



CHORLTON HIGH SCHOOL: CURRICULUM

CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

SUBJECT	PE
INTENT	<p>Physical education supports the curriculum's vision for our young people of enabling students to become confident, connected, actively involved, lifelong learners. Physical education helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life. Chorlton High School aims to begin, support and continue a pathway into sport and exercise through an enthusing, inspiring curriculum, extra-curricular programme and school-community club links.</p> <p>At CHS whether your passion is in invasion games, net & wall games, strike & field games, track & field athletics, gymnastics based, or swimming, you can learn transferable physical cognitive and social skills. You will be able to apply these skills into a plethora of conditioned and competitive situations. This development can help lead to improved physical, mental and social health whilst exposing you to a future hobby or career.</p> <p>We encourage our students to approach all physical activity with a positive attitude and an open mind. You will be guided to independently develop their skillset and explore different ways to pally these skills. You will develop skills such as teamwork, cooperation, communication, creativity and leadership. Additionally, you will learn to cope with physical and mental challenge thorough physical education.</p> <p><i>"Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic creative intellectual activity."</i></p> <p><i>J F Kennedy</i></p>

Year Group	YEAR 10 CORE PE					
Rationale/ Narrative	<p>Students will develop and refine skills in conditioned competitive game situations in a range of physical activities. They will also develop and reflect on their selection of techniques in varying competitive game situations.</p> <p>Students will develop their ability to apply basic and advanced strategies and tactics, in an attempt to outwit opponents.</p> <p>It is aimed to instill a passion for a chosen sport(s) with the hope that it promotes lifelong participation in physical activities.</p> <p>Additionally student will follow a leadership unit where they will develop various leaderships skills and gain experience in leading whole sessions/tournaments.</p>					
KNOWLEDGE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>AUTUMN 1</p> <p>Personal Fitness Plan</p> <p>Complete and amend a fitness plan:</p> <ul style="list-style-type: none"> • Warm-up/ cool down • Setting personal fitness targets • Fitness testing and analysis • Continuous training • Circuit training • Fartlek Training • Training diary • Fitness plan evaluation <p>AUTUMN 2</p>		<p>Leadership (Boys & Girls)</p> <ul style="list-style-type: none"> • Leaderships skills/ roles • Time management • Leading a warm-up • Leading a session • Demonstrations • Organising a tournament/ competition <p>Football – (Boys)</p> <ul style="list-style-type: none"> • Be able to recognise the importance of responding to changing situations within the game in attack & defence. • Combine and perform more advanced football skills • Consistently applying accuracy and quality of technique. 		<p>Rounders– (Girls)</p> <ul style="list-style-type: none"> • Explore rounders using tactics to outwit opponents • select key advanced skills in batting and bowling to execute past a precise fielding. • Will learn to use basic principles of play when selecting and applying tactics for success • Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding. <p>Cricket/ Softball–(Boys)</p> <ul style="list-style-type: none"> • Explore cricket or rounders using tactics to outwit opponents 	



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	<p><u>Trampoline (Girls)</u></p> <ul style="list-style-type: none"> To be able to perform one landing (seat/ front/back) To be able to perform an advanced landing (seat to front/ front to seat/ back to front) To be able to perform at least one advanced landing with twist (e.g. cradle, cat twist, half or full turntable) To work up to performing a somersault with or without support <p><u>Table Tennis- (Boys: In-line with social distancing guidelines)</u></p> <ul style="list-style-type: none"> Correct stance when playing (FH) and Backhand (BH) shots. Short and long FH and BH serve FH and BH Topspin and chop serve FH and BH drive FH and BH chop FH Smash Side-spin Loop (block) <p><u>Football (Boys & Girls)– (social distancing permitted)</u></p> <ul style="list-style-type: none"> Be able to recognise the importance of responding to changing situations within the game in attack & defence. Combine and perform more advanced football skills Consistently applying accuracy and quality of technique. Constantly faced with strategic and tactical decisions Focus on movement off the ball into space. Choice of skill execution. 	<ul style="list-style-type: none"> Constantly faced with strategic and tactical decisions Focus on movement off the ball into space. Choice of skill execution. <p><u>Badminton (Boys and Girls)</u></p> <ul style="list-style-type: none"> Identify different areas of the court and be able to move between these areas using a variety of shots. Develop the ability to outwit opponents using strategies and tactics. Recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to score/coach pupils or small groups will develop communication and decision making skills. <p><u>Netball – (Girls)</u></p> <ul style="list-style-type: none"> Focus upon the ability to outwit opponents and teams using strategies and tactics. Select and apply more advanced skills in different situations 1v1 and to influence a game. Opportunities to referee/coach will develop communication and decision making skills Use information gained from analysis of performance to influence and improve play. <p><u>Basketball (Boys)–</u></p> <ul style="list-style-type: none"> Selection and application of advance skills in passing around the back, at speed using outlet passing and fast break. Combined with cross over dribbling, pivoting and give and go within their selection and application of skills. Strategic and tactical decisions based on movement of the ball into space. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Use information gained from analysis of performance to influence and improve them. <p>Peer coaching, ‘what makes good’ questioning/demos and targeted questioning).</p>	<ul style="list-style-type: none"> select key advanced skills in batting and bowling to execute past a precise fielding. Will learn to use basic principles of play when selecting and applying tactics for success Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding.
<p>SKILLS</p>	<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance.</p> <p>The skills will include passing, shooting, tackling, blocking, control, catching, pivoting, dribbling, running with the ball, turning with the ball, crossing, volleying.</p> <p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques</p>	<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance.</p> <p>The skills will include passing, shooting, tackling, blocking, control, catching, pivoting, dribbling and performing the lay-up</p> <p>Basketball</p> <p>Badminton- Overhead clear, overhead drop shot, drop shot, smash, net kill, forearm clear, backhand clear.</p>	<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance.</p> <p>The skills will include long barrier, batting (front and back foot), retrieving, pick up, throwing, catching (above and below shoulder), base/wicket running.</p> <p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques</p>



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	<p>Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a small-sided game/ full game.</p> <p>Leader- Will be able to lead a warm-up activity, small groups.</p>	<p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques</p> <p>Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a small-sided game/ full game.</p> <p>Leader- Will be able to lead a warm-up activity, small groups.</p>	<p>Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a small-sided game/ full game.</p> <p>Leader- Will be able to lead a warm-up activity, small groups.</p>			
ASSESSMENTS	Assessment ongoing on level of effort and engagement.	Assessment ongoing on level of effort and engagement.	Assessment ongoing on level of effort and engagement.	Assessment ongoing on level of effort and engagement.	Assessment ongoing on level of effort and engagement.	Assessment ongoing on level of effort and engagement.
HOME LEARNING	No formal home learning for Core PE. Use of written report therapy links to support skill development.		No formal home learning for Core PE. Use of written report therapy links to support skill development.		No formal home learning for Core PE. Use of written report therapy links to support skill development.	
READING, WRITING, TALK	Verbal communication-Speaking and Listening through officiating, leading or participating as a team.	Verbal communication-Speaking and Listening through officiating, leading or participating as a team.	Verbal communication-Speaking and Listening through officiating, leading or participating as a team.	Verbal communication-Speaking and Listening through officiating, leading or participating as a team.	Verbal communication-Speaking and Listening through officiating, leading or participating as a team.	Verbal communication-Speaking and Listening through officiating, leading or participating as a team.
TIER 3 VOCAB	<p>S.M.A.R.T Targets (Specific, Measurable, Achievable, Realistic, Time-bound).</p> <p>S.P.O.R.T.I.N. Training principles (Specificity, Progressive Overload, Tedium, Individual Needs).</p> <p>F.I.T.T Principles Training (Frequency, Intensity, Time, Type)</p> <p>Adaptation</p> <p>12 min Cooper Run</p> <p>Multi-stage fitness test</p> <p>Sit and Reach test</p> <p>Standing Long-jump test</p> <p>Ruler-drop test</p> <p>Illinois Agility Run</p>	<p>Outwit</p> <p>Strategy</p> <p>Tactics</p> <p>Disguise</p> <p>Scrum</p> <p>Side-spin</p> <p>Forced errors</p> <p>Drop of the shoulder</p> <p>Side-stepping</p> <p>Build up shots</p> <p>Transition</p>	<p>Leadership</p> <p>Presence</p> <p>Cooperation</p> <p>Communication</p> <p>Role model</p> <p>Outwit</p> <p>Strategy</p> <p>Tactics</p> <p>Disguise</p> <p>Half-court violation</p> <p>Foot foul</p> <p>Carry (Basketball infringement)</p> <p>Baseline</p> <p>Three-point line</p>	<p>Leadership</p> <p>Presence</p> <p>Cooperation</p> <p>Communication</p> <p>Role model</p> <p>Outwit</p> <p>Strategy</p> <p>Tactics</p> <p>Disguise</p> <p>Bowlers end /keepers end (Cricket)</p> <p>Off-side/ Leg side (Cricket)</p> <p>Crease (Cricket)/ batting square (Rounders)</p> <p>LBW / Stumped (Cricket)</p> <p>Alternate arm to leg</p> <p>Vertical</p> <p>Bowler/ base number</p>		
PSPSMC, BRITISH VALUES	<p>When undertaking practical performance in different roles, and when analyzing performance.</p> <p>Communication, collaboration and cooperation when participating in team sports or leadership team.</p> <p>Respect towards players, leaders and officials and ensuring a safe environment.</p> <p>Following rules, self-discipline and sense of fair play.</p> <p>Empathy of others, self and peer assessment and reflection during progress weeks and lessons.</p> <p>Physical- Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power,</p>		<p>When undertaking practical performance in different roles, and when analyzing performance.</p> <p>Communication, collaboration and cooperation when participating in team sports or leadership team.</p> <p>Respect towards players, leaders and officials and ensuring a safe environment.</p> <p>Following rules, self-discipline and sense of fair play.</p> <p>Empathy of others, self and peer assessment and reflection during progress weeks and lessons.</p> <p>Physical- Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power,</p>		<p>When undertaking practical performance in different roles, and when analyzing performance.</p> <p>Communication, collaboration and cooperation when participating in team sports or leadership team.</p> <p>Respect towards players, leaders and officials and ensuring a safe environment.</p> <p>Following rules, self-discipline and sense of fair play.</p> <p>Empathy of others, self and peer assessment and reflection during progress weeks and lessons.</p> <p>Physical- Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power,</p>	



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	balance) physical fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition).	balance) physical fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition).	balance) physical fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition).
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Year Group	YEAR 11 GCSE				
Rationale/ Narrative	Students will consolidate and embed knowledge of understanding of the Components 1 and 2 content on Anatomy and Physiology and Movement Analysis, in preparation for the second and final external exam. Students will also prepare and perform their three Component 3 practical performances for assessment.				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
KNOWLEDGE	<u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u>	<u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u>	<u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u>	<u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u>	<u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u>
SKILLS	<p><u>Component 2: Health and Performance</u> Students will develop their <u>evaluation</u> skills through evaluating the advantages and disadvantages the media and guidance to optimize performance. They will develop how to critically analyse skills through <u>critical analysis</u> of theirs' and others performance The students will develop the ability to select and communicate sound knowledge and understanding of health, fitness, lifestyle, nutrition, optimum weight, skills, feedback, preparation and goal setting. <u>Identify, describe and explain</u> the psychological factors and socio-cultural factors that can affect performance <u>Unit 2.1 Practical Performance</u> The student will develop advanced skills, techniques and strategies for the activity in practice and competitive situations</p>	<p><u>Component 2: Health and Performance</u> Students will develop their <u>evaluation</u> skills through evaluating the advantages and disadvantages the guidance to optimize performance. They will develop how to critically analyse skills through <u>critical analysis</u> of theirs' and others performance The students will develop the ability to select and communicate sound knowledge and understanding of lifestyle, optimum weight, feedback, preparation and goal setting. The students recall, select and communicate sound knowledge and understanding of factors which affect performance and the benefits of regular exercise on performance <u>Understand</u> the terms of health, exercise and fitness and the link to performance. <u>Understanding</u> how to use the FITT and Goal setting strategies. <u>Describe</u> with examples what SMART targets.</p>	<p><u>Understand</u> the links between exercise, diet and rest. <u>Explain</u> a balanced diet. <u>Understand</u> how these factors affect a healthy lifestyle. <u>Describe</u> different body types and link them to specific sports. <u>Outline</u> why optimum weight is important and its effects. <u>Explain</u> specific terms associated with each topic above and <u>their effects</u> with examples. Be able to <u>identify</u> risks and act upon them.</p>	<p><u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u> <u>Knowledge of the rules</u> Key terms to support examples <u>Observational</u> To watch identify and improve <u>Analytical</u> Discuss the perfect model in comparison. <u>Interpreting data</u> Presenting key facts and how to use them to improve. Students will develop how to <u>evaluate</u> and critically analyse skills through <u>critical analysis</u> of theirs' and others performance. Develop <u>observation skills</u>. <u>Create</u> a Personal Exercise Programme and practice sessions to develop skills, fitness and tactics. Develop their written and communication skills.</p>	<p><u>PLC Driven Revision Lessons</u> <u>Topics identified from Component 1 and 2 exam performance analysis.</u> <u>Understand</u> the impact of these systems on the body and the effects of sport. <u>Explain</u> the immediate and long term effects of the cardiovascular and respiratory system and how other factor contributes to the improvement or increased risk. Identify, apply and link the appropriate effects on the Cardiovascular and Respiratory system to immediate and regular exercise and how this impacts on performance.</p>



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	They will also demonstrate a clear understanding of the rules when taking part.	Analyse different training zones to evaluate graphs.			
ASSESSMENTS	<p>Marking Point 1 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 2 Written Home Learning on the topic informed by exam analysis, where underachievement is most evident.</p> <p>Marking Point 3 Assessment of Personal Exercise Programme SMART Targets</p>	<p>Marking Point 4 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 5 Written Home Learning on the topic informed by exam analysis, where underachievement is most evident.</p> <p>Marking Point 6 Autumn College Entry Exam Paper Component 1 Practical Assessment in Activity 1 (Trampoline or Table Tennis)</p>	<p>Marking Point 7 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 8 Written Home Learning on the topic informed by exam analysis, where underachievement is most evident.</p> <p>Marking Point 9 Practical Assessment in Activity 2 (Football, Netball or Trampoline)</p>	<p>Marking Point 10 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 11 Component 3 Practical External Practical Performance Moderation Exam on Activity 1, 2 and 3</p> <p>Marking Point 12 Autumn College Entry Exam Paper Component 2 Practical Assessment of Activity 3 (Trampoline or Athletics)</p>	<p>Marking Point 13 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 14 Written Home Learning on the topic informed by exam analysis, where underachievement is most evident.</p> <p>Marking Point 15 Autumn College Entry Exam Paper Component 2</p>
HOME LEARNING	<p>Written Home Learning on the Component 2 topic informed by exam performance analysis. Area of focus is identified from underachievement in a specific topic.</p> <p>Task 1 Research the topic using the revision guide and/ or BBC Bitesize</p> <p>Task 2 Create a purposeful and detailed revision resource.</p> <p>Task 3 Answer the QWC Extended Answer Question (AO1/AO2/ AO3).</p>	<p>Written Home Learning on the Component 2 topic informed by exam performance analysis. Area of focus is identified from underachievement in a specific topic.</p> <p>Task 1 Research the topic using the revision guide and/ or BBC Bitesize</p> <p>Task 2 Create a purposeful and detailed revision resource.</p> <p>Task 3 Answer the QWC Extended Answer Question (AO1/AO2/ AO3).</p>	<p>Written Home Learning in Revision Work Booklets. The topic is on the Component 1 topic informed by exam performance analysis. Area of focus is identified from underachievement in a specific topic.</p> <p>Task 1 Research the topic using the revision guide and/ or BBC Bitesize</p> <p>Task 2 Create a purposeful and detailed revision resource.</p> <p>Task 3 Answer the QWC Extended Answer Question (AO1/AO2/ AO3).</p>	<p>Written Home Learning in Revision Work Booklets. The topic is on the Component 1 topic informed by exam performance analysis. Area of focus is identified from underachievement in a specific topic.</p> <p>Task 1 Research the topic using the revision guide and/ or BBC Bitesize</p> <p>Task 2 Research the topic using the revision guide and/ or BBC Bitesize</p> <p>Task 3 Answer the QWC Extended Answer Question (AO1/AO2/ AO3).</p>	<p>Written Home Learning in Revision Work Booklets. The topic is on the Component 1 topic informed by exam performance analysis. Area of focus is identified from underachievement in a specific topic.</p> <p>Task 1 Research the topic using the revision guide and/ or BBC Bitesize</p> <p>Task 2 Create a purposeful and detailed revision resource</p> <p>Task 3 Answer the QWC Extended Answer Question (AO1/AO2/ AO3)</p>
READING, WRITING, TALK	<p>Writing Students develop their punctuation when answering</p>	<p>Writing Develop their knowledge and use of connectives “trigger</p>	<p>Writing They will develop their knowledge of key terminology</p>	<p>Reading They will develop their ability to unpick questions and highlight key words.</p>	<p>Communication They will develop their ability to unpick questions and highlight key words.</p>



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	<p>extended answer QWC questions.</p> <p>Teaching of: Keywords QWC command words (discuss, explain and describe) Connective (trigger words) Sentence structure</p> <p>Literacy Assessment Focus Two-weekly Focus Wk 2- Spelling Wk4- Trigger words/ connectives Wk 6- Keywords</p>	<p>words” to extend their discussion points. They develop how to proof read theirs and others written work.</p> <p>Teaching of: Keywords QWC command words (discuss, explain and describe) Connective (trigger words) Sentence structure</p> <p>Literacy Assessment Focus Two-weekly Focus Wk 2- Spelling Wk4- Trigger words/ connectives Wk 6- Keywords</p>	<p>and proof reading their written work. Develop their knowledge and use of connectives “trigger words” to extend their discussion points.</p> <p>Teaching of: Keywords QWC command words (discuss, explain and describe) Connective (trigger words) Sentence structure</p> <p>Literacy Assessment Focus Two-weekly Focus Wk 2- Spelling Wk4- Trigger words/ connectives Wk 6- Keywords</p>	<p>To read other exemplars and highlight effective and weak communication.</p> <p>Teaching of: Keywords QWC command words (discuss, explain and describe) Connective (trigger words) Sentence structure</p> <p>Literacy Assessment Focus Two-weekly Focus Wk 2- Spelling Wk4- Trigger words/ connectives Wk 6- Keywords</p>	<p>To read other exemplars and highlight effective and weak communication. Students develop speaking and listening through leadership roles, officiating and coaching roles adopted and working collaboratively in a team.</p> <p>Teaching of: Keywords QWC command words (discuss, explain and describe) Connective (trigger words) Sentence structure</p> <p>Literacy Assessment Focus Two-weekly Focus Wk 2- Spelling Wk4- Trigger words/ connectives Wk 6- Keywords</p>
TIER 3 VOCAB	<p>Vasoconstriction Vasodilation Cardio-respiratory system Blood redistribution/ blood shunting Anaerobic respiration Aerobic respiration Training threshold/ target zone Musculo-skeletal system Antagonistic Classification</p>	<p>Lactate accumulation Adaptations Osteoporosis Coronary Heart Disease Diastolic blood pressure Systolic blood pressure Recovery rate Working heart rate Cardiac output Stroke Volume</p>	<p>Lever systems Movement patterns Planes Axes Interpret Analyse Evaluate Normative data Frontal axis/ plane Sagittal axis/plane Horizontal/ transverse plane Vertical axis</p>	<p>Terminal feedback Concurrent feedback Extrinsic Intrinsic Distributed practice Massed practice Variable practice Manual guidance Mechanical guidance Positive deviance Negative deviance Sportsmanship Gamesmanship</p>	<p>Specificity Progressive overload Tedium Reversibility Commercialization Socio-economic Optimum weight Girth Bone density Hydration Energy balance Micronutrients Macronutrients Sedentary</p>
SMSC, BRITISH VALUES	<p>When undertaking practical performance in different roles, and when analyzing performance. Communication, collaboration and cooperation when participating in team sports or leadership team. Respect towards players, leaders and officials and ensuring a safe environment. Following rules, self-discipline and sense of fair play. Empathy of others, self and peer assessment and reflection during progress weeks and lessons. <u>Physical-</u> Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power, balance) physical fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition).</p>	<p>When undertaking practical performance in different roles, and when analyzing performance. Following rules, self-discipline and sense of fair play. Empathy of others, self and peer assessment and reflection during progress weeks and lessons. <u>Physical-</u> Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power, balance) physical</p>	<p>When undertaking practical performance in different roles, and when analyzing performance. Communication, collaboration and cooperation when participating in team sports or leadership team. Respect towards players, leaders and officials and ensuring a safe environment. Following rules, self-discipline and sense of fair play. Empathy of others, self and peer assessment and reflection during progress weeks and lessons. <u>Physical-</u> Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power, balance) physical fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition)</p>	<p>When undertaking practical performance in different roles, and when analyzing performance. Communication, collaboration and cooperation when participating in team sports or leadership team. Respect towards players, leaders and officials and ensuring a safe environment. Following rules, self-discipline and sense of fair play. Empathy of others, self and peer assessment and reflection during progress weeks and lessons. <u>Physical-</u> Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power, balance) physical fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition)</p>	<p>When undertaking practical performance in different roles, and when analyzing performance. Communication, collaboration and cooperation when participating in team sports or leadership team. Respect towards players, leaders and officials and ensuring a safe environment. Following rules, self-discipline and sense of fair play. Empathy of others, self and peer assessment and reflection during progress weeks and lessons. <u>Physical-</u> Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power, balance) physical fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition)</p>



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			fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition).		
Year Group	YEAR 11 NCFE				
Rationale/ Narrative	Students will develop understanding of fitness and training in preparation for their second external examination and the component 2 Synoptic Project.				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
KNOWLEDGE	PLC Driven Revision Lessons Topics identified from Unit 1 Exam in March 2019 exam performance analysis.	PLC Driven Revision Lessons Topics identified from Unit 1 Exam in March 2019 exam performance analysis.	Completion of the External Unit 2 Coursework Task		
SKILLS	Describe (PASS criteria), describe in detail (MERIT criteria) and describe comprehensively. (DISTINCTION criteria) Explain (PASS criteria), explain in detail (MERIT criteria) and explain comprehensively. (DISTINCTION criteria) Create Planning and preparing Apply Demonstrate Design Evaluate		Describe (PASS criteria), describe in detail (MERIT criteria) and describe comprehensively. (DISTINCTION criteria) Explain (PASS criteria), explain in detail (MERIT criteria) and explain comprehensively. (DISTINCTION criteria) Revision /Recall Describe Create Planning and preparing Apply Demonstrate Design Reflection and Evaluate		
ASSESSMENTS	Marking Point 1 Classwork assessment piece Task- short answer questions on the skeletal system structure/functions Marking Point 2 Written Home Learning Task- Test the knowledge and understanding of the skeletal system Marking Point 3 Classwork Assessment Piece (Written QWC Extended Answer Question) Application to health and fitness activities	Marking Point 4 Classwork assessment piece Task- short answer questions on the muscular system structure/functions Marking Point 5 Written Home Learning Task- Test the knowledge and understanding of muscular system Marking Point 6 Autumn Written Progress Test on Units 1.1 and 1.2	PLS Driven Marking Point 7 Classwork assessment piece Marking Point 8 Written Home Learning Task- Marking Point 9 Classwork Assessment Piece	PLC Driven Marking Point 10 Classwork assessment piece Marking Point 11 Written Home Learning Task- Marking Point 12 Spring Written Progress Test	PLC Driven Marking Point 13 Classwork assessment piece Marking Point 14 Written Home Learning Task- Marking Point 15 Classwork Assessment Piece
HOME LEARNING	Written Home Learning in Revision Work Booklets. The topic is on the Unit 1 topic informed by exam performance analysis.	Written Home Learning in Revision Work Booklets. The topic is on the Unit 1 topic informed by exam performance analysis.	Written Home Learning in Revision Work Booklets. The topic is on the Unit 2 topic informed by exam performance analysis.	Written Home Learning in Revision Work Booklets. The topic is on the Unit 2 topic informed by exam performance analysis.	Written Home Learning in Revision Work Booklets. The topic is on the Unit 2 topic informed by exam performance analysis. Area of focus is identified from underachievement in a specific topic.



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	<p>Area of focus is identified from underachievement in a specific topic.</p> <p>Task 1 Research the topic using the revision guide and/ or BBC Bitesize.</p> <p>Task 2 Create a purposeful and detailed revision resource</p> <p>Task 3 Answer the selected scenario task (AO1/AO2/ AO3)</p>	<p>Area of focus is identified from underachievement in a specific topic.</p> <p>Task 1 Research the topic using the revision guide and/ or BBC Bitesize.</p> <p>Task 2 Create a purposeful and detailed revision resource</p> <p>Task 3 Answer the selected scenario task (AO1/AO2/ AO3)</p>	<p>Area of focus is identified from underachievement in a specific topic.</p> <p>Task 1 Research the topic using the revision guide and/ or BBC Bitesize.</p> <p>Task 2 Create a purposeful and detailed revision resource</p> <p>Task 3 Answer the selected scenario task (AO1/AO2/ AO3)</p>	<p>Area of focus is identified from underachievement in a specific topic.</p> <p>Task 1 Research the topic using the revision guide and/ or BBC Bitesize.</p> <p>Task 2 Create a purposeful and detailed revision resource</p> <p>Task 3 Answer the selected scenario task (AO1/AO2/ AO3)</p>	<p>Task 1 Research the topic using the revision guide and/ or BBC Bitesize.</p> <p>Task 2 Create a purposeful and detailed revision resource</p> <p>Task 3 Answer the selected scenario task (AO1/AO2/ AO3)</p>
READING, WRITING, TALK	<p>Writing Students develop their punctuation when answering extended answer QWC questions.</p> <p>Teaching of: Keywords QWC command words (discuss, explain and describe) Connective (trigger words) Sentence structure</p> <p>Literacy Assessment Focus Two-weekly Focus Wk 2- Spelling Wk4- Trigger words/ connectives Wk 6- Keywords</p>	<p>Writing Develop their knowledge and use of connectives “trigger words” to extend their discussion points. They develop how to proof read theirs and others written work.</p> <p>Teaching of: Keywords QWC command words (discuss, explain and describe) Connective (trigger words) Sentence structure</p> <p>Literacy Assessment Focus Two-weekly Focus Wk 2- Spelling Wk4- Trigger words/ connectives Wk 6- Keywords</p>	<p>Writing They will develop their knowledge of key terminology and proof reading their written work. Develop their knowledge and use of connectives “trigger words” to extend their discussion points.</p> <p>Teaching of: Keywords QWC command words (discuss, explain and describe) Connective (trigger words) Sentence structure</p> <p>Literacy Assessment Focus Two-weekly Focus Wk 2- Spelling Wk4- Trigger words/ connectives Wk 6- Keywords</p>	<p>Reading They will develop their ability to unpick questions and highlight key words. To read other exemplars and highlight effective and weak communication.</p> <p>Teaching of: Keywords QWC command words (discuss, explain and describe) Connective (trigger words) Sentence structure</p> <p>Literacy Assessment Focus Two-weekly Focus Wk 2- Spelling Wk4- Trigger words/ connectives Wk 6- Keywords</p>	<p>Communication They will develop their ability to unpick questions and highlight key words. To read other exemplars and highlight effective and weak communication. Students develop speaking and listening through leadership roles, officiating and coaching roles adopted and working collaboratively in a team.</p> <p>Teaching of: Keywords QWC command words (discuss, explain and describe) Connective (trigger words) Sentence structure</p> <p>Literacy Assessment Focus Two-weekly Focus Wk 2- Spelling Wk4- Trigger words/ connectives Wk 6- Keywords</p>
TIER 3 VOCAB	<p>Femur Scapula Fibula Tarsals Vertebrae Cranium Humerus Cartilage Synovial Appendicular Axial</p>	<p>Antagonistic Agonist Antagonist Slow-twitch Fast-twitch Fibres Anaerobic Aerobic Contractions Tendons Ligaments</p>	<p>Aerobic Anaerobic Alveoli Diaphragm Trachea Bronchioles Thoracic Cavity</p>	<p>Arteries Capillaries Platelets Haemoglobin Plasma Aorta Pulmonary Valve Stroke volume Cardiac Output</p>	<p>Anaerobic Aerobic Training thresholds Maximum heart rate Glycogen Glucose By-products Lactate</p>



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		Gluteals Deltoids Abdominals Quadriceps			
SMSC, BRITISH VALUES	<ul style="list-style-type: none"> Understand factors affecting a health and fitness plan. Be able to produce a health and fitness plan. Be able to evaluate a health and fitness plan. 	<ul style="list-style-type: none"> Understand how to improve health and fitness through exercising 	<ul style="list-style-type: none"> Know and establish health and fitness goals. <ul style="list-style-type: none"> Understand how to assess fitness levels 	<ul style="list-style-type: none"> Recap SMSC/Life Skills from Units 1-4 	

Year Group	YEAR 11 CORE PE				
Rationale/ Narrative	<p>Students will develop and refine skills in conditioned competitive game situations in a range of physical activities. They will also develop and reflect on their selection of techniques in varying competitive game situations.</p> <p>Students will develop their ability to apply basic and advanced strategies and tactics, in an attempt to outwit opponents.</p> <p>It is aimed to instill a passion for a chosen sport(s) with the hope that it promotes lifelong participation in physical activities.</p> <p>Additionally student will follow a Leadership unit where they will develop various leaderships skills and gain experience in organising and leading tournaments.</p>				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
KNOWLEDGE	<p>AUTUMN 1 <u>Personal Fitness Plan</u> Warm-up/ cool down Setting personal fitness targets Fitness testing and analysis Continuous training Circuit training Fartlek Training Training diary Fitness plan evaluation</p> <p>AUTUMN 2 <u>Trampoline (Girls)</u></p> <ul style="list-style-type: none"> To be able to perform one landing (seat/ front/back) To be able to perform an advanced landing (seat to front/ front to seat/ back to front) To be able to perform at least one advanced landing with twist (e.g. cradle, cat twist, half or full turntable) To work up to performing a somersault with or without support <p><u>Table Tennis- (Boys: In-line with social distancing guidelines)</u></p> <ul style="list-style-type: none"> Correct stance when playing (FH) and Backhand (BH) shots. Short and long FH and BH serve FH and BH Topspin and chop serve FH and BH drive FH and BH chop FH Smash Side-spin 		<p><u>Leadership (Boys & Girls)</u></p> <ul style="list-style-type: none"> Leaderships skills/ roles Time management Leading a warm-up Leading a session Demonstrations Organising a tournament/ competition <p><u>Badminton (Boys and Girls)</u></p> <ul style="list-style-type: none"> Identify different areas of the court and be able to move between these areas using a variety of shots. Develop the ability to outwit opponents using strategies and tactics. recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to score/coach pupils or small groups will develop communication and decision making skills. <p><u>Netball – (Girls)</u></p> <ul style="list-style-type: none"> Focus upon the ability to outwit opponents and teams using strategies and tactics. Select and apply more advanced skills in different situations 1v1 and to influence a game. Opportunities to referee/coach will develop communication and decision making skills Use information gained from analysis of performance to influence and improve play. 		<p><u>Rounders– (Girls)</u></p> <ul style="list-style-type: none"> Explore rounders using tactics to outwit opponents. select key advanced skills in batting and bowling to execute past a precise fielding. Will learn to use basic principles of play when selecting and applying tactics for success. Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding. <p><u>Cricket/ Softball–(Boys)</u></p> <ul style="list-style-type: none"> Explore cricket or rounders using tactics to outwit opponents. select key advanced skills in batting and bowling to execute past a precise fielding. Will learn to use basic principles of play when selecting and applying tactics for success. Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding.



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	<ul style="list-style-type: none"> Loop (block) <p>Football (Boys & Girls)– (social distancing permitted)</p> <ul style="list-style-type: none"> Be able to recognise the importance of responding to changing situations within the game in attack & defence. Combine and perform more advanced football skills Consistently applying accuracy and quality of technique. Constantly faced with strategic and tactical decisions Focus on movement off the ball into space. Choice of skill execution. 	<p>Basketball –</p> <ul style="list-style-type: none"> Selection and application of advance skills in passing around the back, at speed using outlet passing and fast break. Combined with cross over dribbling, pivoting and give and go within their selection and application of skills. Strategic and tactical decisions based on movement of the ball into space. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Use information gained from analysis of performance to influence and improve them. Peer coaching, ‘what makes good’ questioning/demos and targeted questioning). 		
SKILLS	<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance.</p> <p>The skills will include passing, shooting, tackling, blocking, control, catching, pivoting, dribbling, running with the ball, turning with the ball, crossing, volleying.</p> <p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques</p> <p>Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a small-sided game/ full game.</p> <p>Leader- Will be able to lead a warm-up activity, small groups.</p>	<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance.</p> <p>The skills will include passing, shooting, tackling, blocking, control, catching, pivoting, dribbling and performing the lay-up</p> <p>Basketball</p> <p>Badminton- Overhead clear, overhead drop shot, drop shot, smash, net kill, forearm clear, backhand clear.</p> <p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques</p> <p>Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a small-sided game/ full game.</p> <p>Leader- Will be able to lead a warm-up activity, small groups.</p>	<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance.</p> <p>The skills will include long barrier, batting (front and back foot), retrieving, pick up, throwing, catching (above and below shoulder), base/wicket running.</p> <p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques</p> <p>Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a small-sided game/ full game.</p> <p>Leader- Will be able to lead a warm-up activity, small groups.</p>	
ASSESSMENTS	<p>Assessment ongoing on level of effort and engagement.</p>	<p>Assessment ongoing on level of effort and engagement.</p>	<p>Assessment ongoing on level of effort and engagement.</p>	<p>Assessment ongoing on level of effort and engagement.</p>
HOME LEARNING	<p>No formal home learning for Core PE.</p> <p>Use of written report therapy links to support skill development.</p>	<p>No formal home learning for Core PE.</p> <p>Use of written report therapy links to support skill development.</p>	<p>No formal home learning for Core PE.</p> <p>Use of written report therapy links to support skill development.</p>	<p>No formal home learning for Core PE.</p> <p>Use of written report therapy links to support skill development.</p>
READING, WRITING, TALK	<p>Verbal communication- Speaking and Listening through officiating, leading or participating as a team.</p>	<p>Verbal communication- Speaking and Listening through officiating, leading or participating as a team.</p>	<p>Verbal communication- Speaking and Listening through officiating, leading or participating as a team.</p>	<p>Verbal communication- Speaking and Listening through officiating, leading or participating as a team.</p>
TIER 3 VOCAB	<p>S.M.A.R.T Targets (Specific, Measurable, Achievable, Realistic, Time-bound).</p> <p>S.P.O.R.T.I.N. Training principles (Specificity, Progressive Overload, Tedium, Individual Needs).</p>	<p>Outwit</p> <p>Strategy</p> <p>Tactics</p> <p>Disguise</p> <p>Scrum</p> <p>Side-spin</p> <p>Forced errors</p> <p>Drop of the shoulder</p>	<p>Outwit</p> <p>Strategy</p> <p>Tactics</p> <p>Disguise</p> <p>Half-court violation</p> <p>Foot foul</p> <p>Carry (Basketball infringement)</p> <p>Baseline</p>	<p>Outwit</p> <p>Strategy</p> <p>Tactics</p> <p>Disguise</p> <p>Bowlers end /keepers end (Cricket)</p> <p>Off-side/ Leg side (Cricket)</p> <p>Crease (Cricket)/ batting square (Rounders)</p> <p>LBW / Stumped (Cricket)</p>



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	<p>F.I.T.T Principles Training (Frequency, Intensity, Time, Type) Adaptation 12 min Cooper Run Multi-stage fitness test Sit and Reach test Standing Long-jump test Ruler-drop test Illinois Agility Run</p>	<p>Side-stepping Build up shots Transition</p>	<p>Three-point line</p>	<p>Alternate arm to leg Vertical Bowler/ base number</p>
<p>SMSC, BRITISH VALUES</p>	<p>When undertaking practical performance in different roles, and when analyzing performance. Communication, collaboration and cooperation when participating in team sports or leadership team. Respect towards players, leaders and officials and ensuring a safe environment. Following rules, self-discipline and sense of fair play. Empathy of others, self and peer assessment and reflection during progress weeks and lessons. <u>Physical-</u> Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power, balance) physical fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition).</p>	<p>When undertaking practical performance in different roles, and when analyzing performance. Communication, collaboration and cooperation when participating in team sports or leadership team. Respect towards players, leaders and officials and ensuring a safe environment. Following rules, self-discipline and sense of fair play. Empathy of others, self and peer assessment and reflection during progress weeks and lessons. <u>Physical-</u> Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power, balance) physical fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition).</p>	<p>When undertaking practical performance in different roles, and when analyzing performance. Communication, collaboration and cooperation when participating in team sports or leadership team. Respect towards players, leaders and officials and ensuring a safe environment. Following rules, self-discipline and sense of fair play. Empathy of others, self and peer assessment and reflection during progress weeks and lessons. <u>Physical-</u> Physical well-being, warm-up, stretching, skill-related fitness (co-ordination, reaction time, agility, speed, power, balance) physical fitness (cardiovascular fitness, muscular endurance, flexibility, strength, body composition).</p>	