

Lever Park, Bolton Impact Trust Physical Education Curriculum

Rationale

At Lever Park we believe that high quality Physical Education should provide pupils with the opportunity to participate in a wide variety of physical activities, whilst developing their understanding, competency and confidence in the core skills that are required to produce effective performances. We want our pupils to enjoy participating in physical activity, to be exposed to a wide range of different activities and experiences that they may not have otherwise experienced, to build their resilience and their ability to work with others as part of a team, to lead, to be competitive whilst gracious in both defeat and triumph and to develop a healthy and active lifestyle, which is sustained in their adult life.



Knowledge

We ensure that throughout the PE curriculum pupils acquire the key knowledge required to:

- Take part in a wide range of sporting activities and be able to understand and follow the rules and expectations
- 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
- Analyse their performances and demonstrate improvement to achieve their personal best
- Understand how physical exercise impacts their own mental health



Character

We ensure that pupils develop a sporting attitude, where fairness, teamwork, resilience and determination are celebrated. Where competitiveness and ambition is valued alongside a respect and appreciation of opponents and officials. We help them to develop their social skills and to be able to emotionally self-regulate. We encourage a passion for sport and exercise which continues beyond their time at school and into their adult life.



Creativity

We ensure that pupils have the opportunity to be creative and to perform and express themselves through a variety of different physical activities. Pupils experience and undertake different roles relating to sports and exercise such as, performer, coach, and analyst. Pupils are also encouraged to be creative and imaginative by designing their own exercises and activities such as warm-ups, training programs and coaching plans.



Innovative Thinking

We inspire pupils to think innovatively, to problem-solve, to overcome physical and intellectual challenges and to learn to make well-informed decisions as an individual and as part of a team. Pupils learn about the psychology of sport and the impact this can have on their own performance, as well as helping them to apply it in competitive situations in order to apply tactics or to outwit opponents.



Transform

We will ensure that pupils have the skills, physical development and knowledge to:

- Create a pathway into the sport and leisure industry
- Develop a lifelong interest in exercise, sports and activities
- Take part in a sport or activity as a productive member of a club or community
- Understand the importance and long-term health benefits of physical activity
- Lead a happy and healthy lifestyle

Curriculum Design

In KS3 pupils are taught skills such as passing, dribbling, receiving, outwitting opponents, teamwork and communications skills amongst others. These skills are taught using a wide variety of sports as the medium for delivery. These sports include, Football, Cricket, Lacrosse, Netball, Rounders, Badminton, Tennis, Hockey, Orienteering, athletics, Handball, Rugby. Each pupil is offered 2 hours of practical PE throughout the week and is assessed on their progress every half term.

In KS4 the access to PE extends and Pupils are placed on a BTEC level 1 introductory to sport on top of their 2 hours of practical PE. The course covers topics such as the how exercise affects the body, developing a personal progression plan, coaching skills in sport and training for fitness. This course enables pupils to refine skills they have learnt in KS3 while providing them with several possible post-16 opportunities and pathways into further education or careers.

Reading is promoted in all theory PE lessons with key vocabulary highlighted and used throughout the lesson and referred to. Questions involving problem solving are set at a level appropriate to pupils' reading age. Key vocabulary is added to the pupils' books and is relevant to the subject that term. In KS3 passports to learning (Knowledge organisers) have started to be populated which shows the pupils what they are learning in the topic and methods used with key words and definitions included.

Pupils gain a variety of cultural capital opportunities in PE at Lever Park including going to sporting events, hosting sporting events, experiencing the hospitality sector at sporting events, planning and delivering sessions which in turn links to career opportunities.

The main aim of the PE curriculum at Lever Park is to provide pupils with a toolkit of skills to use both inside and outside of the educational setting. Our aim is to promote pupils living a healthy and active lifestyle and participate in extracurricular activities. Through the guidance of staff and links within the community

Lever Park are able to offer pupils a chance to find local sports clubs and teams to continue their progression. The skills Taught in KS3 will ensure pupils have the fundamental skills in order to be successful while participating in extracurricular activities thus alleviating any barriers to participation.

Lever Park has links with greater Manchester school games which in the past has seen our pupils lead and deliver sporting events to primary schools across the Northwest. This opportunity has provided pupils with real life experience in the world of sport and has helped build confidence within their own ability. This partnership is growing, and it will only continue to provide pupils with ample amounts of opportunities in the future.

Key Stage 3

The PE curriculum at key stage 3 focuses on building upon the physical development and skills learned in key stages 1 and 2 and ensuring that pupils become more competent and confident in their techniques and applying them across different sports and physical activities. We also focus on understanding what makes a performance effective and analysing pupils' own performance and that of others. We look at the benefits of physical activity on health and wellbeing along with making links to possible career options within sport and physical activities.

The key stage 3 curriculum is carefully planned and sequenced so that knowledge, physical development and skills build over time and as pupils move through the academic year and the various pathways, knowledge and understanding is deepened and regularly revisited.

Pupils in our AP settings who leave us to return to mainstream are able to re-engage with the PE curriculum there because we do not narrow their offer when they are with us.

The PE curriculum is also designed to be flexible and to respond to the needs, physical development and skills of the pupils. Pupils will join us with varying degrees of experience and skills in PE. For some pupils PE is a subject that they have excelled and found much enjoyment in; for others PE is a challenging subject that they lack confidence in and have avoided as much as possible. In key stage 3 we respond to these differing needs by going back to fundamental skills and confidence building with some pupils, and with others we focus on pushing them further to improve in the sports or activities that they excel in and to also experience new sports and activities.

The way that we sequence the PE curriculum is by organising it into 5 different disciplines which we deliver over the 6 half-terms of an academic year. These disciplines are:

- Invasion games – We give more time to this discipline because there are more variations of invasion games that we teach to pupils than the other disciplines and we have found that more time is needed to focus on these than the others, however we can be flexible and give more time to any of the other disciplines if we find that it is needed.)
- Striking and Fielding
- Net and Wall Games
- Athletics and Outdoor adventurous activities
- Gymnastics, Dance and Outdoor adventurous activities

We expect that these disciplines will follow a three year cycle so that pupils with us for longer than one academic year will encounter different sports and activities under each of these headings. For example invasion games in year 1 may be football, year 2 rugby and year 3 basketball)

We build knowledge and develop skills in each discipline by working through the three pillars of progression for PE (as set out in the Research Review Series in March 2022) every half term. We begin with fitness and motor competence, then move onto rules, strategies and tactics before the final pillar of healthy

participation where we focus on the impact of each discipline on health and work to analyse and improve upon performance. This ensures that as pupils move through each term their knowledge and skills build and their understanding deepens.

At Lever Park we organise pupils into their year groups for PE. Our curriculum overview details the declarative and procedural knowledge that we expect pupils to know for each of the pillars of progression and for each of the disciplines. Our age related expectation descriptors specifically outline in more detail what we expect pupils to know and be able to do at the end of each academic year or pathway. Progress is measured against these on a termly basis.

The Key Stage 3 PE Curriculum Intent

Key Stage 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Invasion Games	Striking and Fielding	Invasion Games	Net and Wall Games	Athletics and Outdoor Adventurous Activities	Gymnastics, Dance and Outdoor Adventurous Activities
Motor Competence	Declarative Knowledge	<ul style="list-style-type: none"> • Passing techniques • Shooting techniques 	<ul style="list-style-type: none"> • Bowling technique • Throwing technique 	<ul style="list-style-type: none"> • Passing techniques Shooting techniques	<ul style="list-style-type: none"> • Types of shots 	<ul style="list-style-type: none"> • Types of jumps • Types of throws • Different types of handholds • Methods to build a fire or shelter 	<ul style="list-style-type: none"> • Different moves •
	Procedural Knowledge	<ul style="list-style-type: none"> • Moving with the ball • Passing • Shooting • Tackling 	<ul style="list-style-type: none"> • Bowling • Catching • Throwing 	<ul style="list-style-type: none"> • Moving with the ball • Passing • Shooting 	<ul style="list-style-type: none"> • Serving • Shots • Returns 	<ul style="list-style-type: none"> • Jumping • Throwing • Pace • Orienteering techniques 	<ul style="list-style-type: none"> • Moves in a routine • Body tension and control

		<ul style="list-style-type: none"> • Intercepting 		<ul style="list-style-type: none"> • Tackling 	<ul style="list-style-type: none"> • Moving around the area 	<ul style="list-style-type: none"> • Balance • Handholds • Build a fire or shelter 	
Rules, strategies and Tactics	Declarative Knowledge	<ul style="list-style-type: none"> • Rules of the game • The scoring system 	<ul style="list-style-type: none"> • Rules of the game • The scoring system 	<ul style="list-style-type: none"> • Rules of the game • The scoring system 	<ul style="list-style-type: none"> • Scoring system • Rules of the game 	<ul style="list-style-type: none"> • Rules of the events • Pupils' own strengths and weaknesses • How to use orienteering maps • Planning a journey • Care of equipment • Emergency action 	
	Procedural Knowledge	<ul style="list-style-type: none"> • Outwitting defenders • Influencing the game • Making decisions 	<ul style="list-style-type: none"> • Tactics to outwit opponents • Influencing the game • Making decisions 	<ul style="list-style-type: none"> • Outwitting defenders • Influencing the game • Making decisions 	<ul style="list-style-type: none"> • Tactics to outwit opponents • Influencing the game • Making decisions 	<ul style="list-style-type: none"> • Teambuilding skills • Recognising hazards 	
Healthy Participation	Declarative Knowledge	<ul style="list-style-type: none"> • The impact on health • The muscles used • Pupils' own strengths and weaknesses 	<ul style="list-style-type: none"> • The impact on health • The muscles used • Pupils' own strengths and weaknesses 	<ul style="list-style-type: none"> • The impact on health • The muscles used • Pupils' own strengths and weaknesses 	<ul style="list-style-type: none"> • The impact on health • The muscles used • Pupils' own strengths and weaknesses 	<ul style="list-style-type: none"> • The importance of appropriate clothing • Safety rules • Ways to respond to 	<ul style="list-style-type: none"> • Evaluate a performance and suggest improvements

		<ul style="list-style-type: none"> Evaluate a performance and suggest improvements 	<ul style="list-style-type: none"> Evaluate a performance and suggest improvements 	<ul style="list-style-type: none"> Evaluate a performance and suggest improvements 	<ul style="list-style-type: none"> Evaluate a performance and suggest improvements 	challenging circumstances	
	Procedural Knowledge	<ul style="list-style-type: none"> Warm up and cool down Stretches 		<ul style="list-style-type: none"> Warm up and cool down Stretches 	<ul style="list-style-type: none"> Warm up and cool down Stretches 	<ul style="list-style-type: none"> How to warm up and prepare appropriately Problem solving 	

PE Key Stage 3



The Journey Starts

All pupils will build upon the physical development and skills learned in key stages 1 and 2



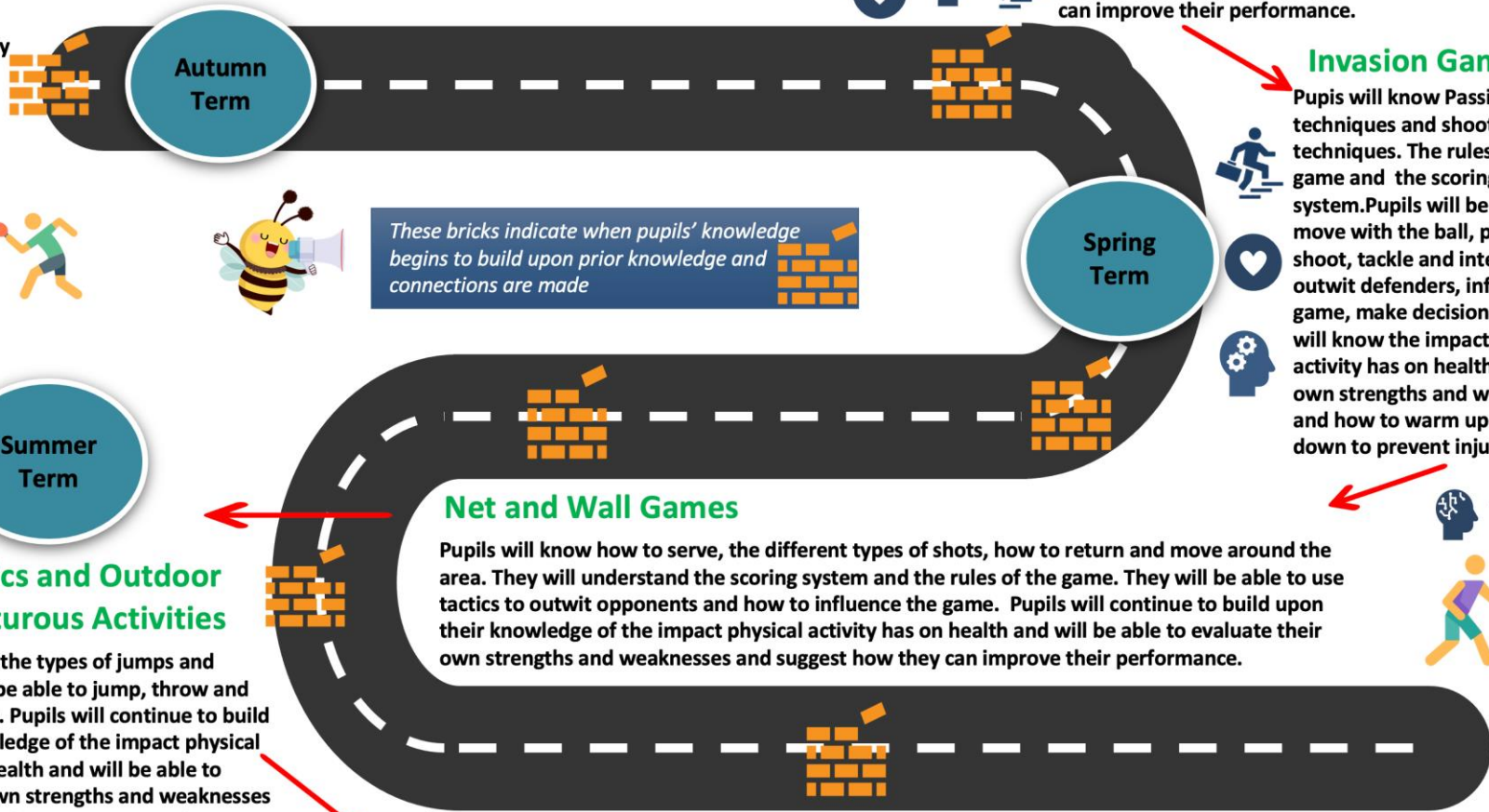
Invasion Games

Pupils will know Passing techniques and shooting techniques. The rules of the game and the scoring system. Pupils will be able to move with the ball, pass, shoot, tackle and intercept, outwit defenders, influence the game, make decisions. Pupils will know the impact physical activity has on health, their own strengths and weaknesses and how to warm up and cool down to prevent injury.



Striking and Fielding

Pupils will know bowling and throwing techniques. Pupils will be able to bowl, throw and catch. They will know the rules of the game, tactics to outwit opponents and how to influence the game. Pupils will continue to build upon their knowledge of the impact physical activity has on health, and will be able to evaluate their own strengths and weaknesses and suggest how they can improve their performance.



Autumn Term

Spring Term

Summer Term

These bricks indicate when pupils' knowledge begins to build upon prior knowledge and connections are made

Athletics and Outdoor Adventurous Activities

Pupils will know the types of jumps and throws and will be able to jump, throw and pace themselves. Pupils will continue to build upon their knowledge of the impact physical activity has on health and will be able to evaluate their own strengths and weaknesses and suggest how they can improve their performance.

Net and Wall Games

Pupils will know how to serve, the different types of shots, how to return and move around the area. They will understand the scoring system and the rules of the game. They will be able to use tactics to outwit opponents and how to influence the game. Pupils will continue to build upon their knowledge of the impact physical activity has on health and will be able to evaluate their own strengths and weaknesses and suggest how they can improve their performance.

Gymnastics, Dance and Adventurous Outdoor Activities

Pupils will know the different moves in a routine and be able to perform them. They will be able to demonstrate body tension and control. Pupils will continue to build upon their knowledge of the impact physical activity has on health and will be able to evaluate their own strengths and weaknesses and suggest how they can improve their performance.

Invasion Games

Pupils will know Passing techniques and shooting techniques. The rules of the game and the scoring system. Pupils will be able to move with the ball, pass, shoot, tackle and intercept, outwit defenders, influence the game, make decisions. Pupils will know the impact physical activity has on health, their own strengths and weaknesses and how to warm up and cool down to prevent injury.



Assessment and Progress in PE in Key Stage 3

Age Related Expectations	Invasion Games	Striking and Fielding	Net and Wall Games	Athletics and Outdoor Adventurous Activities	Gymnastics, Dance and Outdoor Adventurous Activities
Entering (Typically outreach or pupils requiring significant support)	Pupils can: <ul style="list-style-type: none"> ✓ Move around the playing area with the ball sometimes demonstrating a basic technique. ✓ Sometimes demonstrate a few passes with basic technique ✓ Demonstrate a basic technique when shooting at a target ✓ Sometimes demonstrate basic tackling/interceptions. ✓ Describe the basic rules of invasion games and sometimes apply rules. ✓ Describe strengths and weaknesses in their own performance. 	Pupils can: <ul style="list-style-type: none"> ✓ Have the correct stance and grip and make 50% of contact with the ball when hitting. ✓ Sometimes demonstrate the correct bowling action ✓ Sometimes catch the ball and field the ball correctly ✓ Sometimes throw the ball under and over arm on target ✓ Have some influence in a game and can show some level of skills and make some decisions 	Pupils can: <ul style="list-style-type: none"> ✓ Perform one serve with some accuracy ✓ Hit the ball/shuttle using basic shots with some accuracy ✓ Move around the area and attempt to return shots ✓ Demonstrate simple tactics in trying to outwit my opponent ✓ Identify some areas of the scoring system and attempt to apply these through officiating with some errors 	Pupils can: <ul style="list-style-type: none"> ✓ Perform the basic stages of the jumping technique applying some speed and to an average distance ✓ Perform the basic stages of the throwing events in sequence and throw an average distance ✓ Sometimes change pace understanding the basic tactics to some track events and completing in an average time for their age group ✓ Describe the basic rules of track and field events and sometimes apply rules. ✓ Describe strengths and weaknesses in their own performance ✓ Follow a map or route 	Pupils can: <ul style="list-style-type: none"> ✓ Perform swivel hips ✓ Show the basic progressions to a front drop and a back drop ✓ Link 5 moves into a routine with increased fluency ✓ Sometimes show body tension, control and style when performing ✓ Sometimes demonstrate a range of travelling movements and balances ✓ Demonstrate a sequence with some fluency and attempt to show directions and levels ✓ Explain basic errors in my own and others performances

Age Related Expectations	Invasion Games	Striking and Fielding	Net and Wall Games	Athletics and Outdoor Adventurous Activities	Gymnastics, Dance and Outdoor Adventurous Activities
				✓ Work in a team	
Emerging (Typically year 7 age-related level)	Pupils can: <ul style="list-style-type: none"> ✓ Move around the playing area with the ball sometimes demonstrating a good technique ✓ Sometimes outwit a defender ✓ Sometimes demonstrate a range of passes with good technique and sometimes demonstrate accuracy to gain possession ✓ Sometimes demonstrate a good technique when shooting at a target. Sometimes demonstrate tackling/interceptions. ✓ Sometimes evaluate a performant and suggest areas of improvement 	Pupils can: <ul style="list-style-type: none"> ✓ Have the correct stance and grip and make 60% of contact with the ball demonstrating power ✓ Use the correct technique when bowling ✓ Demonstrate how to catch and field a ball correctly ✓ Throw the ball under and over-arm with some ✓ Have some influence in a game and an adequate level of skills whilst making some effective decisions 	Pupils can: <ul style="list-style-type: none"> ✓ Perform one serve well with good accuracy and success ✓ Hit the ball/shuttle using a variety of shots which often vary in depth, height and power and attempt spin where appropriate ✓ Demonstrate some footwork moving around the area and return some shots ✓ Demonstrate some tactics to try and outwit their opponent with some success ✓ Explain and attempt to apply some of the aspects of the scoring system to a game and attempt to officiate with some errors 	Pupils can: <ul style="list-style-type: none"> ✓ Perform some of the key stages of the jumping technique with speed and to a good measurement ✓ Perform some of the key stages of the throwing events in sequence and throw a good distance ✓ Adjust their pace and can apply some tactics to track events completing in a good time for their age group ✓ Describe and sometimes apply rules to some track and field events. ✓ Explain strengths and weaknesses in their own performance and suggest basic improvements ✓ Follow a map 	Pupils can: <ul style="list-style-type: none"> ✓ Perform a front and back drop ✓ Show the progressions to front and back drop combinations. (E.g. seat to front, back to front, turntable) ✓ Perform eight moves in a routine including more advanced moves (E.g. swivel front or back drop) ✓ Explain some strengths and weaknesses in their own performance and suggest basic improvements ✓ Show body tension, control and style when performing ✓ Confidently demonstrate a range of travelling movements and balances

Age Related Expectations	Invasion Games	Striking and Fielding	Net and Wall Games	Athletics and Outdoor Adventurous Activities	Gymnastics, Dance and Outdoor Adventurous Activities
				<ul style="list-style-type: none"> ✓ Plan a journey ✓ Work in a team ✓ Perform simple handhold and footwork skills ✓ Develop trust through spotting 	<ul style="list-style-type: none"> ✓ Devise a well-rehearsed fluent sequence showing a range of levels directions and speeds ✓ Demonstrate two basic vaults effectively
<p>Developing (Typically year 8 age-related level)</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Move around the playing area with the ball demonstrating very good technique to outwit a defender with one body part stronger than another ✓ Demonstrate passes over different distances with very good technique to maintain possession and demonstrate very good technique when shooting at a target ✓ Use a variety of techniques to tackle and intercept 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Contact the ball 60-70% of the time and direct the shots left, right and centre. ✓ Accurately use the correct technique when bowling with good control ✓ Accurately catch the ball at different heights and speeds ✓ Field the ball successfully ✓ Have an accurate technique when throwing both over arm and under arm ✓ Show some influence and a good level of skill in a game 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Perform one serve well with good accuracy and success ✓ Hit the ball/shuttle using a variety of shots which often vary in depth, height and power and attempt spin where appropriate ✓ Demonstrate some footwork moving around the area and return some shots ✓ Demonstrate some tactics to try and outwit their opponent with some success ✓ Explain and attempt to apply some of the 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Perform the 3 stages of the jumping technique with speed and to a very good measurement ✓ Perform most of the key stages effectively of the throwing events and throw a very good distance ✓ Adjust pace and sometimes apply tactics to suit some track events completing in a very good time for my age group ✓ Describe and apply rules to most track and field events. 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Perform front and back combinations ✓ Show the progressions to a front or back somersault ✓ Perform a ten bounce routine including a front drop or back drop ✓ Show body tension, control and style when performing ✓ Devise an imaginative sequence showing fluency, levels, directions and speeds ✓ Use a wide range of apparatus showing some advanced skills with fluency and control

Age Related Expectations	Invasion Games	Striking and Fielding	Net and Wall Games	Athletics and Outdoor Adventurous Activities	Gymnastics, Dance and Outdoor Adventurous Activities
	<ul style="list-style-type: none"> ✓ Use very good technique to gain possession ✓ Evaluate a performance and use simple coaching points to improve technique 	<ul style="list-style-type: none"> ✓ Anticipate and make adjustments 	<p>aspects of the scoring system to a game and attempt to officiate with some errors</p>	<ul style="list-style-type: none"> ✓ Analyse performance and use simple coaching points to improve technique ✓ Pitch a tent ✓ Complete a land study or river walk ✓ Develop a range of handholds and footwork skills ✓ Take on different roles within a team ✓ Develop problem solving skills 	<ul style="list-style-type: none"> ✓ Demonstrate a handspring/headspring with support ✓ Analyse performance and use simple coaching points to improve technique
<p>Securing (Typically year 9 age-related level)</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Move around the playing area with the ball demonstrating excellent technique using various body parts to outwit a defender ✓ demonstrate a range of passes with excellent technique and demonstrating 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Contact the ball 70-80% of the time and accurately and direct a variety of shots ✓ Consistently and confidently vary the type of delivery when bowling ✓ Consistently demonstrate the ability to catch the ball at 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Perform a variety of serves with success to deceive their opponent and attempt to put them under pressure ✓ Hit the ball/shuttle with accuracy, selecting the appropriate shot with some deception in depth, height, 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Perform the 3 stages of the jumping technique in time, with speed and to an excellent measurement ✓ Perform the full technique of all the throwing events and throw an excellent distance 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Perform a front or backwards somersault and land safely on a mat. ✓ Perform a ten bounce routine including at least one advanced move ✓ Demonstrate good lines and good body

Age Related Expectations	Invasion Games	Striking and Fielding	Net and Wall Games	Athletics and Outdoor Adventurous Activities	Gymnastics, Dance and Outdoor Adventurous Activities
	<p>accuracy to maintain possession</p> <ul style="list-style-type: none"> ✓ Demonstrate excellent technique when shooting at a target using a variety of techniques with success ✓ Demonstrate tackling/interceptions using excellent technique and timing to gain possession ✓ Evaluate a performance, suggest areas of improvement and demonstrate practices 	<p>different heights and can field the ball confidently under pressure</p> <ul style="list-style-type: none"> ✓ Consistently throw over a variety of distances on target and can adapt their throw ✓ Exert considerable influence and high level of skill in a game and can apply tactical awareness under pressure 	<p>power and spin where appropriate</p> <ul style="list-style-type: none"> ✓ Demonstrate very good footwork moving around the area allowing them to return shots and perform shots to a very good standard ✓ Select and apply a variety of tactics to outwit their opponents successfully and at optimum times ✓ Explain and apply the scoring system to a game as well as officiating with few mistakes 	<ul style="list-style-type: none"> ✓ Adjust pace and apply tactics effectively to suit most track events completing in an excellent time for my age group ✓ Describe and apply all rules to track and field events. ✓ Evaluate a performance, suggest areas of improvement and demonstrate practices ✓ Build a fire or shelter ✓ Develop consistent and precise control of climbing skills and technique ✓ Respond effectively to changing circumstances ✓ Apply problem-solving strategies in complex circumstances ✓ Lead a team 	<p>tension in advanced moves</p> <ul style="list-style-type: none"> ✓ Demonstrate some style, fluency and poise when performing ✓ Perform a gymnastic routine with some advanced skills ✓ Create a sequence which is aesthetically pleasing and shows originality ✓ Perform a headspring/handspring with little support ✓ Evaluate a performance and suggest some changes to improve others performance

The Key Stage 4 PE Curriculum Intent

In key stage 4 pupils continue to participate in PE lessons, and are also able to choose BTEC Sport as an option.

For pupils not choosing BTEC Sport, the PE curriculum at key stage 4 focuses on building and developing the skills in the 5 different disciplines from Key stage 3. Pupils are encouraged to develop their enjoyment of physical activity and are also reminded of the importance of physical activity on their mental and physical health. They are supported to take part in clubs and activities outside school to develop lifelong participation.

The curriculum overview for Key Stage 4 pupils is planned to offer pupils a choice of sport or physical activity, but is also subject to change to reflect the interest and preferences of the particular cohort. Wherever possible we personalise the offer to ensure that pupils are engaging and enjoying taking part in sport or physical activities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 4	Invasion Games	Striking and Fielding	Individual Sports/Physical Activities	Net and Wall Games	Athletics and Outdoor Adventurous Activities	Gymnastics, Dance and Outdoor Adventurous Activities
	Suggested Activities: Football Basketball Hockey Netball Tag Rugby	Suggested Activities: Rounders Cricket	Suggested Activities: Boxing Golf	Suggested Activities: Badminton Table tennis	Suggested Activities: Orienteering	Suggested Activities: Rock Climbing

For pupils who decide to study BTEC Sport this qualification allows pupils to build upon the knowledge and skills that they have acquired in key stage 3 and to develop further as they focus on embedding the physical development and skills learned in previous key stages to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.

They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand the long-term health benefits of physical activity.

Pupils will be taught to:

- 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
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.

The key stage 4 curriculum is organised into 6 terms, each of the half terms focuses on a unit of the BTEC course and builds in terms of the level of BTEC qualification that they are able to achieve. Pupils are able to work their way through the course completing two units to gain an Introductory Award in Sport, five units to gain an Introductory Certificate in Sport and 10 units to gain a BTEC Level 1 Introductory Diploma in Sport.

Units A1 and A2 are delivered through the Careers lessons at Lever Park for all BTEC subjects. These units are not subject specific, but are more focused on preparing pupils for the world of work

	Year 10 Careers Lessons		Autumn	Spring	Summer
Entering and Emerging (Typically year 10 age-related level)	Unit A1 – Being Organised Declarative Knowledge: <ul style="list-style-type: none"> ✓ Time management techniques ✓ Organisational techniques ✓ Different types of planners ✓ Reviewing own time management ✓ Knowing the Strengths and weaknesses of techniques used Procedural Knowledge:	Unit A2 Developing a Personal Progression Plan Declarative Knowledge: <ul style="list-style-type: none"> ✓ Benefits and purpose of developing a progression plan ✓ Finding out about progression opportunities ✓ Identifying skills and behaviours needed to meet goals ✓ Knows the difference between short 	Unit SP5 – How exercise affects the body Declarative Knowledge: <ul style="list-style-type: none"> ✓ Simple and complex tests and procedures ✓ scientific and mathematical words and terms ✓ Muscular system ✓ Respiratory system ✓ Cardiovascular system ✓ Skeletal system ✓ Knows procedures and guidelines for 	Unit SP6 – Training for Fitness Declarative Knowledge: <ul style="list-style-type: none"> ✓ Different types of training methods ✓ Types of fitness ✓ Factors to consider when planning training sessions (FITT) ✓ Knows the aims of the training sessions they are planning ✓ Knows what different types of training methods do and what fitness they improve ✓ Knows what the different types of training are ✓ Knows the appropriate training method to use when trying to develop a 	Unit SP7 – Playing Sport Declarative Knowledge: <ul style="list-style-type: none"> ✓ Skills and techniques required in selected sports ✓ Components of a skill ✓ Rules and regulations in different sports ✓ Knows the definition of skill and technique and can give examples ✓ Knows the skills needed for selected sports ✓ Knows how to break these skills down into important components ✓ Knows when and when not to use specific skills in certain situations ✓ Knows how to improve strengths and weaknesses

	<ul style="list-style-type: none"> ✓ Produce a daily or weekly to do list ✓ Creating checklists ✓ Allowing extra time ✓ Use of organisational stationary e.g. folders, dividers and highlighters ✓ Using wall planners, calendars and electronic or online planners 	<p>and long term goals</p> <ul style="list-style-type: none"> ✓ Knows how to set out steps to achieve goals ✓ Knows how to reflect on what is achievable/realistic ✓ Knows how to look for progression opportunities ✓ Knows the entry requirements that are needed for future courses/qualifications ✓ Knows skills needed to achieve a goal e.g. communication, problem solving etc. ✓ Knows qualifications needed to achieve a progression goal <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ✓ Setting a progression goal 	<p>different types of tests</p> <ul style="list-style-type: none"> ✓ Knows what these tests measure ✓ Knows how to measure pulse rate ✓ Knows how to conduct at least one complex test: Harvard step, multi-stage, cooper test or cycle ergometer test ✓ Knows how to conduct a simple test: sit up, press up, sit and reach or hand grip test ✓ Knows the structures and functions of the cardiovascular, respiratory, muscular and skeletal systems ✓ Knows the short term and long term effects of exercise on each system. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ✓ Can record and interpret data from these tests 	<p>particular fitness e.g. aerobic fitness – continuous training, circuit training, Flexibility – static, ballistic, stretching with a partner</p> <ul style="list-style-type: none"> ✓ Knows how to improve performance in specific sports with training ✓ Understands the FITT principle 	<p>Knows the rules and regulations of selected sports</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ✓ Use of skills in isolated, conditioned and competitive situations ✓ Observing and reviewing own performance ✓ Can use SWOT analysis to self-review strengths and weaknesses
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		<ul style="list-style-type: none"> ✓ Reviewing own skills and behaviours against goals ✓ Using SMART targets ✓ Setting targets to work towards ✓ Carrying out a self-audit of skills and behaviours ✓ Can gather feedback from others about own strengths and weaknesses 			
	Completed Across the year	Autumn	Spring	Summer	
Developing and Securing (Typically year 11 age-related level)	Unit A3 – Working with Others Declarative Knowledge: <ul style="list-style-type: none"> ✓ Ways to communicate effectively through listening and talking ✓ Building effective teams ✓ Ways to assess own performance How to plan to improve own performance	Unit A4 - Researching a Topic Declarative Knowledge: <ul style="list-style-type: none"> ✓ Ways to plan successfully ✓ Identifying sources of information ✓ How to research ✓ Presentation methods Procedural Knowledge:	Unit SP8 – Coaching Skills in Sport Declarative Knowledge: <ul style="list-style-type: none"> ✓ Roles and responsibilities of a sports coach ✓ How to break down and coach skills in sport ✓ Planning for and coaching a skill ✓ Rules, regulations and scoring systems 	Unit SP9 – Assisting in a Sports Activity Declarative Knowledge: <ul style="list-style-type: none"> ✓ Qualities of a sports activity leader ✓ Types of activities and equipment ✓ Components of a sports activity session ✓ Sports activities that can be included in sessions ✓ Needs of participants and aims of activities ✓ Factors to consider when planning and preparing activities 	Unit SP10 – Contributing to Running a Sports Event Declarative Knowledge: <ul style="list-style-type: none"> ✓ Different types of suitable sports events ✓ Components of a sports event ✓ Planning and organising considerations ✓ Factors to consider when planning a suitable sports event ✓ Health and safety considerations Procedural Knowledge:

		<ul style="list-style-type: none"> ✓ Selecting a suitable topic ✓ Collecting information on topic ✓ Keeping a research log ✓ Presenting findings of research 	<ul style="list-style-type: none"> ✓ How to motivate and provide feedback to get positive results ✓ Importance of good communication while coaching 	<ul style="list-style-type: none"> ✓ Health and safety processes <p style="color: blue; margin: 0;">Procedural Knowledge:</p> <ul style="list-style-type: none"> ✓ Assisting in delivering an activity ✓ Communicating with and motivating participants 	<ul style="list-style-type: none"> ✓ Contributing to planning and running a sports event ✓ Demonstrating teamwork and leadership skills when working with others ✓ Working under pressure
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PE Key Stage 4 BTEC Course at Lever Park



The Journey Starts



Unit A1 – Being Organised

Pupils will know and understand effective time management techniques and organizational tools.

Unit A2 – Developing a Personal Progression Plan

Pupils will know how to plan for success and know what opportunities are available to them. They will use SMART targets and be aware of their own strengths and weaknesses

Unit SP5 – How Exercise Affects the Body

Pupils will know the cardiovascular, skeletal and muscular systems in the body and how they can be tested. They will know effects of exercise on each system.



Unit A4 - Researching a Topic

Pupils will know how to identify sources of information and to plan successfully. They will know the different presentation methods and be able to present their findings effectively



Unit SP8 – Coaching Skills in Sport

Pupils will know the roles and responsibilities of a sports coach, how to break down skills, to motivate and to provide feedback to get positive results and to communicate effectively



Unit SP9 – Assisting in a Sports Activity

Pupils will know what the qualities of a sports leader are, the types of activities and equipment required and the needs of the participants.



Unit A3 - Working with Others

Pupils will know how to build effective teams and to communicate effectively. They will know how to assess and evaluate performance, and how to improve it.

Unit SP6 – Training for Fitness

Pupils will know and understand the different types of training methods and will be able to put a training schedule together which targets specific types of fitness.



Unit SP7 – Playing Sport

Pupils will know the skills and techniques of their selected sports, along with the rules and scoring system. They will know how to improve upon their strengths and weaknesses



Unit SP10 – Contributing to Running a Sports Event

Pupils will know the factors to consider when planning and organizing a sporting event, the components of a sporting event and what should be considered. They should be able show teamwork skills and knowledge of health and safety considerations



Assessment and Progress in PE in Key Stage 4

Grade	A1 – Being Organised	A2 – Developing a personal progression plan	A3 – Working With Others	A4 – Researching a Topic
Pass	<ul style="list-style-type: none"> • Demonstrate that they have used a small number of simple organisational techniques, eg. To do lists and phone alerts and perhaps some folder management • Will list the techniques they used and will provide some outline examples of how they may use them again 	<ul style="list-style-type: none"> • Set a broad progression goal that shows limited evidence of finding out information from sources • List the skills and behaviours needed to meet the goal • Produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal 	<ul style="list-style-type: none"> • Show some ability to work with others, taking some responsibility for their own role in an activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary • Complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity 	<ul style="list-style-type: none"> • Carry out basic research, using research sources that have been given by tutors • Produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources • Present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.
Merit	<ul style="list-style-type: none"> • Demonstrate that they have used a range of mostly suitable techniques for tasks they have to complete. This could include evidence of to do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time 	<ul style="list-style-type: none"> • Set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it • Carry out a review of own skills and behaviours, using some feedback from others and give some 	<ul style="list-style-type: none"> • Generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others 	<ul style="list-style-type: none"> • Carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves • Outline the research sources used. They will select appropriate

	<ul style="list-style-type: none"> Will provide a review that outlines the techniques used. They will give some relevant examples demonstrating some reflection on how the use of these techniques improved their own organisation 	<p>detail on how own skills and behaviours match those needed for the progression goal</p> <ul style="list-style-type: none"> Produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it 	<ul style="list-style-type: none"> Complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity 	<p>information for their topic. They will demonstrate some understanding of which sources are more reliable than others</p> <ul style="list-style-type: none"> Present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.
Distinction	<ul style="list-style-type: none"> Demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework Will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again 	<ul style="list-style-type: none"> Set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it Carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal Produce a focused progression plan that gives details on the required skills, behaviours and qualifications and 	<ul style="list-style-type: none"> Work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views Complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a 	<ul style="list-style-type: none"> Carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information Give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others Present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

		produce a detailed plan on the next steps needed to meet the progression goal	detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.	
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Grade	SP5 – How exercise affects the body	SP6 – Training for fitness	SP7 – Playing Sport	SP8 – Coaching Skills in Sport	SP9 – Assisting in a Sports Activity	SP10- Contributing to Running a Sports Event
Pass	<ul style="list-style-type: none"> • Follow guidelines or produces and carry out tests. There may be indecision while they are being carried out ambiguity in instructions. • Communicate results from a minimum of three tests though these may contain inaccuracies or omissions • Collect results and identify some observations, for example, in pretending resting pulse rates for 3 individuals, they make reference to highest and lowest scores but without explaining what the results mean 	<ul style="list-style-type: none"> • Plan a training session that includes generally accepted methods to bring about specific improvements in fitness. They identify the specific need(s) of the participant but may not fully meet them as the selected training method(s) may be ineffective or incorrect • Include reference to the FITT principle in the plan, although they will show some inconsistency in understanding and/or application • Deliver the training session with some indecision or ambiguity in 	<ul style="list-style-type: none"> • Use skills and techniques relevant to the sport, though these may not necessarily be the most appropriate or may not be executed correctly • Identify obvious strengths and areas for own improvement but with no additional discussion or explanation of how these affect the performance of the skill/technique • Give basic observations of what they performed well, though this detail may not be applied to identifying all areas for improvement. Identified areas for improvement 	<ul style="list-style-type: none"> • Produce a skill coaching plan that demonstrates limited knowledge of the skill(s) being coached. They outline some coaching skills to be used in the delivery, though these may not always be relevant or sufficient • Deliver the skill coaching session but with hesitation, error and limited communication. They offer some coaching points, and these may be basic. They demonstrate a generally positive attitude when giving feedback to the participant(s) • Break the skill(s) down with limited success 	<ul style="list-style-type: none"> • Assist in the sports activity, showing some effort and may need encouragement or direction from the tutor. The quality of their attitude, actions and feedback may be variable, though is largely positive • Meet some of the aims and objectives of the overall session in their activity. They show limited consideration of the key factors such as equipment and resources needed and available, and the participants involved • List own strengths and areas for improvement. 	<ul style="list-style-type: none"> • Produce a sports event plan that includes some information about the aims and objectives, the type of event and how it will be run. They include some details about the factors to be considered, e.g. the nature of the event, timings, number of participants etc. however there may be omissions or errors • Produce a log identifying individual contribution to planning and running the event • Have some influence on the success of the overall event through their participation and

	<p>for the individuals</p> <p>Communicate results clearly using a presentation method that can be suggested by the tutor</p>	<p>instruction and tutors may need to be available to prompt. Their communication to the participant is clear, although limited in content, with the participant not always understanding what they are doing or why. Learners communicate some relevant training session information, e.g. repetitions, sets, weights etc. Coaching and health and safety points are given (there may be some omissions) and feedback may be motivational but not developmental.</p>	<p>may not be explained.</p>	<p>and the participant(s) may not be fully sure about what they are being asked to do. They give some instruction and demonstration, though this may be less than was planned or insufficient. Questions from the participant(s) may go unanswered.</p>		<p>individual contribution</p> <ul style="list-style-type: none"> • Show appropriate teamwork skills and meet some agreed outcomes • Respond to problems or unplanned events with basic solutions or may require prompting from the tutor
<p>Merit</p>	<ul style="list-style-type: none"> • Follow guidelines or procedures correctly and with minor error while carrying out tests. Prompting maybe requires 	<ul style="list-style-type: none"> • Plan a relevant training session that includes generally accepted methods to bring about specific improvements in 	<ul style="list-style-type: none"> • Correctly use skills and techniques in sport that are the most appropriate and are executed correctly, bar 	<ul style="list-style-type: none"> • Produce a skill coaching plan that demonstrates some knowledge of the skill(s) being coached. They outline some 	<ul style="list-style-type: none"> • Assist in the sports activity with some hesitation or indecision but make some modifications where necessary. Their 	<ul style="list-style-type: none"> • Produce a sports event plan that identifies aims and objectives and information about the type of event and how it will be

	<ul style="list-style-type: none"> • Communicate results from a minimum of 3 tests clearly and results are largely accurate • Communicate results using relevant methods that allow interpretation, although the chosen method may not necessarily be the most appropriate. • Show results in a simple way for the audience to understand. They identify some key observations, for example, in presenting resting pulse rates for 3 individuals, learners refer to highest and lowest scores in relations to normative values or draw comparisons 	<p>fitness. They identify specific need(s) of the participant and select appropriate training methods to meet them, for example, circuit training to improve agility and speed</p> <ul style="list-style-type: none"> • Choose suitable training methods although others may be more effective or obvious. They consider the FITT principle, although their application may not always be evident • Deliver the training session with some signs of hesitation and learners may not always be confident in their communication. They include some specific training session information, for example, repetitions, sets, weights etc. Any coaching or 	<p>some minor faults</p> <ul style="list-style-type: none"> • Outline strengths and areas for own improvement and identify how they affect performance of the skill/technique • Give obvious suggestions as to how performance can be improved and may offer examples of drills or activities to assist in this. 	<p>relevant coaching skills to be used in the delivery</p> <ul style="list-style-type: none"> • Deliver the skill coaching session appropriately but with hesitation and some inconsistencies in quality of communication. They offer largely correct coaching points, though these may be basic. They demonstrate a helpful and positive attitude when giving feedback to the participant(s), though this may not be developmental • Break the skill(s) down with some success, though the participant(s) may not be fully sure about what they are being asked to do. They give appropriate 	<p>attitudes and actions support the success of the overall session and feedback to others is largely positive</p> <ul style="list-style-type: none"> • Meet most of the aims and objectives of the overall session in their activity. They show some consideration of key factors such as equipment and resources needed and available, and the participants involved • Give a summary of own strengths and areas for improvement in their activity leadership and include relevant suggestions to improve performance. 	<p>run. They include some details about the factors to be considered, e.g. the nature of the event, timings, number of participants etc.</p> <ul style="list-style-type: none"> • Produce a log identifying individual contribution to planning and running the event, including simple comments about effort and tasks completed, which are partially linked to positive outcomes in the event • Influence the success of the overall event through their participation and individual contribution. Their behaviours and actions are generally positive • Show collaborative teamwork skills
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		health and safety points are largely accurate and feedback may be developmental and/or motivational.		instruction and demonstration, though this may not always be appropriate for the participant(s). They also respond to questions, although with approximate answers		that support the group, e.g. they meet agreed outcomes and tasks such as helping participants, demonstrating skills, listening to instructions etc. <ul style="list-style-type: none"> • Respond to problems or unplanned events with appropriate solutions, though there may be hesitancy or indecision. Suggested adaptations may not be fully effective or smoothly integrated
Distinction	<ul style="list-style-type: none"> • Follow guidelines or procedures confidently while carrying out tests. There is little or no hesitation and they give unambiguous instructions 	<ul style="list-style-type: none"> • Plan a training session that includes scientifically accepted methods to bring about specific improvements in fitness. They identify specific 	<ul style="list-style-type: none"> • Effectively use skills and techniques in sport, e.g. they choose to dig a volleyball that is below head height rather than volley it. The skill and technique bring 	<ul style="list-style-type: none"> • Produce a skill coaching plan that demonstrates knowledge of the skill(s) being coached, e.g. noting that the fingertips, not the palm must be used when 	<ul style="list-style-type: none"> • Assist in the sports activity, showing minimal hesitation and modifying actions where necessary. Their attitudes and actions contribute to the success of the 	<ul style="list-style-type: none"> • Produce a sports event plan that describes aims and objectives, roles and responsibilities of team members, and includes information

	<ul style="list-style-type: none"> Communicate results from a minimum of three tests and results are accurate. Results are linked to changes in the body systems, eg if the pulse rate increases, there will be some explanations to why this is and mention of the system(s) of the body involved in the change Interpret results sufficiently to allow conclusions to be drawn. They communicate these using effective presentation methods for example using a bar graph to compare pulse rates after exercise between 3 individuals. Learners then draw conclusions 	<p>need(s) of the participant and make some links between the aims of the session, the chosen training method(s) and meeting these needs, e.g. acceleration sprints to improve speed, continuous training to improve aerobic endurance, etc.</p> <ul style="list-style-type: none"> Choose the most effective training method(s) for the session and apply the FITT principle Deliver the training session with little or no hesitation and communication is clear and unambiguous. They include specific training session information, e.g. repetitions, sets, weights etc. Any coaching or health and safety points are 	<p>about a pre-determined outcome with maximum certainty and are also executed correctly, e.g. the high serve in badminton lands in a selected hoop at the far back of the court during the majority of attempts</p> <ul style="list-style-type: none"> Describe strengths and areas for own improvement, providing details about how they affect the performance of the skill/technique. They link aspects of performance to outcome, e.g. relating weight being mostly on the back foot during the execution of the forehand low serve in badminton to contributing to power being 	<p>volleying in a game of volleyball. Learners describe the key coaching skills to be used in the delivery, e.g. using positive phrases and only giving two coaching points for the skill(s)</p> <ul style="list-style-type: none"> Deliver the skill coaching session effectively, with little or no hesitation, and communicate confidently by offering correct and prompt coaching points. They demonstrate a responsible and positive attitude throughout when giving feedback to the participant(s) that encourages and directs improvement in performance Break the skill(s) down and give helpful instruction and 	<p>overall session and they provide positive feedback to others</p> <ul style="list-style-type: none"> Meet the aims and objectives of the overall session in their activity. They show consideration of key factors such as equipment and resources needed and available, and the participants involved, e.g. age, ability and number taking part Draw conclusions about strengths and areas for improvement in their activity leadership and plan ways to improve performance. 	<p>about the type of event and how it will be run. They include details about the factors to be considered, e.g. the nature of the event, timings, number of participants etc.</p> <ul style="list-style-type: none"> Produce a log detailing individual contribution to planning and running the event, including comments about completed tasks and how their efforts have shaped the event outcomes Positively influence the success of the overall event through their participation and individual contribution Show responsible teamwork skills that contribute to the group's success and possibly take on
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	from these results about who is the fittest	accurate and feedback is developmental and/or motivational.	produced during the serve <ul style="list-style-type: none">• Draw clear conclusions about performance, describing what changes need to be made and why• Give appropriate suggestions to improve specific areas of performance and offer examples of drills or practices to assist in this.	largely accurate demonstration that is appropriate for the participant(s). They also respond confidently to questions		additional responsibilities. Their behaviour is effective and may bring about desired outcomes, e.g. influencing group members to be more proactive or motivating participants <ul style="list-style-type: none">• Respond to problems or unplanned events such as an odd number of participants, limited equipment or time etc. with effective solutions
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