



St Augustine of Canterbury Catholic Academy

PE Department Long-Term Plan

2022-2023

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(Subject) Intent

Vision and Values
<p>(What is your subject? What do you teach? And why do you teach it? What are your ambitions for your pupils? What makes your subject, your subject? What do students in your subject think like?)</p> <p>The intent for the PE department is to offer a diverse and engaging curriculum which challenges students both physically and academically through high quality PE lessons and develop their skills and understanding through the three pillars of progression: motor competence, rules, tactics and strategies and healthy participation.</p> <p>The department strives to deliver engaging, challenging and appropriate lessons in which students are physically active, develop a passion and enjoyment for the subject, improve their performance through skill acquisition and enable all students to achieve their full potential. Students will develop an array of skills in a range of activities, as directed from the National Curriculum.</p> <p>We will promote and instil a lifelong active lifestyle through engaging curriculum that cover a broad range of activities at Key Stage Three and four. Students will have the develop their confidence and interest to become involved in exercise, sports and activities during lessons, extra-curricular activities, activities out of school and in later life as well as understanding the health benefits of physical activity and a healthy, active lifestyle. Through the curriculum students will understand that PE is not solely acquiring or replication a sport skill or technique but also develops a wide range of transferable knowledge and skills which will aid them in their future and promote positive attitudes towards physical activity and therefore creating an inclusive environment for all students</p>

Curriculum Design

Design
<p>(How is your Curriculum designed? How is it sequenced? How is are key concepts developed? How does your curriculum design support long-term memory retention? How does your curriculum design make use of inter-leaved practice or spaced practice?)</p> <p>We design our curriculum to ensure the “three pillars of progression”: motor competence, understand rules, strategies and tactics and healthy participation are evident through the physical activity for that term.</p> <p>We plan our curriculum so that each year group has a focus. The sporting activities match the National Curriculum requirements.</p> <ul style="list-style-type: none"> • Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games • Develop their technique and improve their performance in other competitive sports • Perform dances using advanced dance techniques within a range of dance styles and forms



- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.
- Use, develop and enhance each of these aspects throughout KS4 to establish a strong commitment to leading a healthy active lifestyle when they leave school

Students will study core activities over years 7-9 to allow progression and retention of knowledge and skills as well as introducing new sports to allow a greater understanding of sport and physical activity. We ensure students cover both team and individual sports. Each activity will last a block of 8 lessons to allow learning to be domain specific however it is also essential for curriculum progression to allow for transference of skills and knowledge across sports to allow students to understand common links across activities. For example how netball, football, rugby and basketball will use similar skills and techniques. The curriculum also allows for progression in to KS4 Core and GCSE PE.

Each activity within the curriculum will ensure motor competence: rules, strategies and tactics and healthy participation are covered and revisited allowing long term memory retention. Units of work provide sequenced opportunities to ensure learning is domain specific to ensure develop skills further, develop evaluation skills and experience a range of roles within PE such as umpire, coach, performer. We also allow for curriculum progression by the transfer of skills across activities allowing students to retrieve/recall information and apply to new sporting activities or situations. For example throwing and catching in netball and rounders. Schemes of work allow for progressions across the key stages and objectives are re-visited allowing students the opportunities to retrieve and strengthen prior knowledge as they move through year/key stage. Within lessons we ensure effective learning takes place by ensuring that there is a “to do” task at the start of every lesson which consolidates/recalls previous learning, ensuring that new content is introduced in small steps allowing students time to practice skills, using questioning for understanding, providing model answers/demonstrations and providing scaffolds for difficult tasks.

The curriculum is designed, and constantly reviewed, to ensure it meets the needs of all our students and that it is a broad and balanced. It is designed to enable pupils to work independently and collaborative as part of team which are essential skills students need. The sports and activities delivered throughout the year are selected on a combination of factors:

- Student Voice/individual needs of specific classes.
- Weather
- Timing of external opportunities e.g. fixtures/competitions

Throughout KS3 students also learn some of the theoretical knowledge that underpins participation in physical activity and sport. They are taught to understand how the body systems work together during physical activity, how components of fitness can be improved through planning training programmes and applying methods and principles of training, as well as factors affecting participation and how to overcome these barriers.

KS4 Core PE Leadership and healthy active lifestyles.



Across KS4, whilst skills continue to progress further, difficulty of these increases, especially for those being assessed in GCSE. Core PE lessons are utilised to support the mental well-being more so than ever, especially as pressures from other subjects start to build. Throughout Y10 and Y11, further independence and voice is given to students to ensure the curriculum, activities and sports suit the individual needs of students. Knowledge of life choices and how these impact health and wellbeing are constantly reflected upon to ensure students are prepared and equipped to lead a healthy active lifestyle when they leave school

We plan structured opportunities for students to experience a range of sporting opportunities through cultural capital. The department works closely with The Saints Foundation to deliver high quality rugby lessons for both girls and boys, developing links with Blackbrook rugby club. We aim to develop links with a range of clubs within the area to develop the sporting pathway for students who wish to develop their skills further. The department is also involved in a programme of competitions delivered through the town, ranging from athletics, football, rugby, rounders, indoor athletics and netball matches, festivals and tournaments. Students, regardless of their ability, are encouraged to attend after school clubs enabling a sense of belonging, success and achievement.

PE Key Concepts

1. Motor Competence

Know what safe and successful movement looks like in specific sports/activities, know how to perform safe and effective movement and know when and why certain movements are effective, why competence is important and when skills can be transferred.

2. Rules, strategies and tactics

Know what the rules, regulations, strategies and tactics are for participation in specific activities/sports.

Know how to “perform” the rules, strategies and tactics in an activity/sport.

Know when and why we apply rules, tactics and strategies in activities/sports and consider how concepts might support effective participation.

3. Healthy Participation

Know what health and fitness mean in context, including factors that affect participation.

Know how to confidently and competently participate in a range of activities/ sports.

Know when and why we participate in physical activity, why motivation and confidence impacts engagement and when they might apply/transfer beyond PE.

4. Evaluate

Know how to evaluate/analyse own and others’ performance.

Know how to provide constructive feedback to improve own and other’s performance.

5. Develop ideas

In specific activities/sports create own movements, routines performances from a range of starting points.

6. Vocabulary

Know and understand specific terminology linked to specific sports/activities and concepts

Year group		Block 1 Autumn A		Block 2 Autumn A	Block 3 Autumn B	Block 4 Autumn B/Spring A	Block 5 Spring A	Block 6 Spring A/B	Block 7 Spring B	Block 8 Summer A	Block 9 Summer B
Year 7	GIRLS	Baseline assessment Ball skills Fitness test	Netball	Gymnastics	Football	Fitness	Dance	Rugby	OAA	Athletics	Striking and Fielding
	MIXED		Gymnastics	Football	Netball	Dance	Fitness	Rugby	OAA	Athletics	Striking and Fielding
	BOYS		Football	Basketball	Rugby	Gymnastics	Fitness	Dance	OAA	Athletics	Striking and Fielding
YEAR 8	GIRLS	Netball		Gymnastics	Football	Dance	Fitness	Handball	Rugby	Athletics	Striking and Fielding
	BOYS	Rugby		Football	Gymnastics	Basketball	Fitness	Handball	OAA	Athletics	Striking and Fielding
YEAR 9	GIRLS	Netball		Gymnastics	Football	Badminton SH	Fitness	Dance	Handball	Athletics	Striking and Fielding
	BOYS	Rugby		Football	Badminton	Table Tennis	Fitness	Handball	Basketball	Athletics	Striking and Fielding



	Autumn Term A	Autumn Term B	Spring Term A	Spring Term B	Summer Term A	Summer Term B
YEAR 10	Netball Football Badminton Basketball	Dance Rugby Football Badminton	Trampolining Handball Table Tennis Dodgeball	Handball Athletics fitness Dance	Sports Leaders Volleyball badminton Football	Rounders Softball Sports Leaders Fitness
YEAR 11E	Football Sports Leaders badminton	Rugby Badminton Volleyball	Table Tennis Handball Dance	Netball Football Badminton	Rounders Cricket Fitness (mental health)	
11W	Football Volleyball	Rugby Badminton	Fitness Table Tennis	Handball Dodgeball	Rounders Fitness (Mental Health)	

KS3 Overview

What prior knowledge do students arrive with from KS2 and how is that knowledge built upon?

Students arrive with a range of knowledge in PE from our feeder Primary schools with some students having access to a wide range of sporting activities to others who have experienced a limited amount. We make a judgement that students have completed the KS2 National Curriculum requirements where they are; able to run, jump, throw, and catch in isolation and in competition, show control and balance e.g. through athletics and gymnastics, perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, evaluate their performance.

This knowledge is built upon with students developing skills in motor competence, rules, strategies and healthy participation through activities they have had experience of at KS2 as well as new activities such as handball and badminton.

What is the rationale for the sequence of your three-year KS3 curriculum?

Students will cover all areas of the national curriculum between years 7-9. There are 6 core activities/sports that students will cover in each year allowing for progression and challenge. Students are also introduced to emerging sports during the key stage. Pupils will develop their skills and knowledge in the three pillars of progression: motor competence, rules, tactics and strategies and healthy participation. As well as focusing domain specific learning to ensure skills and contextual knowledge are understood, the curriculum is also sequenced to allow transference of skills across activities to allow students to recall prior knowledge, seek similarities and contrasts between the different



context (activities) this therefore allows for progression and challenge. The sequencing of KS3 allows for greater understanding and success at KS4 GCSE PE and core PE.

How is your curriculum assessed?

At KS3 students are assessed for each unit through Head, Heart, Hands. This ensures that assessment is not purely focused on the performance of skills within an activity but also being able to explain rules, tactics and strategies and the links to healthy participation. Students are assessed at Working Towards, Working AT or Working Beyond. Students are given verbal feedback throughout the block and assessment takes place both formatively and summatively. As well as completing practical skills, students will also complete written tasks to demonstrate understanding of rules, tactics and strategies and links to healthy participation.

Teaching staff confirm learning through questioning which ensures students can apply learning to PE lesson and provides formative assessment opportunities to gauge depth of understanding. Other assessment opportunities throughout units are: teacher observations, student self-reflection, peer observations, discussions and feedback these allow depth of understanding to be shown and highlights any misconceptions.

By the end of KS3 what should all students know and be able to do? And how do you ensure this is retained in the long-term memory of students?

By the end of KS3 students will have an understanding of skills, rules, tactics and benefits to health for team and individual activities in PE. They will understand the importance of PE in developing and maintaining healthy lifestyles now and in later life. They will have experienced team and individual sports and, for those that choose to, can develop these skills further through extra-curricular or community-based clubs. They will have the ability to transfer skills across activities. For those who opt for GCSE PE they will have been with the fundamentals needed for both practical activities and theory content.

By ensuring the three pillars are covered across activities, students will recall and retrieve information and will be able to apply these to the domain-specific learning but also transference of knowledge and skills across different activities. Retrieval practices will show understanding from previous lessons and activities.

How does your KS3 curriculum prepare students to be successful at KS4?

Students who opt for GCSE will have a solid basis for topics taught within the GCSE syllabus. Students would have experienced all practical sports/activities and will have competency in these sports. Through the KS3 curriculum students are taught key concepts, knowledge, terminology and vocabulary for the theoretical side of the course. For example, in fitness students will explore methods of training, fitness components which they can apply practically and theoretically at GCSE level. Through a range of activities at KS3 students will be prepared for GCSE through learning about the body systems, anatomy, movement analysis, training, health, fitness and wellbeing and use of data which they can develop their knowledge and application at GCSE level.

GCSE Component 1 – Fitness and Body Systems In year 7 the students study the effects that exercise has on the different body systems, they learn why the changes to the body occur and begin to be able to describe this using sporting examples. They also learn the names of the major bones and muscles in the body. In year 8 students they revisit the names of the major bones and muscles in the body and begin to describe how they work to produce movement. They also learn the terms for the components of fitness and how



they are applied in different sports. They also look at the principles of training and how to apply these to their own training. In year 9 students learn about the different types of joints in the body and how they are used for movement in sport. They also begin to develop their understanding of aerobic and anaerobic exercise and how energy is produced. Finally, in year 9 students begin to look at different methods of training, linking them to components of training and principles of training.

GCSE Component 2 – Health and Performance. In year 7 the students look at how sport and physical activity can contribute to physical, mental and social well-being. In year 8 pupils continue to develop their understanding of fitness and how physical fitness impacts on health. In year 9 students take greater ownership for their own personal fitness and target setting and study skill-classification in a practical setting. They also learn about sporting values and how they are applied.

GCSE Component 3 – Practical Performance. Throughout the Key Stage 3 curriculum and through extra-curricular activities, students take part in a wide variety of individual and team sports, learning the rules, regulations and scoring systems, whilst developing their practical ability. They link practical performance to skill development, components of fitness and training and develop the skills needed to evaluate their own performances and the performances of others. GCSE

GCSE Component 4 – Personal Exercise Programme During Key Stage 3, particularly within fitness lessons students develop the ability to identify their own strengths and areas for improvement linked to sports performance and become increasingly confident at linking these to components of fitness. They study different methods and principles of training and are able to apply these to appropriate sports. They also begin to look at fitness testing to determine levels of fitness and measure improvements.

Take one key concept or discrete piece of substantive knowledge and explain how it progresses across the three years of your curriculum.

Footwork in Netball. In year 7 students will be introduced to the fundamentals of footwork – landing 1-2 and pivoting. They will learn this individually at first and then progress to group practices and conditioned games. In year 8, this is progressed to two footed landings and when to use these as opposed to landing 1-2. In year 9 footwork is progressed to running step, turning in the air and split landings (GA/GS only). Students will show this skills in small group practices and in game situations.

What cultural capital do students acquire from learning your curriculum?

Cultural capital is explored through the curriculum.

Cultural capital is explored through the curriculum by highlighting famous sports persons/teams and their journey/career. We use these as examples of ‘the best that has ever been thought and said’. Through lessons we celebrate the success sports teams, performances, and leaders in lessons. Student are given the opportunity to develop leadership skills and in Yr 10 plan and deliver our Olympkids festival to year 5 feeder schools.

We provide a range of activities for students to participate during extra-curricular lessons both after school and at lunch time. We have links with Blackbrook Rugby club and all students at KS3 experience rugby sessions during curriculum time led by a professional which can lead to students joining the club. Students are able to participate in a range of festivals, tournaments and matches against other schools within the borough as well as interform competitions within school. Through the Cultural Capital weekly PowerPoint we are able share, and celebrate, success and achievements of our students.



Title	Block 1 Autumn A <i>G:Netball B- Football</i> <i>M: Gymnastics</i>	Block 2 (Autumn A) <i>G - Gym B -Basketball</i> <i>M - Football</i> Block 3 (Autumn B) <i>G – Football B – Rugby</i> <i>M - Netball</i>	Block 4 (Autumn Term B/Spring A) <i>G-Fitness B –Gymnastics</i> <i>M- Dance</i> Block 5 Spring A <i>G – Dance B & M- Fitness</i>	Block 6 (Spring B) <i>G & M Rugby B – Dance</i> Block 7 (Spring B/Summer A) <i>All - OOA</i>	Block 8 (Summer A): <i>G&B Athletics</i> Block 9 (Summer B): <i>G&B Striking and fielding</i>
Declarative Knowledge Taught Factual	Netball Motor Competence: Passing: chest, bounce, shoulder. 2 handed catching Footwork: landing 1-2 and pivot. Sprint and feint dodge. First and second stage defending Static Shooting technique Rules,Tactics strategies. <i>Footwork rule</i> <i>3 second rule</i> <i>Rules regarding contact.</i> <i>Areas of the netball court and positions.</i> <i>Send and receive ball in closed space</i> <i>Moving into space to receive ball.</i> <i>Marking player with the ball.</i> <i>Deny attacking space</i> FOOTBALL Motor Competence:	Rugby Motor Competence Ball handling/familiarisation. Passing/release of the ball with partner and on the move. Passing backwards. Receiving the ball Tackling technique Outwitting an opponent using passing and receiving skills e.g pass, side step, dodge, use of speed/change of pace, dummies. Rules, tactics and strategies <i>Rules for catching ball backwards and knock-on. 5 yards from start. 5 tackles.</i> <i>How to score a try.</i> <i>Rules for starting game, ball out of play.</i> <i>Understand strategic and tactical plays to out wit an opponent.</i> Healthy participation <i>Warm up specific to rugby.</i>	Fitness Motor Competence measure resting heart rate Circuit training- activities, stations. Boxercise – jab, hook, body shot, uppercut.. Cooper’s Run Rules, tactics and strategies <i>Correct technique</i> <i>Perform exercises with control and timing.</i> <i>Boxercise – combination punches.</i> <i>Cooper’s run – pacing</i> Healthy Participation <i>Relevant warm up/cool down for fitness.</i> <i>Definition health and fitness.</i> <i>Benefits of fitness on their health.</i> <i>Major muscle groups involved in the fitness lessons – bicep, tricep, latissimus dorsi, abdominals, hamstrings, quadriceps and gastrocnemius.</i>	Dance Motor Competence Components of dance- rhythm, timing, gestures, jumps and motifs, level, dynamic Compose a dance sequence. Rules, tactics and strategies <i>Choreograph movements together.</i> <i>Timing and space.</i> <i>Music/beat recognition</i> Healthy Participation <i>Warm up/cool down for dance</i> <i>team work and working effectively with others.</i> <i>Benefits of dance – health and development of co-ordination, flexibility, balance.</i> <i>Creativity and expression.</i> <i>Cultural appreciation for dance forms</i> Rugby (as for block 3) OAA	Athletics Motor Competence Sprinting 100m/200m – posture, arm and leg action. Middle distance 600m/800m- pacing/sustain performance. Throwing events: Shot putt, Javelin and discus focus on technique relay – downsweep technique. Rules/tactics and strategies <i>Fundamental rules for throwing events –e.g. no throws.</i> <i>Rules for running events – start of race, sprints to stay in lane, 800m can move to inside lane once past the bend.</i> <i>know how to use strategies to increase distance/speed.</i> Healthy Participation <i>Warm up/cool down for athletic events.</i> <i>Major muscle groups involved in the events</i>



	<p>Dribbling Passing and receiving – short passes Play into space Pass and move Outwitting an opponent Defensive skills – man to man/track ball. How to shoot in a controlled motion Shooting technique</p> <p>Rules,Tactics strategies. Know how to overload Know how to maintain possession. Know rules for handball and fouls.</p> <p>Healthy Participation Netball/ Football Warm up specific to netball/football Safety on court/pitch Names of major muscle groups used in netball/football. Importance of CV fitness in netball and football. Promotion of teamwork, respect, discipline and social interaction.</p>	<p>Know the fitness benefits of rugby – CV endurance, strength, agility and co-ordination safety on pitch. Names of major muscle groups used in rugby. Promotion of teamwork, respect, discipline and social interaction. Promotes an active lifestyle and encourages students to engage in regular physical activity and healthy habits.</p> <p>Basketball Motor Competence Ball handling skills Passing/Receiving Shooting-set shot rebound Dribbling Footwork - travelling Ball control Evasion Defending</p> <p>Rules, tactics and strategies. Fundamental rules –e.g. start of play, out of court, goal scored Advancing on opposition. Invading opponent's goal. Playing into space Outwitting opponent Evaluating performance.</p> <p>Healthy Lifestyles</p>	<p>Gymnastics Motor Competence: Travelling – rolling, jumping, leaps, hands and feet travel. Transference of weight/rotation. Individual balances – 4,3,2 and 1 point balances</p> <p>Rules,Tactics strategies. Body tension and extension to produce moves. aesthetic appreciation Sequence construction</p> <p>Healthy Participation. Warm up specific to gymnastics Relevant components of fitness – balance, agility, flexibility, co-ordination and muscular strength. Rugby (as for block 3)</p> <p>Dance (as for block 6)</p>	<p>Motor Competence Know how to solve a range of problems . Solve a range of problems using gross motor skills – lifting, running, jumping and turning.</p> <p>Rules, tactics and strategies Solve a range of problems using set of resources. Form strategies to solve problems in the quickest time Overcome obstacles.</p> <p>Healthy Participation. Understand the importance of team work, communication and leadership to solve problems.</p>	<p>Components of fitness needed for events – speed for sprinting, cv and muscular endurance for long distance events and muscular strength for throwing events. Benefits of athletics on health and fitness. Safety elements and rules for shot, javelin and discus</p> <p>Striking and Fielding Motor competence - Throwing - underarm and overarm.. Catching – short distance and long distance. fielding skills – long barrier, short barrier chain fielding. Batting – technique, stance.</p> <p>Bowling technique/stance stationary position.</p> <p>Rules/tactics and strategies Fielding Batters – how to hold the bat, stance and where to hit the ball in relation to fielders and why. Placement of fielder and why. Rules: fielders, batters, bowler. Officate a game</p>
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	<p>Promotes an active lifestyle and encourages students to engage in regular physical activity and healthy habits.</p> <p>Gymnastics (as for block 4)</p>	<p>Decision making Importance of components of fitness – speed, agility, balance. Communication Teamwork Decision Making.</p> <p>Gymnastics (as for block 4)</p> <p>Football & Netball (as for block 1)</p>			<p>Scoring. Healthy participation Components of fitness = C.V endurance, strength, agility, speed and hand-eye co-ordination. fair play, sportsmanship, communication and teamwork..</p>
Procedural Knowledge (inc. Key Concepts) demonstrate	<p>Netball Motor Competence: Select the correct pass. Demonstrate when to use each type of pass. Applying passing in isolation, conditioned practices and game situations. Demonstrate correct ball handling. Applying correct footwork in practice and game situation. Select when to use pivot. Demonstrate outwitting an opponent using sprint or feint dodge. Apply sprint or feint dodge in conditioned practices and game situation. Select first and second stage defending in game situation.</p>	<p>Rugby Motor Competence Demonstrate how to hold the ball correctly and explain why. Demonstrate correct passing technique and be able to explain why technique is used. Apply passing/release of ball in drills, conditioned practice and game situation. Show understanding of when/where to make the pass/release of ball. Be able to explain why ball passed backwards and technique used to receive the ball. Demonstrate correct tackling technique. from kneeling, standing, walking to running. Be able to explain when to make the tackle and how to tackle correctly.</p>	<p>Fitness Motor Competence Demonstrate taking resting heart rate and explain its relevance. What can affect it? Why? Complete a circuit demonstrating and replicating correct technique of fundamental exercises. Explain order of stations and links to muscle groups. Explain how the exercises use major muscle groups. Explain boxercise and demonstrate a range of punches – jab, hook, body shot and upper cut. Explain/demonstrate the Cooper's Run – sustained running.</p>	<p>Dance Motor Competence Replicate dance moves in isolation and in sequence of movements. Why is rhythm, timing, gestures, jumps and motifs, level, dynamics important when planning a dance? Apply own ideas to motifs to develop dance.</p> <p>Rules, tactics and strategies Explain why timing and space is important when creating a dance. Explain what choreography is. Demonstrate applying dance moves to beats in a piece of music.</p>	<p>Athletics Motor Competence Demonstrate sprinting technique and apply to 100m and 200m races. How does technique improve performance and time? Why is posture, arm and leg action important? Demonstrate 800m using knowledge of pacing. Explain why pacing important? Demonstrate throwing events from standing start and explain technique important?</p> <p>Rules/tactics and strategies Explain rules for throwing and running events. Apply strategies to increase strategies to increase distance/speed.</p>



	<p>Use correct shooting technique. Shoot from a range of angles.</p> <p>Rules,Tactics strategies. Demonstrate understanding of the 3 second rule, footwork rule and contact in the game and the correct umpiring decision.</p> <p>Why netball court is divided in to areas and where player positions are allowed. How and where to move and create space. When and how to mark the player with the ball. How to deny space by second stage marking.</p> <p>Football Motor Competence: Demonstrate correct technique for controlling the ball. Knowing when to dribble or pass.</p> <p>Passing and receiving – short passes Play into space Pass and move Outwitting an opponent</p>	<p>Demonstrate outwitting an opponent using passing and receiving skills e.g pass, side step, dodge, use of speed/change of pace, dummies.</p> <p>Rules, tactics and strategies Demonstrate the rules for catching the ball – backwards and knock-on. 5 yards from start. 5 tackles. Explain: How to score a try. Rules for starting game, ball out of play. Explain how tactics can be used to outwit an opponent..</p> <p>Healthy participation Plan a warm up suitable for rugby Explain how rugby benefits health and fitness and give examples why components of fitness are improved/relevant. demonstrate safe practice and understand safety issues on the pitch Which are the main muscles used and how do they help performance.. Explain how rugby enables teamwork, respect, discipline and social interaction.</p>	<p>Rules, tactics and strategies What happens if incorrect technique is used? Be able to explain the correct technique for exercises in circuit, punches in boxercise and completing 12 min run effectively.</p> <p>Healthy Participation Plan and carry out a warm up relevant to fitness. understand the meaning of cardio-vascular fitness. What is health and fitness. Explain the definition of health and fitness Why does fitness benefit their health? How can they use this now and in later life? Identify major muscle groups.</p> <p>Gymnastics Motor Competence: Create and demonstrate a warm up specific to gymnastics. Demonstrate travel and transference of weight - rolls (backwards/forwards) and vary entrance/exit, jumps, leaps, hands/feet travel (cartwheel, walkovers etc.)</p>	<p>Healthy Participation Plan a dance specific warm up? Which components of fitness are relevant to dance and explain why. How can dance benefit health? How does dance develop communication and team work skills?</p> <p>OAA Motor Competence What skills do you need to solve physical problems given e.g. spiders web, human knots, crossing “swamp”. demonstrate simple map reading skills. Locate points around school using map reading skills.</p> <p>Rules, tactics and strategies</p> <p>Explain what OAA. Explain strategies used to solve problems. Apply strategies to solve problems quickly.</p> <p>Healthy Participation. Explain and demonstrate how OAAA develops team work,</p>	<p>How can you throw further/run faster? Healthy Participation Plan and demonstrate correct warm up for athletics. Identify major muscle groups involved in the events an why they are important. Biceps, triceps, deltoid, hamstring, quadriceps and gastrocnemius. Explain how the components of fitness are needed for events – speed for sprinting, cv and muscular endurance for long distance events and muscular strength for throwing events. How can athletic events impact on health and fitness?</p> <p>Striking and fielding Rounders/cricket</p> <p>Motor competence Demonstrate/replicate underarm and overarm throwing in static practices, conditioned games and in full game. Explain when to use overarm and underarm throws and why. Demonstrate catching skills from low, high, slow and fast</p>
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	<p>Defensive skills – man to man/track ball. How to shoot in a controlled motion Shooting technique</p> <p>Rules,Tactics strategies. When to make the pass When to shoot Demonstrating maintaining possession. How/Why do we maintain possession? explain and demonstrate attacking overloads and defensive overloads Explain rules for fouls and handballs</p> <p>Healthy Participation Netball/ Football How to warm up /cool down correctly for netball/football Apply knowledge to show how to be safe on the court/pitch Which major muscles groups are used in netball/football. Why? Importance of CV fitness in football/netball</p>	<p>Netball (as for block 1)</p> <p>Football (as for block 1)</p> <p>Gymnastics (as for block 4)</p> <p>BASKETBALL Skills will be shown through individual, paired and small group practices, conditioned games.</p> <p>Motor Competence Replicate basic ball handling skills. Replicate/perform passing and receiving skills – chest pass, bounce pass, should pass and catching skills. Replicate/perform dribbling with control and accuracy. Demonstrate maintaining possession. Replicate passes in to space. Replicate/demonstrate successful set shot with good technique – BEEF.</p> <p>Rules, strategies and tactics Explain fundamental rules – starting game, double dribble and travelling.</p>	<p>Individual balances – 4,3,2 and 1 point balances including bridge, headstand, handstand and arabesque.</p> <p>Rules,Tactics strategies. Demonstrated body tension and extension within gymnastic skills. Explain why aesthetic appreciation is important in gymnastics and effect on performance. Explain how sequences are constructed and apply knowledge to create individual sequence.</p> <p>Healthy Participation. Demonstrate the three elements of a warm up – pulse raiser, stretches and mobilisers. Identify components of fitness – balance, agility, flexibility, co-ordination and muscular strength within gymnastics skills produced.</p> <p>Rugby (as for block 3)</p> <p>Dance (as for block 6)</p>	<p>communication and leadership to solve problems. How can OAA help solve problems in every day life?</p>	<p>throws. Explain catching technique. Demonstrate fielding skills – long barrier, short barrier chain fielding. Why and when each type of fielding skill is used? How do they improve fielding skills? How is the bat held and batting stance? Explain why/benefit to the batter. Demonstrate batting technique. Demonstrate correct bowling technique.</p> <p>Rules/tactics and strategies Fielding: Able to explain how to get batters out. Bowling demonstrate understanding of rules for bowling? What happens if bowl 2 no balls? What is a no ball? Batters – where should you hit the ball? how do you score? demonstrate batting technique.</p> <p>Healthy participation How does rounders develop health and fitness?</p>
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	Gymnastics (as for block 4)		<div>Explain importance of speed of thought to attack and outwit opponents. Select movements to invade opponent’s goal. Demonstrate how to outwit opponents using learnt skills and techniques Identify strengths and weaknesses when playing small sided games and adapt strategies where necessary.</div> <div>Healthy Lifestyles Explain Impact of basketball on skeletal and muscular system. Identify components of fitness and explain importance to basketball e.g. agility to evade an opponent.</div>				<div>What components of fitness are needed. Why? How does rounders develop teamwork and communication skills? Why are these important?</div>	
Tier 3 Vocabulary	Attack Defend Space Sprint Footwork Transference of weight Travel Co-ordination Strength.	Shoot Pass Receive Contact Balance Agility Flexibility	passing defending passing knock-on Shoot Pass Receive Contact passing receiving tackling Training methods	outwitting tackling try Attack Defend Space Sprint Footwork evading	Cardiovascular endurance Speed Muscular strength Muscular endurance rhythm timing choreography timing jumps motifs travel extension tension	problem solving obstacle teamwork communication	Pace technique Strength shot putt discus fielding back stop underarm stump rounder	sprint Leg/arm drive trajectory javelin Bowling base batting overarm



		Circuit training, continuous training. Cardiovascular endurance Speed strength Muscular endurance			
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Year 8 (Subject) LTP

Title	Block 1 Autumn A <i>G:Netball B: Rugby</i>	Block 2 (Autumn A) <i>G - Gym B -Football</i> Block 3 (Autumn B) <i>G – Football B – Gymnastics</i>	Block 4 (Autumn Term B/Spring A) <i>G-Dance B- Basketball</i> Block 5 Spring A <i>G & B - Fitness</i>	Block 6 (Spring B) <i>G & B Handball</i> Block 7 (Spring B/Summer A) <i>Girls: Rugby Boys: OOA</i>	Block 8 (Summer A): <i>G&B Athletics</i> Block 9 (Summer B): <i>G&B Striking and fielding</i>
Declarative Knowledge	Netball Motor Competence Recap from yr 7 Passing, footwork, evasion and defending. Catching: 1 handed, harder passes, depth/height of pass. Passing on the move Footwork: 2 footed landing, running pass Evasion skills – creating space backwards, space Defending – 3 rd stage defending/interception. covering the shot/pass	Gymnastics Motor Competence Recap of travelling and individual balances Duo balances: partial, full, counter balance and counter tension. Linkage movements: jumps, leaps, turns, roll, hands/feet. Rules, tactics and strategies <i>Entry and exit from balances starting and finishing position body tension/extension aesthetics</i>	DANCE: Motor Competence Rhythm Timing Gestures Jumps Unison/canon levels Combine movement patterns into small sequence.. Rules, tactics and strategies <i>Interpret music with appropriate movements. use of space, formations. compose a sequence Evaluate skills of own and others performance.</i>	Handball Motor Competence Passing – distance/type e.g. over head, flat, side, bounce passes. Catching with 2 and 1 hand on the move and stationary. Movement with the ball/dribbling. Evasion skills defending skills Shooting – directions, pass and shoot. Rules, tactics and strategies	Athletics Motor Competence Sprinting – 100, 200m Sprint starts. Middle distance 600m/800m – pacing/sustained running. Throwing events – correct technique movement/power to increase distance Relay – 2 techniques, change over development.. Rules/tactics and strategies



	<p>Shooting – under pressure, various angles Positions and roles of each player. Rules, Tactics strategies. revision of Footwork rule 3 second rule and contact. obstruction penalty pass/shot Rules regarding contact. Repossession/over a third Positions – revision identify variations of passes. Timing of the pass different strengths/ heights/depths of pass creating space on court/circle</p> <p>Healthy Participation revise warm up /cool down correctly for netball Major muscles groups are used in netball components of fitness – reaction time, agility and balance.</p> <p>RUGBY Motor Competence Handling skills Passing- scissors, miss pass Receiving pass</p>	<p>Healthy Lifestyles recap of gym warm up. safety – grips and body weight placement on partner Trust Problem solving components of fitness – muscular strength, balance, flexibility.</p> <p>FOOTBALL students will perform skills/practices in pairs, small groups, conditioned/small sided games. Motor Competence Passing – inside and outside of foot. Dribbling – control, speed and fluency Control – different types of control e.g. trap or on the move, different body parts to control ball e.g. chest, thigh, foot. Use skills in competitive situations. Shooting – control, shot selection. Heading in different situations e.g. Defensive & Attacking.</p>	<p>Formations and levels along with compositional ideas of their own</p> <p>Healthy lifestyle Body language and expression. Importance of balance, flexibility, strength and power. Decision making. .</p> <p>BASKETBALL Motor Competence Ball control Dribbling Footwork Passing/Receiving Lay up/Set shot + variations Defending stance Rebounding</p> <p>Rules, tactics and strategies Rules; Double dribble, travelling and contact Attacking principles Preventing opposition attack. Use of width and playing into space in order to create shooting opportunities. Benefits of types of shots – set shot, lay up and jump shot. Strategies to invade opponent's half Officiating</p> <p>Healthy Lifestyles Importance of basketball to muscular and skeletal system. provision of local clubs.</p>	<p>Attacking play defending play Scoring officiating. outwitting opponents to create shooting opportunity.</p> <p>Healthy Lifestyle Impact of handball on muscle and skeletal system, Major muscles used in handball Components of fitness needed for handball Decision making, communication, teamwork skills.</p> <p>RUGBY (As for block 1)</p> <p>OAA – TBC OCT 24. (new activity/course & SOW currently being researched)</p>	<p>to know rules for throwing events –e.g. walk out back of area. Use of power and momentum to develop distance. Rules for running events – start of race, sprints to stay in lane, 800m can move to inside lane once past the bend. Know how to use strategies to increase distance/speed.</p> <p>Healthy Participation Correct warm up and cool down for athletics. Role of muscles/joints in throwing/running events. Components of fitness needed for events – speed, strength, power, reaction time, cv fitness and co-ordination. Know safety elements and rules for shot, javelin and discus to reduce risk of injury.</p> <p>Striking and fielding Rounders/cricket practices will be in pairs, small groups, conditioned and full sided games.</p>
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	<p>Evasion skills Tackling technique Kicking technique – ground and out of hand.</p> <p>Rules, tactics and strategies Describe rules e.g. try, knock on, 5 tackles and play ball. rules of tackling. Outwitting an opponent. Defensive plays. officiate small sided game.</p> <p>Healthy Lifestyles. Benefits of rugby on leading healthy lifestyle. Local provision of rugby clubs. Components of fitness developed. Impact on muscular and skeletal system.</p>	<p>Defensive play i.e. tackling, jockeying, forcing onto weaker foot.</p> <p>Rules, tactics and strategies. Receiving correctly. Pass selection. Outwit opponents with a variety of passes, turn and dribbling. Importance of width and playing into space in order to attack. Assess & evaluate passing, control, dribbling, heading and shooting techniques Defensive strategies i.e. tackling, jockeying, forcing onto weaker foot.</p> <p>Healthy Lifestyle Warm up/cool down for football. Safety – heading the ball, pitch surface, playing equipment. Decision making, communication and team work. Impact of football on healthy lifestyle.</p>	<p>HRE components and impact on basketball. Basketball and links to healthy lifestyle communication decision making. creative thinking.</p> <p>Fitness Motor competence Recap of bones/muscle groups. Working and recovery heart rate. Sports specific circuit Sustained running – Cooper’s Run Fitness tests for HRE Skill Related components linked to fitness activities.. Boxercise: Combination punches.</p> <p>Rules, tactics and strategies Variations of exercise to increase intensity. Progression/overload of circuits/activity. Technique for circuit/boxercise</p> <p>Healthy Participation Relevant warm up/cool down for fitness activities. Tendons and ligaments Safety/correct technique to reduce risk of injury. impact of fitness on circulatory system. links to healthy lifestyle Post 16.</p>		<p>Recap fielding skills from yr 7. Fielding: underarm and overarm – increased power/accuracy. Fielding: bouncing ball, chase and retrieve, Catching – faster/harder ball. Batting – stance, placement of hit into space Bowling- spin, disguise, correct action. Backstop/wicket keeper roles</p> <p>Rules/tactics and strategies Fielding: Position of fielders Batting strategies – direction, type of bat selection Type of bowl bowler-backstop/wicket keeper Healthy participation Importance of speed, co-ordination for fielders/batters. Communication and team-work. Resilience</p>
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<p>Procedural knowledge</p>	<p>NETBALL Practices will be individually, paired, small groups, conditioned games and 7v7 games.</p> <p>Motor Competence: Demonstrate selecting the correct strength and depth of pass in isolation, conditioned practices and game situations. Demonstrating one handed catching. When to use 2 or 1 handed catching. demonstrating 2 footed landings/running pass in isolation, practice and game. Demonstrating/Applying creating space on court/circle. Apply third stage defending in game situation. recap correct shooting technique. Shoot from a range of angles under pressure/receive pass and shoot.</p> <p>Rules,Tactics strategies. Explain obstruction and contact rule and when free pass, penalty pass or shot will be given.</p>	<p>GYMNASTICS Motor competence Identify duo balances. Demonstrate different partial, full and counter- balances. Replicate balances from other performers/resources. Apply understanding to increase difficulty of balances.</p> <p>rules, tactics and strategies plan a range of duo balances evaluate own/others' performances explain how to maintain balance. demonstrate different starting and finishing position explain effect of body tension/extension on duo balance. Explain aesthetic appreciation and apply to duo balances.</p> <p>Healthy Lifestyles lead a gym warm up.. safety – demonstrate grips and understand importance body weight placement on partner and link to injury. understand importance of trust Develop problem solving</p>	<p>DANCE Motor competence Dance: Motor Competence Demonstrate: rhythm timing, gestures, Jumps, unison/canon levels Select and combine movement patterns into small sequence. demonstrate smooth transition between movements/phrases. Demonstrate timing and beat recognition Perform movements in 8 bar Perform a group dance focusing on timing and movement patterns.. Replicate full dance sequence using style, fluency and control... Select and combine movement patterns Accurate replication of movements.in time to music. perform movements in 8 bar sequence.</p> <p>Rules, tactics and strategies Interpret music with appropriate movements. use of space, formations. compose a sequence Evaluate skills of own and others performance. Select/plan formations and levels along with compositional ideas of their own To analyse each other work and suggest ways to improve</p> <p>Healthy lifestyle</p>	<p>Handball Motor Competence Demonstrate catching skills from range of heights, speeds and directions. Demonstrate aerial control with both hands (strong and weak) Demonstrate passing skills with high elbow e.g. over head, flat, side, bounce and passing stationary/on move. Demonstrate dribbling with both hands demonstrate evasions skills to outwit opponent – dodging. Demonstrate defending skills - defend 1v1 against an attacking (pressure, body shape/square on, jockeying, contact, position on the court.) Demonstrate shooting with/without pressure. Demonstrate shooting from different directions.</p> <p>Rules, tactics and Strategies Maintain possession when under pressure. Disguise passes to outwit opponent. Explain how to create space.</p>	<p>Athletics students will perform practice and competitive situations. Motor Competence Sprinting: replicate technique 100/200m. Demonstrate/replicate sprint starts to increase speed. middle distance – demonstrate pacing technique, movement to inside lane, sprint finish. Relay: recap – downsweep, replicate upsweep technique. Replicate/ demonstrate change over technique to improve time for 4x100m Throwing: Shot: recap standing throw. Demonstrate shuffle step to increase distance. Javelin: recap standing throw. Demonstrate different grips, cross over step. Replicate correct technique for preparation, release and follow through. Discus: recap standing throw. Demonstrate speed of arm and power to increase distance.</p>
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<p>RUGBY</p>	<p>Demonstrate understanding of the these and the correct umpiring decision (conditioned and 7v7 game). Explain why it is important to know where positions are allowed to allow support play and movement on court. demonstrate passing on the move in game and why it is important. Explain/demonstrate how to beat a defender. Explain/demonstrate how to intercept the ball. explain how to shoot successfully under pressure.(conditioned/7v7 games) Apply knowledge and understanding of rules through umpiring games</p> <p>Healthy active lifestyles. Identify how reaction time, agility and balance is needed in netball. Identify major muscles groups are important in netball. Definition of communication and teamwork and importance in netball</p>	<p>identify the components of fitness used in duo balance and explain importance.</p> <p>FOOTBALL</p> <p>Motor Competence Develop Passing Perform a pass using inside and outside of foot Perform and accurately replicate different types of dribbling with control, speed and fluency. Perform techniques in a small sided game To be able to perform the different types of controlling the ball demonstrate/explain how to use the different types of body to control the ball Explain/demonstrate why we use the different types of body parts to control in different situations Demonstrate passing / dribbling / control skills in competitive scenarios Perform and replicate an accurate and controlled shot on goal.</p>	<p>Demonstrate appreciation of performance and ways of improving Understand importance of body language and expression to convey ideas Importance of balance, flexibility, strength and power. Demonstrate decision making skills about choice of movements and refining ideas if not successful.</p> <p>BASKETBALL Skills will be performed individually, in pairs and small groups, conditioned and full sided games.</p> <p>Motor Competence Replicate and perform passing techniques – chest, bounce, shoulder with power and variation. Perform range of catches Replicate and perform dribbling technique correctly Replicate defending skills – man to man marking, interceptions Demonstrate/replicate rebounding technique. Demonstrate/replicate various shots – lay up, set shot and using correct technique.</p> <p>Rules, tactics and strategies. Identify/explain what constitutes a double dribble and travelling. Demonstrate dribbling to outwit an opponent. Explain rules – contact, double dribble and travelling.</p>	<p>Explain how to defend to prevent attack Explain/demonstrate pass forwards and outwit opponents to get shots</p> <p>Healthy Lifestyles</p> <p>Impact of handball on muscle and skeletal system, Major muscles used in handball Components of fitness needed for handball Decision making, communication, teamwork skills.</p>	<p>Rules, tactics and Strategies. Demonstrate and apply rules to competing e.g. stay in lane, don't cross line when throwing. Understand and explain use of power to increase distance/speed. Understand where to measure landing of throw. Understand and explain factors that can affect javelin, shot and discuss. Explain strategies used in middle distance running e.g. sprint finish, positioning Explain importance of relay change over to improve time. Explain benefits/disadvantages of downsweep and upsweep.</p> <p>Healthy lifestyle Develop leadership skills benefits of athletic events on circulatory, respiratory and musculo-skeletal system</p> <p>Striking and Fielding Motor competence</p>
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	<p>Skills will be in pairs, small groups, conditioned games and small sided competitive games.</p> <p>Motor Competence Replicate and perform fundamental handling skills. Replicate the scissors & miss pass, and how to receive it, Perform skills under pressure. Perform tackling technique correctly. Perform the correct kicking technique from the ground and out of hand with control and accuracy.</p> <p>Rules, Strategies and tactics. Confidently describe the rules of rugby league. Create and develop varying strategic ways of getting passed defenders. Explain rules of rugby league i.e. 5 tackles + play the ball. Select and combine the use of passing and kicking to outwit opponents. Select when to kick and the advantages gained from it Explain when to change tactics based on opposition.</p>	<p>To be able to assess & evaluate shooting techniques and suggest ways to improve. Perform the different types of heading in different situation e.g. Defensive & Attacking. Perform defensive strategies i.e. tackling, jockeying, forcing onto weaker foot.</p> <p>Rules, tactics and strategies Select a variety of passes, turns and dribbling to outwit an opponent. Make decisions about how best to advance on opposition Explain/demonstrate how to outwit opponents using learnt skills and techniques at speed.</p> <p>Know importance of width and playing into space in order to attack. Explain/demonstrate how to adjust shot selection based on opponents positioning. Make decisions about choice of technique and refining ideas when unsuccessful. Know how to defend and how to stop opponents from advancing.</p> <p>Healthy Lifestyle</p>	<p>Select when to use the correct shot to outwit an opponent.. Demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. Demonstrate accurate officiating of small sided games applying the rules</p> <p>Healthy Lifestyle.</p> <p>Explain how basketball will strengthen muscles and the major muscle groups used. Identify local clubs within the area. Explain how basketball develops cv endurance, power, speed, agility and muscular endurance Identify how basketball develops communication, decision making and creative thinking skills through practice and game play..</p> <p>FITNESS MOTOR COMPETENCE Measure working and recovery heart rate Demonstrate sports specific circuit/replicate specific exercises. Demonstrate sustained running. Name major bones/muscle groups impacted during fitness activity. Complete tests for Health Related exercise components. Explain skill related components of fitness linked to activity. Replicate combination punches in boxercise.</p>		<p>Demonstrate accurate overarm/underarm throw with power. Understand and demonstrate fielding a bouncing ball, chase and retrieve, Demonstrate accurate catching from variety of pace/speed/direction of throw/bat.</p> <p>Batting Explain/demonstrate batting technique, types of shot and placement of hit. Cricket –demonstrate pull/drive shot. Replicate correct technique.</p> <p>Bowling – Demonstrate accurate bowl, spin disguise. Explain impact of spin/disguise for batter/bowler. Explain role of backstop/wicket keeper. Demonstrate role of backstop/wicket keeper.</p> <p>Rules/tactics and strategies Fielding: Be able to position fielders on the field to outwit opponent and explain reasoning.</p>
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	Healthy Lifestyles Explain the safety aspects and rules of rugby tackles Identify components of fitness linked to rugby and their importance e.g. CV endurance, speed, agility, balance, power and strength.		Understand how to head the ball correctly and safely. Understand impact of football on healthy lifestyle Explain how football develops teamwork, communication, decision making. Explain impact on muscular and skeletal system. Know local provision of football clubs.		Explain terminology linked to GCSE PE e.g. oxygen debt. Demonstrate sustained running. Rules, tactics and strategies Use the correct names form muscles and bones involved in the fitness activity. Know how to increase difficulty of circuit/fitness activity. Explain variations of exercises to increase/decrease difficulty. Demonstrate technique for exercises. perform exercises with control and timing. Healthy Participation Know how to produce a relevant warm up for fitness. Know the relevance of tendons and ligaments. know how safely carry out fitness activities. Identify major muscle groups involved in the fitness lessons – bicep, tricep, latissimus dorsi, abdominals, hamstrings, quadriceps and gastrocnemius.				Explain movement/placement of fielders depending on batter. Describe batting strategies – direction, type of shot selection Explain bowling action. Select type of bowl depending on batter strengths/weaknesses. Explain importance of bowler-backstop/wicket keeper Healthy participation Be able to explain importance of speed, co-ordination for striking and fielding. Understand how striking and fielding develops communication and team-work. resilience	
Vocabulary	Evade Double dodge running pass penalty pass tactic reaction time try	Dodge Obstruction interception contact balance agility knock on	balance counter tension counter balance linkage performance tackling	duo partial sequence fluency control jockeying	Gestures transition formations flexibility working heart rate ligaments components	levels timing compose speed circuit tendons.	blocking feint aerial tactics evade	screening overarm pass faking marking	bases stump bowl communication downsweep grip measure	wickets spin stance relay sustained speed timing.



receiving kicking	tackling conversion		double dribble officiating shot	travelling jump defend		
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Year 9 (Subject) LTP

Title	Block 1 Autumn A <i>G: Netball B: Rugby</i>	Block 2 (Autumn A) <i>G - Gym B -Football</i> Block 3 (Autumn B) <i>G – Football B – Basketball</i>	Block 4 (Autumn Term B/Spring A) <i>G-Badminton B-Table Tennis</i> Block 5 Spring A <i>G & B- Fitness</i>	Block 6 (Spring B) <i>G Dance - Handball</i> Block 7 (Spring B/Summer A) <i>G & B Handball</i>	Block 8 (Summer A): <i>G&B Athletics</i> Block 9 (Summer B): <i>G&B Striking and fielding</i>
Declarative Knowledge	<p>NETBALL skills will be demonstrated through pair, small group, conditioned and full sided games.</p> <p>Movement competence recall of netball fundamentals from yr 7/8 – passing, footwork, evasion, defending and shooting. Side pass. Receiving different passes of various heights, strengths from moving to different positions on court e.g. back line, centre pass, side line pass – 2 or 1 handed Defending; double marking, blocking.</p>	<p>GYMNASTICS Motor competence Recap of turns, jumps, rolls and balances. Group balances (3 or more) Flight – partner assisted and trampette. Trampette skills – jumps, turns, rolls, somersaults.</p> <p>Rules, tactics and strategies. <i>techniques for lifts hurdle step for trampette body tension, focus and torque maintain group balances.</i></p> <p>Healthy lifestyle <i>Grips for lifts/balances Safety use of trampette – Checking equipment, spotting. Components of fitness – power, strength, flexibility, balance confidence, trust, resilience.</i></p>	<p>Badminton Motor Competence Footwork/stance and grip Shuttle control Sending/Receiving – forehand/backhand Clear – overhead and underarm. Drop shot Service action</p> <p>Rules, tactics and strategies Shot selection in a range of competitive contexts Using space Simple strategies to outwit opposition Application of modified game rules Court markings Scoring system Rules for service Shot selection</p> <p>Healthy Lifestyle</p>	<p>Dance Motor competence Rhythm Timing Gestures Jumps Lifts Sequences – pair/group. Control and Fluency</p> <p>Rules, tactics and strategies <i>Use of key terms select movements for duet piece. Analysis of performance.</i></p> <p>Healthy Lifestyle <i>Communication skills Impact of dance on performer and audience safety for performers</i></p>	<p>Athletics Motor Competence Sprinting 100m/200m Middle distance-600m/800m Relay Throwing events: Javelin, shot putt and discus.</p> <p>Rules, tactics and strategies Accurately measure distance of through, time running events. Evaluate own and others' performance.</p> <p>Healthy Lifestyle Impact of athletics on healthy lifestyle. Impact of athletics on circulatory and respiratory system.</p>



	<p>Evasion – using evasion skills to outwit defender –reverse pivot, holding space. Shooting: step forward, backwards to side. split landings Toss up</p> <p>Rules/Tactics and strategies Through small practices, half court games and 7v7. Creating space, holding space, Passing systems Centre pass systems Back line passess Side line passes Banding Recap of rules: 3 seconds, footwork, contact and obstruction, when to give a toss up, foot on the line offside Demonstrate timing of movement off the ball movement of ball down court.</p> <p>Healthy Participation Netball Components of fitness speed, muscular endurance and co-ordination. communication, problem solving and decision making.</p>	<p>FOOTBALL skills will be performed in pairs, small groups, conditioned and competitive games. Motor Competence Control – different body parts. Dribbling – different types with control, speed, fluency under pressure. Shooting – variety of techniques e.g. low drive, chip and volley Defensive techniques – jockeying, goal side, closing down and slide tackling.</p> <p>Rules, tactics and strategies Benefits of passing and where/when passes should be used. Outwitting opponents – passes, turns, dribbling, dummies and fakes at speed. How to advance an opposition stop an attack effectively. Evaluate own and others' performance. Shot selection – opponents' positioning. Defensive strategies Set plays – e.g. corner kicks in attack and defence. Techniques to stop opponents outwitting them e.g. goal side, man to man tactics.</p> <p>Healthy Lifestyles .Benefits on circulatory and respiratory system.</p>	<p>Components of fitness relevant to badminton/ Warm up/Cool down for badminton. Decision making.</p> <p>Fitness Motor competence Joints anaerobic and aerobic methods of training – fartlek, interval, continuous and circuit. Fitness Tests – Skill related components: speed, agility, balance, co-ordination, power and reaction time. Sports specific circuit</p> <p>Rules, tactics and strategies order of stations to maximise performance/focus on area of HRE/skill related performance. increasing intensity of technique. correct technique for fitness activity. Progression/overload of</p> <p>Healthy Participation Relevant warm up/cool down for fitness activities. Safe preparation and recovery for chosen fitness activity. Resilience.</p>	<p>Decision making.</p> <p>HANDBALL Motor Competence</p> <p>Ball familiarisation Passing Catching shooting – jump shot travelling defending evasion</p> <p>Rules, tactics and strategies.</p> <p>Defending principles (compact, communication, control) Defending as a team transition from attack to defence Attacking principles (overloads, speed of play, passing forwards, isolating, set plays) Rules: passing, dribbling, out of play etc.</p> <p>Healthy Lifestyles</p> <p>How Handball can help healthy lifestyle Components of fitness developed through handball.</p>	<p>Striking and Fielding Motor Competence Fielding: Throwing and catching and select appropriate throw to return ball. Power and accuracy of throw. Fielder placement. Bowler, backstop and 1st base/bowler -wicket keeper.</p> <p>Bowling- run up, power, spin – choice of bowl. demonstrate and replicate bowling technique with run up/skip, power and disguise.</p> <p>Batting- Backhand shot, power and placement, hit a range of bowls. defensive and cut shot - cricket</p> <p><u>Rules, strategies and teamwork</u> Batting – outwit fielders through placement of ball in to space or choice of shot. Be able to place fielders to pressure batsman. bowling Different bowls to outwit opponent, speed of bowl.</p>
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	<p>Impact of netball on health and fitness</p> <p>RUGBY Motor Competence Handling skills Passing- scissors, miss pass Receiving pass Evasion skills Tackling technique Kicking technique – ground and out of hand.</p> <p>Rules, tactics and strategies Describe rules e.g. try, knock on, 5 tackles and play ball. rules of tackling. Outwitting an opponent. Defensive plays. officiate small sided game.</p> <p>Healthy Lifestyles. Benefits of rugby on leading healthy lifestyle. Local provision of rugby clubs. Components of fitness developed. Impact on muscular and skeletal system.</p>	<p>Benefits on Social and emotional development. Components of fitness used in football. Impact of football on leading a healthy lifestyle.</p> <p>BASKETBALL Motor Competence Ball control Dribbling Passing/Receiving Lay up + variations Set shot + variations Drives/fakes Defending positions and set up</p> <p>Rules, tactics and strategies Outwitting opponent defensive strategies to prevent attack – use of zone/man marking. basketball rules –such as offside, obstruction 3 man weave</p> <p>Healthy Lifestyles Fitness and diet required to sustain a good basketball performance. Impact of basketball on respiratory and circulatory system. Components of fitness</p>	<p>benefits of chosen method of training. Heart rate indications. Fitness and post 16.</p> <p>Table Tennis (tbc Oct 24 new sport/SOW for next year)</p>	<p>Warm Up/Cool down</p>	<p>Explain link between bowler, backstop and 1st base/bowler and wicket keeper. Umpire skills Scoring.</p> <p>Healthy Lifestyles Importance of speed and co-ordination. Communication skills Teamwork skills</p>
Procedural knowledge	<p>NETBALL Practices will be individually, paired, small groups,</p>	<p>GYMNASTICS Apply prior knowledge of duo balances to create group balances.</p>	<p>BADMINTON Motor Competence Demonstrate and use the correct grip.</p>	<p>DANCE Motor Competence Accurately replicate actions, phrases and sequences. To</p>	<p>Athletics Athletics Motor Competence Sprinting</p>



<p>conditioned games and 7v7 games.</p> <p>recall of netball fundamentals from yr 7/8 – passing, footwork, evasion, defending and shooting through q&a and demonstrations.</p> <p>demonstrate correct knowledge of side pass and when to apply in game situation</p> <p>Demonstrate receiving different passes of various heights, strengths from moving to different positions on court.</p> <p>Select/demonstrate appropriate catch/pass from different situations on court e.g. back line, centre pass, side line pass.</p> <p>Apply correct type, variation, strength and depth of pass during game situation.</p> <p>Explain timing of movement off the ball and importance to attacking team. explain/demonstrate movement of ball down court.</p>	<p>Plan/demonstrate group balances Replicate others performance/resource cards. demonstrate partner assisted flight Demonstrate run up and hurdle step for trampette. Demonstrate flight moves off trampette including, jumps, turns and rolls.</p> <p>Rules, tactics and strategies Plan sequences including group balances/flight Plan entry/exit of balances Explain how to maintain balance for 3 seconds explain importance of body tension, aesthetics.</p> <p>Healthy Lifestyle. Identify and explain safety in group balance – grips, holds, position of body weight on partner(s). explain/demonstrate correct spotting technique and why it is important. identify importance of team work and communication.</p> <p>FOOTBALL</p>	<p>Recognise the flight of the shuttle. Be able to contact the shuttle with the face of the racket from a ready position. Perform and replicate underarm, overhead clear and drop shot with control and coordination. Replicate a serving technique. Demonstrate striking the shuttle consistently with enough height and weight.</p> <p>Rules, tactics and strategies Application of modified game rules Explain/demonstrate ways to beat opponent Explain why positioning on court is key. Identify and select appropriate shot to win a rally scoring system. Demonstrate when best to use underarm clear, overhead clear or drop shot. Demonstrate outwitting an opponent using a combination of shots. Officiate a competitive doubles game using the correct court markings Identify strengths and weaknesses when playing & adapt strategies where necessary</p> <p>Healthy Lifestyle</p>	<p>demonstrate a wide variety of actions using fluency, linking body actions and movement phases throughout the dance. Demonstrate ability to perform sequences – pair/group. .</p> <p>Rules, tactics and strategies refine and adapt techniques using dance key terms Select and combine skills, techniques and ideas in duet/group piece. analyse and comment on sections of own and others' dance.</p> <p>Healthy Lifestyles Communicate ideas, concepts and emotions through set choreography Understand impact of dance on performance. Plan, organise and lead practices safely. Develop the ability to make decisions to improve performance.</p> <p>HANDBALL skills will be shown individually, in pairs, small groups, conditioned and full sided games.</p> <p>Motor Competence Demonstrate passing with power and accuracy over different distances.</p>	<p>Replicate technique for 100m/200m. Demonstrate/understand Adjustments to arm/leg drive to improve performance. Develop sprint start to create power/speed. Middle distance-600m/800m, demonstrate sustained running, sprint finish and placement during the race. Relay – explain change over box, demonstrate efficient takeover, demonstrate order of runners to improve performance Throwing events: Javelin, shot putt and discus.</p> <p>Rules, tactics and strategies Explain phases of race and why they are used. explain impact of setting targets. understand importance of running with similar individuals Accurately measure distance of through, time running events. Evaluate own and others' performance. Explain how feed back/observation can improve performance</p>
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	<p>Demonstrate defending; double marking, blocking. Understand when/why to use these in game. Apply in game.</p> <p>Demonstrate evasion skills to outwit defender –reverse pivot, holding space. Know when to apply in game and why.</p> <p>Demonstrate and understand benefits of step forward, backwards to side and split landings when shooting.</p> <p>Rules/Tactics and strategies Through small practices, half court games and 7v7.</p> <p>Demonstrate creating space, holding space, passing systems during game situations and explain advantages to team. Plan different sequences of movement of the ball down the court. Evaluate success of these. Plan different centre pass systems, back line passess and side line passes and apply to game. Demonstrate zoning</p>	<p>skills will be performed in pairs, small groups, conditioned and competitive games.</p> <p>Motor Competence Demonstrate control – different body parts. Demonstrate dribbling – different types with control, speed, fluency under pressure. Perform a variety of shooting techniques e.g. low drive, chip and volley Perform a variety of defensive techniques such as jockeying, goal side, closing down and slide tackling.</p> <p>Rules, tactics and strategies Benefits of passing and where/when passes should be used. Demonstrate/Explain how to outwit an opponent using passes, turns, dribbling, dummies and fakes at speed. How to advance an opposition stop an attack effectively. Explain importance of width and playing into space in order to attack Evaluate own and others' performance.</p>	<p>Explain components of fitness relevant to badminton e.g. reaction time, speed, power, agility, cardiovascular endurance. Demonstrate safety on court. Understand impact of badminton on healthy lifestyle.</p> <p>FITNESS</p> <p>Motor competence.</p> <p>Demonstrate anaerobic and aerobic activities. Demonstrate/replicate methods of training fartlek, interval, continuous and circuit. Carry out range of Skill related fitness tests for speed, agility, balance, co-ordination, power and reaction time and compare to normative data. plan own circuit/Sports specific circuit/boxercise sessions</p> <p>Rules, tactics and strategies</p>	<p>Demonstrate 1 and 2 handed catching. Demonstrate defending skills – 1v1, units around the D Demonstrate shooting technique e.g. Jump shot. move the ball over different distances in different scenarios Demonstrate shooting from different angles – increase amount of pressure.</p> <p>Rules, tactics and strategies</p> <p>Demonstrate/explain defending strategies e.g. defending the D, overloading defending team, defending as a team – 5-1. Demonstrate defence to attack Attack v defence practice Demonstrate outwitting an opponent using passing, travelling and dribbling skills. Demonstrate/explain attacking principles – overloads, speed of play, passing forwards, isolating and set plays. Explain rules: such as 3 meters, 3 steps, free throw</p> <p>Healthy Lifestyles</p>	<p>explain how angle of release helps flight and increase distance for throwing events.</p> <p>Healthy Lifestyle Impact of athletics on healthy lifestyle – muscles, bones, circulatory and respiratory system. Know the components of fitness important to throwing/running and how they improve performance.</p> <p>Striking and Fielding Students will demonstrate through paired, small group , conditioned and full games. Motor Competence Fielding: Demonstrate accurate throwing and catching and select appropriate throw to return ball. demonstrate one handed catching. Positioning to outwit opponents. Adjusting placement of fielders to outwit batting team. Demonstrate effective – bowler, backstop and 1st base triangle/bowler and wicket keeper.</p>
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	<p>banding and know when to apply/use in game. Demonstrate recap of rules: 3 seconds, footwork, contact and obstruction through umpiring games. understand when/why when to give a toss up. Explain rules for: foot on the line and offside</p> <p>Healthy Participation Netball Components of fitness speed, muscular endurance and co-ordination. communication, problem solving and decision making. Impact of netball on health and fitness</p> <p>RUGBY Skills will be in pairs, small groups, conditioned games and small sided competitive games.</p> <p>Motor Competence Replicate and perform fundamental handling skills.</p>	<p>Identify how to adjust shot selection based on opponents positioning Plan/select different types of defensive techniques in different situation e.g. jockeying, goal side, closing down & slide tackling. Select set plays and develop creativity to outwit opponent. – e.g. corner kicks in attack and defence. Select and explain when different passes should be used. Select techniques to prevent being outwitted e.g. goal side, man to man tactics.</p> <p>Healthy Lifestyles Explain the impact/benefits on circulatory and respiratory system. Explain how football benefits social develop, teamwork, decision making and creativity. Explain how football can help lead healthy lifestyles.</p> <p>BASKETBALL skills will be demonstrated individually, in pairs, small groups, conditioned and competitive games.</p>	<p>Explain impact on muscle groups linked to order of stations in circuit training. Explain/plan circuit to develop specific areas of fitness/skill development. Evaluate strength and weakness of own and others' performance. Explain how to increase intensity/progressive overload of specific methods of training. Demonstrate correct technique for fitness test and methods of training.</p> <p>Healthy Participation</p> <p>Relevant warm up/cool down for fitness activities. Safe preparation and recovery for chosen fitness activity. impact of HRE and SRE on health and performance. Benefits of fitness on respiratory, circulatory and Musculo-skeletal systems. Identify local provision – gyms/fitness clubs.</p>	<p>Explain impact of handball on circulatory and respiratory systems. Warm up/cool down specific to handball. Explain safety in relation to handball e.g. court surface, goal posts. Identify relevant components of fitness e.g. power, agility, speed, stamina. Understand how handball leads to a healthy lifestyle</p>	<p>Demonstrate correct WK/Backstop positioning and stance. Bowling- demonstrate and replicate bowling technique with run up/skip. Donkey drop (rounders) Explain how power/speed can affect bowling delivery. Demonstrate how to apply spin and explain how alters delivery. Pupils will add power and disguise into bowling action to outwit.</p> <p>Batting- Pupils use power when batting and can direct the placement of the ball in relation to fielders. demonstrate being able to hit different types of bowls. Replicate cut/defensive shots (cricket), backhand shot (rounders) batting for power/placement. <u>Rules, strategies and teamwork</u> Batting – demonstrate/explain how to outwit fielders through placement of ball in to space or choice of shot. Batting order.</p>
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	<p>Replicate the scissors & miss pass, and how to receive it, Perform skills under pressure. Perform tackling technique correctly. Perform the correct kicking technique from the ground and out of hand with control and accuracy.</p> <p>Rules, Strategies and tactics. Confidently describe the rules of rugby league. Create and develop varying strategic ways of getting passed defenders. Explain rules of rugby league i.e. 5 tackles + play the ball. Select and combine the use of passing and kicking to outwit opponents. Select when to kick and the advantages gained from it Explain when to change tactics based on opposition.</p> <p>Healthy Lifestyles Explain the safety aspects and rules of rugby tackles Identify components of fitness linked to rugby and their importance e.g. CV endurance, speed, agility, balance, power and strength.</p>	<p>Motor Competence</p> <p>Perform/replicate passing, receiving, dribbling, techniques Perform and accurately replicate a range of lay-up variations under limited pressure.</p> <p>Rules, tactics and strategies Demonstrate/explain tactical movements to invade opponents half. Stop opponents with the use of zone and man to man defending skills Explain attacking principles specific to basketball Perform and replicate a 3 man weave using teamwork and movement patterns Apply basketball rules and accurately officiate games.</p> <p>Healthy Lifestyles To improve decision making skills about choice of shot techniques in different situations. Explain how basketball can impact circulatory and respiratory systems. Explain importance of power, agility, speed to defence and attack.</p>			<p>Fielding: Demonstrate and select fielders position to pressure batsman. bowling Demonstrate/Explain bowling technique select bowl to outwit opponent. Understand effect of power and speed for bowler and batter. Explain link between bowler, backstop and 1st base/bowler and wicket keeper. Demonstrate ability to umpire matches and use signals.. Demonstrate ability to score correctly. no ball, 4,6 -cricket. No ball 1/2 , full rounder. Explain importance of batting box.</p> <p>Healthy Lifestyles Explain importance of speed , timing, reaction and co-ordination in S&F. – speed between wickets/bases, fielding ball. Communication skills – between fielders/batters. Teamwork skills creative thinking</p>
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power

Which exam board have you chosen and why?

What is the rationale for the sequence of your KS4 curriculum?

In year 10, we start with Component 1 of the theory paper, Fitness and Body Systems. The first topic studied is Physical training and students will further enhance their knowledge of physical training and will study components of fitness, principles of training and methods of training, building on the knowledge developed in Key Stage 3. They will be introduced to common injuries in sport and how they can be treated, as well as developing an understanding of ways to minimise the risk of injury. Students will also develop their knowledge of goal and target setting. Alongside this, students will complete their PEP. This is an independent piece of coursework that requires them to plan, carry out and evaluate a personal exercise programme linked to one of the sports they will use for their final assessment and uses the information taught in the physical training topic. This also ensures coursework is completed in year 10 allowing focus for year 11 to be on practical assessment and completion of component 2 theory element. After Physical training, students will progress to the topic applied anatomy and physiology. They will deepen and develop the knowledge and function of the musculoskeletal system, including types of bones and muscles,



classifications of joints and the different types of movement possible at each joint, how muscles contract to produce movement and the different types of muscle fibres. They will also develop their knowledge of the structure and function of the cardiorespiratory system, including labelling components of the systems and understanding their functions, the structure of blood vessels and the composition of blood. They will also learn about the structure of the alveoli and will learn to apply their knowledge of how the systems work together to allow participation in physical activity and sport. Students will go on to learn about how the body provides energy for sports performance and will further develop their knowledge of the long-term and short-term effects of exercise on the body systems. They will also be introduced to lever systems and planes and axes of movement.. Towards the end of year 10, students will begin to study Component 2. They will look at physical, social and emotional health, fitness and well-being, including the impact of fitness on well-being and the impact of lifestyle choices on health, fitness and well-being. Students will develop their understanding of energy use, nutrition and hydration and will apply this knowledge to optimum weights for sport

Throughout year 10, students will have plenty of opportunities to develop and practice their exam technique and demonstrate their understanding and apply knowledge by answering exam-style questions, with teacher support provided when needed. Students will take part in a range of practical sports, developing their skills, techniques and tactics in preparation for practical assessment (Component 3) in year 11. Practical marks will be awarded against set criteria and mark bands ranging from Mark band 1 to Mark band 5. Students have 5 lessons per fortnight. They will have 2 practical lessons (one per week) and 3 theory lessons (two one week and one the other). Where possible theoretical knowledge will be re-inforced/developed through practical lessons and thus maximising students chances of retaining information.

Year 11: Students will study Component 2. They will look at physical, social and emotional health, fitness and well-being, including the impact of fitness on well-being and the impact of lifestyle choices on health, fitness and well-being. Students will develop their understanding of energy use, nutrition and hydration and will apply this knowledge to optimum weights for sport. Students will gain a greater understanding of sports psychology and classification of skills as well as being introduced to feedback and mental preparation for performance develops and deepens Students will also learn about socio-cultural influences in sport and will develop their knowledge and understanding of engagement patterns of different social groups in physical activity and sport. They will learn about the commercialisation of physical activity and sport and develop a deeper understanding of ethical and socio-cultural issues in physical activity and sport. Practical assessment also takes place in year 11, usually around the end of March/beginning of April.

The remainder of the time left in year 11 will be used to re-visit topics to consolidate learning and ensure that students are confident in applying their knowledge in different scenarios, as well as focusing on exam and revision techniques in preparation for the final exams.

How is your curriculum assessed? (50% EoY 10; 75% Nov Mocks; 100% March Mocks – all content should be complete by the end of SPR1 Yr 11).

By the end of year 10 students will have completed Component 1 – 36% of the qualification. Component 4 PEP – 10 % Practical element 10% (30% overall) = 56% of the course in total.

By Nov mocks students will have additionally completed topic 1 of Paper 2 and another practical sport – 15% of qualification – 71% of course completed.

By March Mocks – 100% of course will be completed. Practical assessment will take place during March/April depending on moderator availability.

The course comprises of 4 components:

Component 1 - 36% of the course – theory element: Fitness and Body Systems

Written exam 1hr 30mins 80 marks

Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical training • Topic 4: Use of data

Component 2 24% of the course – theory element: Health and Performance



Written exam 1hr 15 mins 60 marks.

Topic 1: Health, fitness and wellbeing • Topic 2: Sport psychology • Topic 3: Socio-cultural influences • Topic 4: Use of data

Component 3 – 30% of the course – Practical element. Students will be awarded a mark out of 10 for isolated skills and a mark out of 25 for competitive situations = 35 marks overall. Students will be assessed in their 3 best sports which comprise of 2 team sports and 1 individual sport or 2 individual sports and 1 team sport.

105 marks (35 marks per activity).

Content overview • Skills during individual and team activities • General performance skills

Component 4 – 10% of the course – Personal Exercise Plan (PEPO)

20 Marks

Content overview • Aim and planning analysis • Carrying out and monitoring the PEP • Evaluation of the PEP

By the end of KS4 what should all students know and be able to do? And how do you ensure this is retained in the long-term memory of students?

All students should know and be able to apply knowledge to all 4 components of the course. They should be able to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use knowledge and understanding to improve performance. They should be able to understand how the physiological and psychological state affects performance in physical activity and sport, perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas, develop their ability to analyse and evaluate to improve performance in physical activity and sport, understand the contribution that physical activity and sport make to health, fitness and wellbeing and understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Information is revisited and referenced throughout the theory lessons and re-enforced during practical lessons. A range of strategies and differing methods of presenting information are evidenced in lessons to challenge students but also to allow retention of prior knowledge and practical skills. This includes active engagement, topic tests and exam question scenarios. Knowledge from KS3 provides the foundation of knowledge to develop from. It is vital that the students have a genuine interest and love for sport/activities, are willing to learn, to be resilient if not successful at the first attempt and use support given. These are elements that are embedded in our KS3 curriculum.

How does your KS4 curriculum prepare students to be successful at KS5?

The Edexcel GCSE PE course has been planned alongside the A level specification which ensures our curriculum ensures progression for those students who may wish to study "A" level PE. Assessment has a similar approach so students will be prepared for examination questions. It also provides them with content to access Level 3 vocational courses linked to sport. This ensures sensible progression of content from GCSE to A Level and similar approaches to assessment, so that students will have a coherent and diverse experience of physical education if they take both a Pearson Edexcel GCSE and A Level in Physical Education.

Through the curriculum, we expose students to careers in sports. We also, through both KS3 and KS4, highlight the transferable skills that PE provides that are needed of for careers and further study such as communication, working with others, resilience, punctuality etc.

Take one key concept or discrete piece of substantive knowledge and explain how it progresses across the two years of your curriculum.

One piece of substantive knowledge is to be able to produce their own personal exercise plan which is assessed using criteria set by Edexcel. In KS3 fitness lessons they have been provided with the basic information and at KS4 they need to develop their depth of understanding. During yr 10 students are provided with information relevant to the PEP and this information is revisited to both in theory and practical lessons to ensure learning of components of fitness, training methods and principle trainings in order to apply to their independent writing of their PEP in year 11. At the start of year 11, students are giving examples of Personal Exercise Plans, model answers and how to present work. Students are



provided with scaffolding which is withdrawn at various times depending on students ability and to promote more independence They are also provided with a checklist to ensure all information has been included. Students are given feedback by staff, both verbally and written, and are also given allocated time after school as part of Period 6 allocation. In order to ensure the PEP is completed by yr 11 mocks, deadlines are given for sections of the PEP for students to work to.

What cultural capital do students acquire from learning your curriculum?

Cultural capital is explored through the curriculum by highlighting famous sports persons/teams and their journey/career. We use these as examples of ‘the best that has ever been thought and said’. Through lessons we celebrate the success sports teams, performances, and leaders in lessons. Student are given the opportunity to develop leadership skills and in Yr 10 plan and deliver our Olympkids festival to year 5 feeder schools.

We provide a range of activities for students to participate during extra-curricular lessons both after school and at lunch time. Students are able to participate in a range of festivals, tournaments and matches against other schools within the borough as well as interform competitions within school. Through the Cultural Capital weekly PowerPoint we are able share, and celebrate, success and achievements of our students.

Year 10 (Subject) LTP: GCSE PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Fitness and Body Systems Topic 3 Physical Training	Fitness and Body Systems Topic 3 Physical Training and Topic 1 Applied anatomy and physiology	Fitness and Body Systems Topic 1: Applied anatomy and physiology	Fitness and Body Systems Topic 1: Applied anatomy and physiology	Fitness and Body System Topic 3: Physical Training.	Fitness and Body System Topic 2: Movement Analysis
Substantive Knowledge Taught	PARQs Warm up and cool down pulse raiser, stretching and mobilising. Components of fitness Health related and skill related.	Methods of training: continuous, fartlek, interval, circuit and cross. Goal setting Smart Targets	Muscular System: functions, major muscles in the body. Contractions – isotonic, isometric and kinaesthetic.	Students will understand: Blood and blood vessels Components of blood: plasma,	Effects of training on cardio-respiratory system. Performance enhancing drugs. Sports Injuries and prevention.	Mechanics/levels Planes and axes Sagittal, frontal and transverse Joints: Types: Fixed, slightly moveable and synovial.



	Fitness testing – testing components of fitness Principles of training - SPORT	Skeletal system - names of bones functions of skeletal system.	Cardiovascular System: Structure of heart	platelets, white and red blood cells. Respiratory System: components structure of lungs Gaseous exchange		Types of synovial joints: ball and socket, hinge, condyloid, Structure of synovial joint. Movements at a joint: extension, flexion, rotation, circumduction, adduction and abduction.
Disciplinary Knowledge (inc. Key Concepts)	Describe PARQ and apply to their fitness level and PEP. Design a range of warm up and cool downs for specific sports and applied to PEP. Demonstrate carrying out a range of fitness tests and explain links to components of fitness. Record number of repetitions/times. Explain the Principles of training: specificity, progressive overload, reversibility, tedium and apply to PEP. Measure and plot resting, working and recovery heart rate.	Demonstrate/define different methods of training Select appropriate method of training for different sports/activities. Define SMART targets and demonstrate applying them to their PEP. Locate and label all major bones in the body. Define functions of the skeletal system. Explain how structure of the skeletal system and function of bone type is relevant to performance in activities/sports. Define tendons/ligaments.	Identify and label major muscles in the body. Describe the functions of the muscular system. Identify muscles producing sporting actions. Identify antagonistic pairs and explain movement occurring in sporting examples. Label the heart Explain relevance of CV system to sporting/physical activity performances.	Identify arteries, veins and capillaries. Label the pathway of blood. Explain function and importance of blood vessels during physical activity and sport. Describe the components of blood and importance to physical activity. Describe vascular shunting Label the components of the respiratory system. Explain gaseous exchange Define aerobic and anaerobic respiration	Describe benefits of long-term training on the Musculo-skeletal system and impact on performance in different types of activities. Explain the benefits of long term training on the cardio-respiratory system Describe impact of long term training on performance. Identify a range of injuries from given scenarios. Describe treatments for injuries. Describe how to prevent injuries.	Identify levers in sporting image. Identify and explain the plane/axis in sporting action. Label synovial joint. Label/describe movement occurring at a joint in a sporting action: extension, flexion, circumduction, rotation, adduction and abduction.



		Explain importance of tendons and ligaments to sporting activities.				
Tier 3 Vocabulary	PARQ, warm up, cool down, cardiovascular fitness, strength, muscular endurance, flexibility, body composition, agility, balance, co-ordination, power, reaction time and speed, protocol, Harvard Step Test, grip dynamometer, vertical jump, sit and reach. Individual needs, specificity, progressive overload, FITT, overtraining, reversibility, thresholds of training, target zones.	Continuous, Fartlek, circuit, interval, plyometrics, weight/resistance, SMART targets, ligaments, tendons, Cranium, clavicle, scapula, vertebral column, ribs, sternum, humerus, radius, ulna, carpals, metacarpals, pelvis, femur, patella, tibia, fibula, tarsals, metatarsals and phalanges	Antagonistic, voluntary and involuntary, deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior, fast twitch, slow twitch, arteries, veins, capillaries, vasoconstriction, vasodilation, platelets and plasma	Aerobic, anaerobic, vital capacity, tidal volume, respiration, lungs, bronchi, bronchioles, alveoli, diaphragm, gaseous exchange	Muculo-skeletal, bone density, hypertrophy, adaptations, recovery, Resting heart rate, stroke volume, cardiac output, blood pressure, alveoli, intercostal muscles. Concussion, fractures, dislocation, sprain, soft tissue injury, RICE, prevention, anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones, EPO, growth hormones and blood dopint.	Levers, flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion dorsi-flexion, pivot, hinge, ball and socket, condyloid, Sagittal plane, frontal plane, transverse plane

Year 11 (Subject) LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Paper 2: Health and Performance Topic 1: Health, fitness and well-being	Paper 2: Health and Performance Topic 2: Sport Psychology	Paper 2: Health and Performance Topic 3: Socio-Cultural Influences	Paper 2 Health and Performance Topic 3: Socio-Cultural Influences Revision	Revision	



Substantive Knowledge Taught	Physical, emotional and social health Lifestyle choices Sedentary lifestyle Components of a balanced diet Role of nutrients. carb-loading/ hydration. Optimum weight due to physical characteristics.	Students will understand Classification of skills. Forms of practice Types of guidance Mental performance Types of feedback. How to use data.	Students will understand: Different factors impacting participation: mental, emotional, physical and social Commercialisation and the media. Barriers in sport	Different sporting behaviours Deviance in sport – recap knowledge of performance enhancing drugs Recap of Paper 1 from year 10. Body systems Movement Analysis Physical Training	Recap of Paper 1 from year 10. Body systems Movement Analysis Physical Training Recap of Paper 2 from year 10. Health, fitness and well-being Sport psychology Socio-cultural influences	
Disciplinary Knowledge (inc. Key Concepts)	Identify physical, emotional and social health. Explain impact of lifestyle choices and sedentary lifestyle. Identify nutrients: carbohydrates, proteins, fats, vitamins and minerals. Explain importance of nutrients for performance. Define balanced diet. Define carb-loading and hydration and explain importance for performance.	Identify classification of skills Explain classification of skills for a range of sporting examples Define visual, verbal, manual and mechanical guidance. Provide sporting examples of types of guidance. Explain advantages and disadvantages of each type of guidance. Explain mental rehearsal and identify sporting performance	Define factors and explain impact this have on participation rates. Interpret and analyse data linked to trends in participation rates. Explain advantages and disadvantages of commercialisation and the media. Identify barriers in sport and explain how they can be overcome.	Explain and give examples of sporting behaviours and consequences. Explain range of deviance in sport and impact/consequences on performer. Recap/revision Body systems Movement Analysis Physical Training	Recap/revision Body systems Movement Analysis Physical Training Recap/revision Health, fitness and well-being Sport psychology Socio-cultural influences	



	Impact of optimum weight and	Identify and explain types of feedback for performer/during performance. Interpret data linked to feedback on performance.				
Tier 3 Vocabulary	Physical, emotional, social, lifestyles, sedentary, carbohydrates, proteins, vitamins, minerals, fats, macronutrients, micronutrients, carb-loading, hydration, optimum weight.	Basic, complex, massed, distributed, fixed, variable, visual, verbal, manual, mechanical, intrinsic, extrinsic, concurrent, terminal	Commercialisation, media, deviance, sportsmanship, gamesmanship			

Appendix 1: KS3 National Curriculum Review

KS3 National Curriculum (In the rows below detail the requirements of the National Curriculum – adding or subtracting rows where required).	Where is this met within your Curriculum? (Evidence the Year/Term/Title/Substantive Knowledge).
Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games	Yr 7: Block 1: Netball/Rugby/football; Block 2: basketball; Block 3: football. Rugby. Block 9: Striking and Fielding. Yr 8: Block 1: Netball/Rugby, Block 2: Football; Block 6, Handball ; Block 7: Basketball/Rugby. Block 9: Striking and Fielding. Yr 8: Block 1: Netball/Rugby, Block 2: Football; Block 6: Handball; Block 7: Basketball/Rugby. Block 9: Striking and Fielding
Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]	Yr 7: Block 1 & 2 - gymnastics; Block 8 – Athletics Yr 8: Block 2 & 3 – gymnastics; Block 8 Athletics. Yr 9: Block 2 & 3 – gymnastics; Block 8 Athletics.



Perform dances using advanced dance techniques within a range of dance styles and forms	Yr 7: Block 4/5 or 6 Dance Yr 8: Block 4 & 6 Dance Yr 9: Block 6 Dance
Take part in outdoor and adventurous activities which present intellectual and Physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group	Yr 7: Block 7 OAA Yr 8: Block 7 OAA Yr 7: Gymnastics: Block 2/3 OAA - block 7. Yr 8: Gymnastics: Block 2/3' OAA – block 7
Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	Fitness: Block 5/6 Yr 7: yr 8 & 9. Athletics: Block 9 Yr7,8 & 9
Take part in competitive sports and activities outside school through community links or sports clubs.	Extra-curricular practices and matches – football, rugby, netball, athletics and rounders. Saints deliver rugby sessions in lessons: Block 6: yr 7 and Block 7: yr 8.