



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

PE

INTENT

"You miss 100 percent of the shots you don't take." - **Wayne Gretzky**

The curriculum area of Physical Education aims to give all students the desire and ability to be lifelong participants in physical activity. Health is put at the heart of our school, and this will hopefully help students lead a lifelong love of physical activity. Innovative and exciting lessons will create informed and enthused students who will possess the motor skills, physical fitness and understanding of concepts that foster healthy lifestyles. Whether your passion is in invasion games, net & wall games, strike & field games, track & field, gymnastics, new fitness plans, or swimming, you will have the opportunity to develop these skills to the next level and competition will be provided regionally and nationally where appropriate. This development will improve student's leadership and autonomy, as well as their physical, mental and social health; whilst exposing them to a future hobby or career.

The curriculum is designed to promote clear differences in Physical Education, School Sport and Physical Activity.



YEAR GROUP

YEAR 10 and 11

RATIONAL / NARRATIVE

Students will develop and refine skills in advanced competitive situations in a range of physical activities. They will also develop and reflect on their selection of techniques in varying game situations. Students will acquire and develop their ability to apply basic and advanced strategies and tactics, to outwit opponents. Students will have more focus on how to compete and participate in longer and more strenuous games, with less time on SSG which were focused on at KS3. It is aimed to instil a passion for a chosen sport(s) with the hope that it is the beginning of lifelong participation in physical activities. In addition, new methods of training which are relevant and current, such as aerobics, dance, Zumba and HIIT training methods will be introduced to help students build confidence in more commercial activities post 16.

TERM KNOWLEDGE

AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Skill development

- Learn to show a high level of skill and tactical awareness when under pressure.
- Learn to exert significant control over a game, displaying high levels of skill and tactical awareness and making very few unforced errors.
- Learn to exert an influence on the game in both attack and defence.
- Use these consistently with precision, control and fluency in drills, practices and games.
- Be able to compete in small sided and larger games
- Apply your knowledge of rules when officiating and playing.

Health and Fitness

- Management of anxiety through a range of activities to help reduce stress.
- Managing feelings and coping with emotions through a range of activities.
- Perform in a wide range of activities that can help to lead a healthy active lifestyle.
- Development of a short training programme.
- Begin to find a route for lifelong participation in sport and activity.

Problem solving

Taking part in a wide range of activities such as orienteering and team building to develop essential life skills:

- Communication
- Teamwork

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ASSESSMENT
HOME LEARNING
READING,
WRITING, TALK,
NUMERACY

TIER 2
VOCABULARY
TIER 3
VOCABULARY

<ul style="list-style-type: none"> Cooperation Listening Showing persistence and resilience <p>Leadership</p> <ul style="list-style-type: none"> Learn and develop the attributes of a good leader Plan and lead a warm-up to include a pulse raiser and stretches to a small group. Lead a skills activity to your group using the sports education model. Develop skills to evaluate focusing on positives and areas of development. Begin to effectively lead games/activities through officiating. Take part in leadership courses. 	<ul style="list-style-type: none"> Cooperation Listening Showing persistence and resilience <p>Leadership</p> <ul style="list-style-type: none"> Learn and develop the attributes of a good leader Plan and lead a warm-up to include a pulse raiser and stretches to a small group. Lead a skills activity to your group using the sports education model. Develop skills to evaluate focusing on positives and areas of development. Begin to effectively lead games/activities through officiating. Take part in leadership courses. 	<ul style="list-style-type: none"> Cooperation Listening Showing persistence and resilience <p>Leadership</p> <ul style="list-style-type: none"> Learn and develop the attributes of a good leader Plan and lead a warm-up to include a pulse raiser and stretches to a small group. Lead a skills activity to your group using the sports education model. Develop skills to evaluate focusing on positives and areas of development. Begin to effectively lead games/activities through officiating. Take part in leadership courses.
Effort grade awarded for lesson engagement.	Effort grade awarded for lesson engagement.	Effort grade awarded for lesson engagement.
<p>Autumn Attendance to extra-curricular clubs/taking part in physical activity</p>	<p>Spring Attendance to extra-curricular clubs/taking part in physical activity</p>	<p>Summer Attendance to extra-curricular clubs/taking part in physical activity</p>
<p>READ</p> <ul style="list-style-type: none"> Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport) Sporting Heroes literature read on journey to and from Armitage <p>TALK Communication skills, peer assessment, leading warmups, commentary and umpiring/refereeing through sports.</p>	<p>READ</p> <ul style="list-style-type: none"> Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport) Sporting Heroes literature read on journey to and from Armitage <p>TALK Communication skills, peer assessment, leading warmups, commentary and umpiring/refereeing through sports.</p>	<p>READ</p> <ul style="list-style-type: none"> Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport) Sporting Heroes literature read on journey to and from Armitage <p>TALK Communication skills, peer assessment, leading warmups, commentary and umpiring/refereeing through sports</p>
Explain Justify Argue	Suggest Define Discuss	Analyse Review
<p>Challenge – Something that by its nature or character requires special effort, is demanding. Broad Range of Opportunities – Not limited or narrow; of extensive range or scope: a broad range of interests; of broad appeal. Competent – Having suitable or sufficient skill, knowledge and experience.</p>	<p>Confident – To be certain about something or feeling sure of oneself and one’s abilities. Excel – Deriving from the word excellent, to do very well or be exceptionally good at or proficient in an activity. Tactic – The method used or selected to achieve something.</p>	<p>Expert – A person who has special skill or knowledge; a person who is a specialist. Mental Health – A person’s condition about their psychological and emotional well-being. Health – The physical, emotional and social wellbeing of an individual.</p>



PSPSMC, BRITISH VALUES AND DIVERSITY

Democracy

- Encouragement of students self-managing and team leaders in selecting teams, strategies and tactics.
- Encouraging students to take on roles as leaders and officials.
- Students supporting each other in participation for all ethos.

The Rule of Law

- Encouraging students to always follow rules and laws of games.
- Use of external facilities and respect towards the public, community coaches and professionals.
- Students taking responsibility for enforcing rules of the games as leaders.
- Abiding by fair play conduct and sanctions given in games e.g. red cards.
- Enforcing fair and equal rules.

Mutual Respect

- Ensuring fair teams to meet a balance of competition, respect and self-esteem.
- Lead learners take on responsibilities to support less able students in leadership roles.
- Challenging racism, disability and lessons being inclusive.
- Sexism challenged in broad curriculum and access to sports for both girls and boys.

Individual Liberty

- Students work towards set objectives to improve self-knowledge.
- Effects of exercise are taught through curriculum and benefits to health and self-esteem.
- Students develop self-confidence through individual objectives that allow success for all.
- Kit policy clearly enforced across department and pursued by all students. Linked with potential safety implications.
- Students' safety key in PE and expectations shared with students to help them understand potential safety precautions in lessons e.g. trampolining spotting support for others.

Tolerance

- Sharing awareness of students when they may be fasting through religious periods.
- Catering for student's alternative kits and encouraging other students' tolerance of other religions e.g. head scarves, clothing that covers the body.
- Challenging racism, disability and lessons being inclusive.

Diversity:

- Students learn how to be inclusive through a range of different activities