the 3 different types of sporting behaviour

##### **Links to previous study (where applicable):**

- Links to KS3 practical- good sportsmanship.

##### **Links to future study/the wider world (where applicable):**

- Links to studying A - Level PE



## Implementation

### Topic 3: Socio-Cultural Influences

#### Ethical and Socio-cultural issues in physical activity and sport

Academic plan: Autumn term (March-April)

Number of lessons: 4

#### Sequence of lessons

1. Sporting behaviours-Difference between sportsmanship and gamesmanship
2. Sporting behaviours-Deviance-What is it? Why do people do it?
3. Sporting behaviours-Deviance-What are the consequences? What is done to prevent it?
4. Analysis of graphs, tables and data

#### Main resources:

- Teacher-prepared PowerPoint (including text/image/video examples) for each lesson.
- Specific modular booklets printed.
- Exam specific worksheets/questions related to the topic.
- Longer answer questions (9 marks) crib sheet for specific module.
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 173-175
- Active Teach Online Edexcel (video clips)
- Revision guide pages 111-112

#### Method(s) of assessment:

- Low stakes assessment: Recall quizzes, questioning students, worksheets/booklet to complete
- End of Unit Test (1 Hour) – Set out in line with GCSE paper (multiple choice questions; 1-9 mark questions)
- AO1; AO2; AO3 objectives included.

#### Use of assessment result(s):

- Recorded to monitor progress & retention of knowledge and understanding.
- Individual and whole- class 'EBI' identified.

Common misconceptions included in feedback and used to develop future assessments

## Topic Details: Y10/Y11 GCSE PE Component 3 – Practical Sport (30%)

### Intent

Topic 1: Practical Assessment – Assessed in 3 Sports (One team, One individual and One team/ or individual sport)

#### Knowledge Acquired:

- Increased knowledge, understanding and skills in a variety of sports e.g. netball, basketball, badminton & table tennis
- Learn a variety of tactics and strategies, performing them in isolation and competitive situations
- Self and peer evaluation to improve performance
- In team games, take into account of the strengths and weaknesses of fellow team member(s)
- Showing awareness of, and responding to, the actions of other player(s)/performer(s)
- Communicating effectively with other player(s)/performer(s) and showing leadership skills
- Demonstrating their individual role in achieving the collective outcome

#### Skills Developed:

**AO1** – Demonstrate understanding, skills and knowledge to a competent level in isolation/unopposed situations and in competitive situations while under pressure. May show errors in technique, judgement and decision making.

**AO2** – Demonstrate understanding, skills and knowledge to a good level in isolation/unopposed situations and in competitive situations while under pressure. Will demonstrate consistently good ability and knowledge in a variety of competitive situations

**AO3** – Demonstrate understanding, skills and knowledge to a very good level in isolation/unopposed situations and in competitive situations while under pressure. Excellent impact and influence on the game and will make minimal errors in ability or decision making. Will fully understand and show the importance of tactics and strategies in competitive matches.

#### Links to previous study (where applicable):

- Build on the foundations and skills gained from KS3 core PE
- Use the knowledge, skills and understanding gained from extra-curricular & Community club

#### Links to future study/the wider world (where applicable):

- Use knowledge gained to support and give examples to exam answers
- More knowledge and improved skills to use in sport/exercise when leaving school

## Implementation

Number of lessons: 10-12

Sequence of lessons:

Football	Netball	Basketball	Rugby
<p>1-2 Use <u>Advanced skills</u> e.g. dribbling with different parts of both feet, step over turns in competitive situations</p> <p>3-4 Promote accurate <u>passing</u> (with both feet) &amp; movement off the ball.</p> <p>5-6 Turning &amp; dribbling e.g. Cruyff turn, using different parts of both feet</p> <p>7 -8 <u>Defending</u> 1v1 e.g. timing of tackle.</p> <p>9-11 Passing, dribbling &amp; <u>movement</u> off the ball in small sided games. Enhance communication skills.</p> <p>12-15 <u>Advanced</u> strategies &amp; tactics in small sided games 5v5/9v9. Demonstrate good knowledge of rules and leadership skills. <u>Evaluate</u> performance.</p>	<p>1-2 <u>Recap fundamentals</u> (stronger/accurate passing; rules of the game) &amp; implement into competitive situations.</p> <p>3-4 <u>Use of space</u> on the court; order of passing GK-GS unopposed &amp; opposed ; special awareness in competitive drills</p> <p>5-6 <u>Attacking principles/</u> attacking plays (centre pass/defensive backline/ attacking backline implemented into matches</p> <p>7-8 <u>Defensive play</u> (3 stages of marking; dominating play)</p> <p>9-10 <u>Tactical play</u> around the attacking circle &amp; decision making (ball giver).</p> <p>10-15 <u>Full game situations</u> improving tactics, strategies, leadership. Umpire game.</p>	<p>1-2 Used advanced ball skills with <u>both hands</u> competitive games</p> <p>3-4 Advanced passes &amp; movement with signalling in competitive situations</p> <p>5-6 Dribbling skills &amp; <u>beating an opponent 1 v 1 in games</u></p> <p>7-8 Shooting e.g. Lay-ups in matches and opposed situations (left and right)/set shots from <u>different angles</u></p> <p>9-10 <u>Defending</u> 1 v 1, 2 v 1. Rebounding (boxing out)</p> <p>11-13 Passing, dribbling, scoring, defending &amp; movement of the ball in <u>small sided games</u> 3 v 3</p> <p>14-15 <u>Strategies &amp; Tactics</u> in 4 v 4/5 v 5 games &amp; matches. <u>Implement rules in a match situation</u>. Umpire and evaluate self/peers performance providing recommendations to improve</p>	<p>1-2 <u>Advanced</u> ball handling skills in matches</p> <p>3-4 Beating an opponent 1v1 &amp; 2 v 1. <u>Side step, dummy</u></p> <p>5-7 Passing in SSG, using width. Attacking/defensive <u>lines</u> in SSG</p> <p>8-10 <u>Tackling from angles</u>, rucking technique &amp; support play in competitive drills</p> <p>11-12 Recap 3 &amp; 5 man scrums &amp; roles within games e.g. <u>who does what</u></p> <p>13-16 Advanced rules, <u>tactics/strategies</u>, tackling, rucks, scrums &amp; restarts (<u>basic lineouts</u>) in SSGs. <u>Leadership skills</u></p>

### Main Resources:

All relevant equipment for the various sports; balls, bibs, cones, hoops, poles, goals, posts

### Methods of Assessment/s

- Teacher observation. Video analysis to improve performance
- Encourage self and peer feedback to increase performance

### Use of Assessment Result/s

- Decision on which are the best team sport/s to choose to be assessed/moderated in

### Implementation

Number of lessons: 8-10

Sequence of lessons:

Badminton	Table Tennis	Tennis
1-2 Recall correct grip, stance ready position & serving rules. Different types of serve. Implement into competitive situations	1-2 Recap correct grip, stance ready position & serving laws, control a rally with different types of shots. Different angles of serving with disguise.	1-2 Recall to correct grip, stance ready position & serving rules. Begin to be able to rally with control. Serving in different angles with the correct technique.
3-4 Further develop movement/agility/body position. Stretch/Lung into position. Successfully play specific shots e.g. overhead & underarm clear/lift. Introduce doubles play.	3-4 Forehand and back hand push shots. Recap scoring system. Play singles and doubles matches	3-4 Develop forehand and backhand shots. Scoring system. Topspin. Introduce doubles play and Volley shots in competitive drills and situations
5-6 'Disguised' drop & smash shots, and scoring system in matches. Spot weaknesses in opponent	5-6 Recap the concept of spin e.g. backspin/forehand top spin/side spin & implement into competitive situations.	5-6 Further develop volley shot thinking about angles and 'spin' e.g. forehand topspin. Implement into matches
7-8 Game play and matches with strategies and tactics in singles/doubles. Communication with teammate	7-8 Competitive matches, serving legally & tactics to beat opponent, both singles and doubles. Communication skills used	7-8 Game play and competitive matches, playing a variety of shots with control. Singles/doubles. Communication in doubles matches.

**Main Resources:**

Teacher and student led demonstrations, technique cards, videos of skills & techniques

**Methods of Assessment/s**

Teacher observation & teacher questioning. Peer feedback. Student demonstrates good understanding in matches

**Use of Assessment Result/s**

Identify strengths & target/s to aim for in sports that are best suited to be assessed for practical examination

### Implementation - Athletics

Number of lessons: 10-12

Sequence of lessons:

Runs	Throws	Jumps
<p><b>1-2 Recap Sprint Technique + 100m</b> e.g. Knee/arm drive, start position. Competitive race</p> <p><b>3 Sprint Technique 200m</b> e.g. aim to improve time from Y8</p> <p><b>4 Tactics 400m</b> e.g. pace setting</p> <p><b>5 Middle distance 800m</b> e.g. further develop pace setting. Competitive racing</p> <p><b>6 1500m – tactics/strategies/pacing.</b> Competitive race</p> <p><b>7 Relay</b> e.g. communication, rules, baton changes. Races.</p>	<p><b>1-2 Javelin</b> e.g. grip, posture, rules, measurement. Further advance run ups.</p> <p><b>3-4 Discuss</b> e.g. Develop technique, rules, and measurements for distance.</p> <p><b>4-5 Shot</b> e.g. Develop technique, rules, and measurements for distance. Further develop glide.</p>	<p><b>1-2 Long Jump</b> e.g. Develop technique, rules, and measurements for distance. Develop speed, run up and take off for competitive jump</p> <p><b>3-4 Triple Jump</b> e.g. Recap and develop Footwork, run ups, take off, flight, landing, measurements. Implement into competitive jump</p> <p><b>5-6 High Jump</b> e.g. recap techniques for high jump and develop performance in competition.</p>

Main Resources: Stopwatches/measuring equipment. Cones. Visual resources/task cards. Video/ICT software for analysis. Relay batons. Shot. Discuss. Javelin.

Methods of Assessment/s:

Teacher observation and teacher questioning. Peer feedback. Measurements of time / distance against national standards for particular age group.

Use of Assessment Result/s: Identify strengths & target/s to improve on personal best and select most suitable to be assessed in for GCSE PE

## **Component 4**

### **Personal Exercise Programme**

#### **Intent**

#### **Component 4: Personalised Exercise Programme (Coursework)**

##### **Knowledge Acquired:**

- Understand what a PEP involves
- How your PEP will be assessed
- How to plan an appropriate PEP
- How to carry out and monitor your PEP
- How to analyse and evaluate your PEP
- Give recommendations

##### **Skills Developed:**

**A01** – Be able to identify and describe an area of weakness within a chosen sport to work on/train to improve performance. Be able to carry out the relevant fitness tests in order to collect data.

**A02** – Apply their knowledge and explain the principles and methods of training to bring about physiological improvements and in turn improve performance.

**A03** – Be able to analyse and evaluate the results re-tested from the PEP and explain the relative changes in performance, as well as giving recommendations for the future.

##### **Links to previous study (where applicable):**

- Links to KS3 PE practical skill development
- Knowledge of skills required for certain sports/activities

##### **Links to future study/the wider world (where applicable):**

- Specific topics link to the paper 1 examination e.g. principles/methods of training
- Sports Coaching Career
- Links to studying A - Level PE Anatomy and Physiology
- Personal Training
- Improvements in own sporting performance

# Implementation

## **Component 4:** Personal Exercise Programme (Coursework)

Academic plan: Summer term (May Half Term – End of school year)

Number of lessons: 12 + 4 (on return from the summer holidays)

### **Sequence of lessons:**

1. Know and understand what a PEP is and how the it will be assessed; carry out a PARQ
2. Performance data/stats should be collated and analysed in a competitive situation
3. Identify the sport/activity/component of fitness that needs improving within the performance
4. Carry out specific fitness tests
5. Aim & Planning (what is it you want to improve and why?)
6. Interpretation of fitness test results using data
7. SMART targets
8. Evaluation and justification of SMART targets and Principles of Training
9. Evaluations and justification of Methods of training
10. Devise a training programme over 6 weeks
11. Extra sessions for the above
12. Extra session in preparation to carry out PEP (over 6 weeks)

### **Students to carry out PEP over the summer**

1. Re-tests carried out and data analysed
2. Graphical representation of data
3. Evaluation of PEP (Was it successful or not? Were improvements to performance made?)
4. Justification of why the PEP was or was not successful & any changes to the PEP to make further improvements to performance

### **Main resources:**

- Teacher-prepared PowerPoint (including text/image/video examples etc) for each lesson.
- Edexcel GCSE PE PEP simplistic/expansion flowchart
- Pearson Edexcel GCSE (9-1) Physical Education textbook. Pages 197-204
- Pearson exemplar PEP and guidance

### **Method(s) of assessment:**

- Marked and moderated by class teacher and Head of Dept
- Sent off to external moderator

### Intent

#### Knowledge acquired:

- Different Groups who participate in Sport and Barriers/Solutions to participation
- Popularity of Sport/**New Sports** in UK
- Values Promoted through Sport, including the Olympic & Paralympic Movement
- **Etiquette & Sporting Behaviour** containing Drugs in Sport & Ethical Issues
- Values of Initiatives & Sporting Events, as well as the positives and potential negatives of hosting major sporting events
- Regularity/Scheduling of Events, including **Investment/Infrastructure/Legacy**
- The Role of National Governing Bodies (NGBs) and how they promote, development and regulate their sport
- Funding, support, policies & initiatives of sport

#### Skills developed:

- Identify different **user groups** in sport; teenagers, single parents, the elderly and a person with a disability.
- Be able to explain the **barriers** (times, money, access) these groups face and the potential **solutions** (provision, promotion & access), giving specific examples to support answers.
- Understand the factors that affect **popularity of sport** in the UK, including the growth or new/emerging sports.
- Able to analyse the way in which sport can **promote values**; Olympic/Paralympic values and other sporting initiatives.
- Explain the positives and potential drawbacks of hosting a **major sporting event**.
- Knowledge and evaluation of different **NGBs**

#### Links to previous study (where applicable):

- Reflect on own circumstances and those of family & friends, including watching/participating in sport & events
- Use previous knowledge and experiences of sport, both in and outside of school e.g. Football = The F.A.

#### Links to future study / the wider world (where applicable):

- Links to future revision, exam technique and **final examination**, as well as link to future study in OCR CN Level 3 course (16+) e.g. The 'Physical Activity for Specific Groups' unit of work

### Implementation

Number of lessons: 28

Sequence of lessons:

1-4 Different user groups, barriers and solutions to taking part in sport/exercise.  
5-8 Popularity of different, new and emerging sports.  
9-12 Sporting values and Initiatives  
12-16 Major sporting events, including the positives and potential negatives  
17-20 The role of National Governing Bodies (NGBs)  
21-28 Recap, revision and exam technique

#### Main resources:

Teacher- via explanation, videos, worksheets and powerpoints, including past exam questions and papers.  
Computers/Internet to research NGBs, major sporting events and initiatives.  
Textbook – Gives information and knowledge, and highlights examples of good practice for exam answers.

#### Method(s) of assessment:

Regular self, peer and teacher observations & assessment of knowledge, including regular formative feedback  
Low stakes assessment: Random name selection questioning, quizzes, worksheets  
End of topic tests to check knowledge, understanding & ability to answer exam questions, giving summative feedback  
The construction of answers for longer answer examination questions  
Regular formative feedback to the group and individuals, as well as summative feedback

#### Use of assessment result(s):

Individual and whole- class 'EBI' to be used to develop general skills and understanding in subsequent topics. Regular revisiting of areas of weakness identified in knowledge and any misconceptions.



## Topic Details: Cambridge National Sport Studies – **RO52 Developing Sports Skills**

### Intent

#### Knowledge acquired:

- Learn and develop of variety of skills & techniques in an individual (badminton and table tennis) and team sport (basketball).
- Develop tactics and strategies to be able to perform in an individual and team sport.
- Improve knowledge of rules and regulations to be able to play, perform **and** officiate.
- Understand awareness of role as a player and official as well as the contribution to the team.

#### Skills developed:

- **Serving skills** in badminton and table tennis e.g. forehand, flick, backhand, attempting spin (TT), disguise and variety.
- **Improved passing**, dribbling and shooting skills (set shot, lay-up) in a team sport (basketball).
- **Improved knowledge & ability** in playing different **types of shots** e.g. forehand, backhand, top spin, drop shot, overhead clear & smash. Basketball – Knowing **when** to pass, dribble, shoot, lay-up.
- **Decision making**. Be able to **select and execute** successfully the correct type **skill and tactic** in an individual and team sport, including strategies and tactics in **competitive situations and matches**
- **Analysis of own performance**, being able to **highlight strengths and weaknesses** of themselves and other performers.
- Improved **communication** skills and **confidence**, enable the candidate to successfully **officiate** in an individual and team sport. Correct use of **signals**.
- An ability to **apply** the **rules & regulations** with improved **positioning** in the specific sport.

#### Links to previous study (where applicable):

Recap knowledge of rules, techniques, skills and tactics acquired in KS3

#### Links to future study / the wider world (where applicable):

Links to the OCR Cambridge National Unit, 'Practical skills in Sport and Physical Activities'

Improved knowledge and ability of the sports to use in KS4, extra-curricular and community clubs

Link to sports officiating with increased knowledge of rules, regulations and confidence within the sport

### Implementation

Number of lessons: 27

Sequence of lessons:

- 1-2 Badminton shots; Different types of serve, rules/regulations on serving. Overhead clear/rally.
- 3-6 Drop, net, smash shot. Points system, differences between singles and doubles; lines, rules, serving.
- 7-9 Analysis of own performance and practices/strategies to improve game play and decision making.
- 10-13 **Badminton** officiating skills and practice. Communication, signals, positioning.
- 14-17 Skills, techniques, tactics and strategies in **basketball**.
- 18-21 Decision making in competitive situations and matches.
- 22-24 Analysis of own performance and practices/strategies to improve game play and decision making.
- 25-27 **Basketball** officiating skills and practice. Communication, signals, positioning.

#### Main resources:

Teacher & teacher led powerpoints- via explanation and demonstrations, as well as own research on rules and regulations.

Video – Highlights examples of good practice and the correct techniques/skills and decisions made/used.

Video analysis of own performance and studying how officials umpire/referee. Communication, signals & positioning.

#### Method(s) of assessment:

Regular self, peer and teacher observations, as well as a student/teacher 'log'

Low stakes assessment: Questions on signals, positioning, rules and regulations

#### Use of assessment result(s):

Individual and whole- class 'EBI' to be used to develop general skills and understanding in subsequent topics.

Identify any areas of weakness, lack of understanding and any misconceptions.

## Topic Details: Cambridge National Sport Studies – **RO53 Sports Leadership**

### Intent

#### **Knowledge acquired:**

- Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership
- The planning and organising of sports activity sessions
- The delivery of a sports/activity session
- Evaluate and reflect on own leadership style and sport session

#### **Skills developed:**

- Explain the different types of leader, their characteristics, roles and responsibilities
- Identify and explain the different types of **leadership styles**
- The safe planning, organising and delivery of a sports session
- Improved confidence, **communication skills** and an ability to motivate/inspire the participants
- Increased sporting knowledge and an improved understanding of how young children operate and think
- An **ability to self-evaluate**, reflecting good practice shown and highlight any improvements that could be made to future sessions.

#### Links to previous study (where applicable):

- Knowledge and understanding from RO52, Sports Performer and Official
- Use knowledge of game play, rules & regulations from KS3 sports and extra – curricular/community clubs

#### Links to future study / the wider world (where applicable):

- Improved communication, confidence and leadership skills can help in other school subjects as well as the wider world of work, jobs and careers
- Links to OCR CN L3 (post 16) module 'Sports Coaching and Activity Leadership'

### **Implementation**

Number of lessons: 18

#### Sequence of lessons:

1-2 Different opportunities to be a leader in sport and their roles/responsibilities  
3-4 Various characteristics and qualities of a good sports leader  
5-6 Different leadership styles  
7-10 Planning and organisation of a safe and appropriate sports lesson  
11-14 Delivery of sports sessions  
15-18 Evaluate, reflect and feedback on leadership style and sports session. How did it go?

#### Main resources:

Teacher- via explanation and demonstrations, as well as own research on leadership characteristics and styles  
Video – Highlights examples of good practice and different types of leaders and leadership styles  
Video analysis of own performance and leadership to help evaluate and reflect.

#### Method(s) of assessment:

Regular self, peer and teacher observations and assessment of knowledge and ability to lead  
Low stakes assessment: Random name selection questioning, quizzes, worksheets  
Regular formative and summative feedback to the group and individuals  
End of topic *log* (book) to check knowledge, understanding and ability

#### Use of assessment result(s):

Individual and whole- class 'EBI' to be used to develop leadership skills, increasing communication, confidence and organisational skills. Areas of weakness can be highlighted in order for students to improve

### Intent

#### **Knowledge acquired:**

- Know how sport is covered across a wide range of media outlets.
- Understand the positive and negative effects the media can have on sport
- Identify and understanding the links and relationships between sport and media

#### **Skills developed:**

- Be able to **explain** how written press, television, radio and internet (including social media) cover and report on sport.
- Is able to evaluate the positive & negative effects the media can have on sport. For example, spectators & role models.
- Can **analyse** the relationship between sport and media. For example, advertising, sponsorship & promotion of sport
- Be able to evaluate media cover *of* sport. For example, how the varying media outlets differ in their coverage

#### Links to previous study (where applicable):

- Links to RO51 'Contemporary Issues in Sport' e.g. promotion of sport, money & role models
- Links to previous experiences of watching and general interest in sport.

#### Links to future study / the wider world (where applicable):

- Should potentially look at sport and the media in a *different*, more knowledgeable way, with a better understanding and insight of *how* the media works and *why* specific things are done in a certain way.

### **Implementation**

Number of lessons: 16

#### Sequence of lessons:

1-4 Different types of media and how sport is covered across the various platforms e.g tv, radio, written press & internet.  
5-8 Positive & negative impacts of the media on sport and how the media can influence sport.  
9-13 Promotion, advertising, sponsorship & the relationship between sport and media.  
14-16 The variety of coverage and what influences them to do so.

#### Main resources:

Teacher- via powerpoints, worksheets and student led research  
Video – Highlights examples of different types of media and the role they play in sport.  
The Media - Magazines, newspapers and radio extracts to enhance learning

#### Method(s) of assessment

Regular self, peer and teacher assessment, both regular formative and summative  
Low stakes assessment: Random name selection questioning, quizzes, worksheets  
End of topic log/assignment to check knowledge, understanding and ability analyse the media in sport

#### Use of assessment result(s):

Formative feedback to enhance the learning and understanding of individuals. Summative feedback to improve the detail in their work, where required. Results will help identify lapses in knowledge/understanding

