



Key Stage 1 and 2

Aims of Study

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

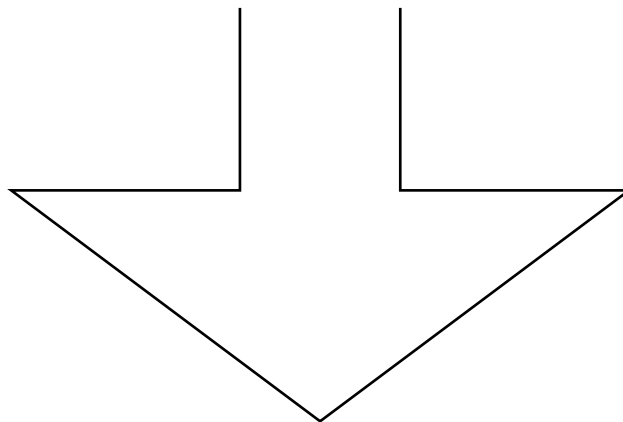
Key Substantive Knowledge Carried Forward (subject knowledge)

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Disciplinary Knowledge Carried Forward (methods/framework to establish knowledge)

Mastery of fundamental movement skills, for example running, jumping, throwing, catching.

Students experience may differ on entry to KS3 due to provision at KS2 educational facilities.



Year 7

Theme	Standards and Raising Aspirations		Marking and Applying Decisions	Informed Healthy Lifestyle		Analyse and Evaluate		Completion of Skill	Groupwork and Leadership
Unit Title	Invasion Team games Netball Football Handball	Accurate replication Dance	Invasion Team games Tag Rugby Basketball	Healthy lifestyles Fitness	Individual racket sport Badminton	Team games Volleyball	Problem solving Orienteering	Performing at Max Athletics	Striking and Fielding Rounders Cricket Softball
Composite Knowledge /End Point (big idea that should be answered at the end of a unit)	To demonstrate the basic skills, Techniques, tactical understanding and knowledge of rules to be enabled to compete in an age-appropriate full sided game.	To demonstrate the basic skills, knowledge, and understanding to choreograph and perform small routines from different styles of dance	To demonstrate the basic skills, Techniques, tactical understanding and knowledge of rules to be enabled to compete in an age-appropriate full sided game.	To demonstrate the basic skills, knowledge, and understanding to live and maintain an active healthy lifestyle.	To demonstrate the basic skills, knowledge, and tactical understanding to start and play a competitive rally.	To demonstrate the basic skills, knowledge , and tactical understanding to start and play a competitive rally .	To demonstrate the basic skills, knowledge, and tactical understanding to perform basic orienteering skills and courses.	To have the basic skills and technical knowledge, to perform basic track and field events.	To demonstrate the basic skills, Techniques, tactical understanding and knowledge of rules to be enabled to compete in an age-appropriate full sided game.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Pupils will develop the ability to: transfer individual skills from isolated practice into modified and full game play and performances. Skills: Dribbling Passing Defending Changing direction Shooting Creating space Footwork*	Pupils will accurately replicate key sequence of movements and apply them music exploring: Timing Shape Form Canon Unison Levels Group Individual	Pupils will develop the ability to: transfer individual skills from isolated practice into modified and full game play and performances. Carrying Dribbling Passing Receiving Defending Changing direction Kicking Shooting	Know the importance of an appropriate warm up and cool down for physical exercise. Understand the immediate physical effects of exercise so able to identify exertion.	Pupils will develop the ability to transfer basic skills from isolated practice into modified game play. Backhand/foreh and grip Low backhand serve Hand eye Coordination Footwork	Pupils will develop the ability to: transfer individual skills from isolated practice into modified and full game play and performances. Demonstrate basic skills Marking a map Orientating a map Route planning Identifying key features	Pupils will know the importance of a compass to orientate a map to identify location on a map 800m 1500m 100m 200m 300m	Pupils will develop the ability to transfer basic skills from isolated practice into modified game play. Throwing Underarm/overarm Catching Hitting Long Barrier Short barrier Basic rules: Bowling rules Stumping rules	

	<p>Tactic</p> <p>Choice of pace</p> <p>Choice of direction/movement</p> <p>Choice of pass</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p> <p>Basic rule: Court/Pitch area Free and Penalty pass/shot Held ball Contact Positions Scoring systems</p>	<p>Performance</p> <p>Aesthetics</p> <p>Rhythm</p> <p>Students will apply skills and knowledge to create group and individual choreography to specified music.</p>	<p>Creating space</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p> <p>Choice of pace</p> <p>Choice of direction/movement</p> <p>Choice of pass and right foot to push off.</p> <p>Basic rules</p> <p>Passing rules</p> <p>Scoring system</p> <p>Pitch area</p> <p>Possession rules</p> <p>, . .</p>	<p>Develop appropriate technique and safe use of equipment, including setting up and putting away</p> <p>Develop ability to perform in appropriate physical training exercise and basic knowledge of components of fitness:</p> <p>Cardiovascular endurance</p> <p>Speed</p> <p>Muscular strength</p> <p>Muscular endurance</p> <p>Aerobic testing/training: Bleep test Cooper run</p> <p>Anaerobic training: Interval training</p>	<p>Movement patterns</p> <p>Over arm shots</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p> <p>Basic rules: Court dimensions Service rules Scoring system</p> <p>Basic tactics: Play into space</p>	<p>Set</p> <p>Dig</p> <p>Underarm</p> <p>Serve</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p> <p>Basic rules: Carry rule Court area Service rule Number of shots allowed Scoring system</p> <p>Basic tactics: Play to space Use maximum shots allowed</p> <p>score points.</p>	<p>Basic rules: Not exceeding time (penalties give) Not going out of bounds</p> <p>Tactics: Route planning</p>	<p>Hurdles</p> <p>Relay</p> <p>Long jump</p> <p>Shot put</p> <p>Discus</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p>	<p>Pitch area</p> <p>Scoring system</p> <p>Basic tactics: Identify space Awareness of scoring boundaries Identify weakness in fielding</p>
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Examples of Key Tier 2 Vocabulary	Attack Defence Timing Power Speed Dodge Space Competition	Movement Space Shapes Flow Timing	Tackle Throw Backwards Jump Dodge Speed Fast break	Energy Fitness Health Heart	Movement Low Hit Speed replay	Ball Movement Feet Hands Soft Push contact	Symbols Map Movement Speed identify	Run Jump Throw Push	Bowler Batter Speed Hit Catch throw
Examples of Key Tier 3 Vocabulary	Opposition Strategy/strategic Analyse	Cannon Composition Aesthetic Fluency Synchronisation	Try Officiating	Circuit Interval Fartlek Continuous Barbell Respiration	Shuttle Rally Tramlines Service racket	Dig Set Rally Service	Navigation Orientating Compass Boundaries	Baton Exchange Fluency Acceleration explosive	Wicket keeper Backstop Identify Accuracy
Examples of Numeracy	Time - timing of games - estimation Scoring – managing score cards – tallying.	Timing managing rhythm to time – counting a beat	Time – timing of games, training, estimation	RPE – Max heart rate calculation % heart rate and training zones Weight Repetitions and sets – calculation of work rate Graph plotting of recovery rate	Odd and even score keeping to identify service		Numeracy activity in sessions – students to calculate variety of numeracy tasks to find correct orienteering points (OP) Time management for planning routes Calculation of points for OP collected Identifying symbols	Measurement of time, height & distance Identifying rankings Weight measurements	Working with adding fractions

Year 8

Theme	Standards and Expectations		Marking and Applying Decisions	Informed Healthy Lifestyle		Analyse and Evaluate		Completion of Skill	Groupwork and Leadership
Unit Title	Invasion Team Football (Option) Netball (Option)	Accurate replication Dance	Invasion Team games Tag Rugby Basketball	Healthy lifestyles Fitness	Individual racket sport Badminton	Team games Volleyball	Problem solving Orienteering Team Building – problem solving	Performing at Max Athletics	Striking and Fielding Rounders Cricket Softball
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	To demonstrate and combine basic and more complex skills, techniques and tactical understanding and knowledge of rules to be enabled to compete in an age-appropriate full sided game with greater accuracy and success	To demonstrate and combine basic and more complex skills, knowledge, and understanding to choreograph and perform small routines from different styles of dance .	To demonstrate basic and more complex skills, Techniques, tactical understanding and knowledge of rules to be enabled to compete in an age-appropriate full sided game with greater accuracy and success	To demonstrate and combine basic and more complex skills, knowledge, and understanding to live and maintain an active healthy lifestyle.	To demonstrate and combine basic and more complex skills, knowledge, and tactical understanding to start and play a competitive rally with greater accuracy and success	To demonstrate and combine basic and more complex skills, knowledge, and tactical understanding to start and play a competitive rally with greater accuracy and success	To demonstrate and combine basic and more complex skills, knowledge, and tactical understanding to perform basic orienteering skills and courses. Working as a member of a team	To demonstrate and combine basic and more complex skills and technical knowledge, to perform basic track and field events with greater accuracy and success	To demonstrate and combine basic and more complex skills, Techniques, tactical understanding and knowledge of rules to be enabled to compete in an age-appropriate full sided game with greater accuracy and success
Examples of Key Substantive Knowledge (specific subject knowledge relied	Pupils will develop the ability to: transfer individual skills from isolated practice into modified and full	Pupils will accurately replicate key sequence of movements and apply	Pupils will develop the ability to: transfer individual skills from isolated practice into modified and full	Know the importance of an appropriate warm up and cool down	Pupils will develop the ability to transfer individual skills from	Pupils will develop the ability to: transfer individual skills from	Pupils will know the importance of a compass to orientate a map to	Pupils will develop the ability to: transfer individual skills from	Pupils will develop the ability to transfer individual skills from isolated practice into

<p>upon for later study or to grasp the composite idea for that unit)</p>	<p>game play and performances.</p>	<p>them music exploring:</p>	<p>game play and performances.</p>	<p>for physical exercise.</p>	<p>isolated practice into modified game play.</p>	<p>isolated practice into modified and full game play and performance s.</p>	<p>identify location on a map</p>	<p>isolated practice into competitive situations.</p>	<p>modified game play.</p>
	<p>Skill:: Dribbling turning /outside foot Passing – long/short distance ½ handed Defending – phases of defence Changing direction – double lead, clearing out space Shooting Creating space Footwork</p> <p>Tactic Choice of pace Choice of direction/movement Choice of pass</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p> <p>Basic rule: Court/Pitch area Free and Penalty pass/shot Held ball Contact Positions</p>	<p>Timing Shape Form Cannon Unison Levels Group Individual Performance Aesthetics Rhythm Use of Props Cultural links</p> <p>Students will apply skills and knowledge to Improve their own and others performances.</p>	<p>Carrying – 1,2 handed Dribbling – both hand Passing – short/long Receiving – 1,2 handed Defending - zones Changing direction - deceit Kicking Shooting - BEEF Creating space</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p> <p>Choice of pace Choice of direction/movement Choice of pass and right foot to push off.</p> <p>Basic rules Passing rules Scoring system Pitch area Possession rules</p>	<p>Understand the immediate physical effects of exercise so able to identify exertion.</p> <p>Develop appropriate technique and safe use of equipment, including setting up and putting away</p> <p>Develop ability to perform in appropriate physical training exercise and basic knowledge of methods of training</p> <p>Interval Continuous Fartlek Circuit</p>	<p>Net shot Net kill Overhead clear Smash</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p> <p>Basic rules: Court dimensions Service rules Scoring system</p> <p>Basic tactics: Play into same space – wrong footing</p>	<p>Set Dig Overarm Serve</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p> <p>Basic rules: Carry rule Court area Service rule Number of shots allowed Scoring system</p> <p>Basic tactics: Play to space Use maximum shots allowed</p>	<p>Demonstrate basic skills</p> <p>Communications Problem Solving Leading Cohesion</p>	<p>800m 1500m 100m 200m 300m Hurdles Relay Long jump Shot put Discus Javelin Triple jump</p> <p>Awareness of personal -</p>	<p>Throwing Underarm/overarm Catching Hitting Long Barrier Short barrier</p> <p>Basic rules: Bowling rules Stumping rules Pitch area Scoring system Contact rules Mis fielding rules</p> <p>Basic tactics: Identify space Awareness of scoring boundaries</p> <p>Identify weakness in fielding. Batting order</p>

	Scoring systems		.	Weight Plyometrics Speed		Use of serve score points			
	<p>Developing a sense of sportsman ship and fair play and resilience and dignity and respect. Developing Oracy to provide constructive feedback on performance of self and others Evaluating and improving problem solving, challenges and making decisions. Positive approach to PE and the understanding of a health and active lifestyle.</p>								
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	<p>. Isolated practice Application of pressure in relation to time/space/opposition Modified games 2v1, 3v1, 4v1, 2,v2,4,v4 full sided game Modified rules Modified equipment Full competitive games Q&A Demonstration Differentiation by outcome Observation and feedback from peers/group/ teacher Manual coaching Mechanical coaching Visual coaching aids Promotion of after school and school sport link</p>								
Examples of Reading Opportunity									
Examples of Key Tier 2 Vocabulary	Dribbling Speed Pace Decision	Space Music	Hands Looking target	Exercise Activity	Opposition Odd Even Hard Fast slow	Height timing	Team work Rules Timing planning	Technique Grip Body position communication	Rules communication

Examples of Key Tier 3 Vocabulary	Tactic/strategy Decision making Feint Obstruction Cohesion	synchronizatio n, canon musicality Prop cohesion	Accuracy Elevation Backboard	Body Composition Cardiovascul ar Repetition Aerobic anaerobic	Diagonal Technical Accuracy Fluency balance	Transition	Communicati on Collaboration Handrail Catching feature	Component of fitness Anaerobic Aerobic	Strategy Officiating compliance
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Year 9

Theme	Standards and Expectations		Marking and Applying Decisions		Informed Healthy Lifestyle		Analyse and Evaluate		Completion of Skill	Groupwork and Leadership
Unit Title	Invasion Team Football (Option) Netball (Option)	Individual racket sport Badminton	Invasion Team games Basketball	Individual racket sport Table Tennis	Healthy lifestyles Fitness	Invasion Team Handball	Team games Volleyball	Problem solving Orienteering Team Building – problem solving	Performing at Max Athletics	Striking and Fielding Roulers Cricket Softball
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	To demonstrate and combine basic and more complex skills, techniques and tactical understanding and knowledge of rules to be enabled to compete in an age-appropriate full sided game with greater accuracy and success With the understanding of the roles within a team	To demonstrate and combine basic and more complex skills, knowledge, and tactical understanding to start and play a competitive rally with greater accuracy and success	To demonstrate and combine basic and more complex skills, techniques and tactical understanding and knowledge of rules to be enabled to compete in an age-appropriate full sided game with greater accuracy and success	To demonstrate basic skills, knowledge, and tactical understanding to start and play a competitive rally.	To demonstrate and combine basic and more complex skills, knowledge, and understanding to live and maintain an active healthy lifestyle	To demonstrate and combine basic and more complex skills, techniques and tactical understanding and knowledge of rules to be enabled to compete in an age-appropriate full sided game with greater accuracy and success	To demonstrate and combine basic and more complex skills, knowledge, and tactical understanding to start and play a competitive full sided game with greater accuracy and success With the understanding of the roles within a team	To demonstrate and combine basic and more complex skills, knowledge, and tactical understanding to perform basic orienteering skills and courses. Working as a member of a team	To demonstrate and combine basic and more complex skills and technical knowledge, to perform basic track and field events with greater accuracy and success	To demonstrate and combine basic and more complex skills, Techniques, tactical understanding and knowledge of rules to be enabled to compete in an age-appropriate full sided game with greater accuracy and success

			With the understanding of the roles within a team			With the understanding of the roles within a team				
<p>Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</p>	<p>Pupils will develop the ability to: transfer individual skills from isolated practice into modified and full game play and performances.</p> <p>Concepts:</p> <p>Positions</p> <p>Tactics</p> <p>Creative Flair</p> <p>Set plays</p> <p>Application of the rules</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p>	<p>Pupils will develop the ability to transfer individual skills from isolated practice into modified game play.</p> <p>Backhand drive</p> <p>Backhand net shots</p> <p>Defensive play</p> <p>Attacking play</p> <p>Creative flair</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p> <p>Basic tactics:</p>	<p>Pupils will develop the ability to: transfer individual skills from isolated practice into modified and full game play</p> <p>Concepts:</p> <p>Positions</p> <p>Tactics</p> <p>Creative Flair</p> <p>Set plays</p> <p>Application of the rules</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p>	<p>Pupils will develop the ability to transfer basic skills from isolated practice into modified game play. opposition to develop tactics.</p> <p>Basic rules:</p> <p>Court dimensions</p> <p>Service rules</p> <p>Scoring system</p> <p>Basic tactics:</p> <p>Play into space</p> <p>Backhand/foreh and grip</p> <p>Hand eye</p> <p>Coordination</p> <p>Footwork</p> <p>Movement patterns</p> <p>Forehand cross court shots</p> <p>Back hand cross court shots</p> <p>serve</p>	<p>Know the importance of an appropriate warm up and cool down for physical exercise.</p> <p>Understand the immediate physical effects of exercise so able to identify exertion.</p> <p>Develop appropriate technique and safe use of equipment, including setting up and putting away</p> <p>Develop the ability to identify methods of</p>	<p>Pupils will develop the ability to: transfer individual skills from isolated practice into modified and full game play and performances.</p> <p>Concepts:</p> <p>Positions</p> <p>Tactics</p> <p>Creative Flair</p> <p>Set plays</p> <p>Application of the rules</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p>	<p>Pupils will develop the ability to: transfer individual skills from isolated practice into modified and full game play and performances.</p> <p>Concepts:</p> <p>Positions</p> <p>Tactics</p> <p>Creative Flair</p> <p>Set plays</p> <p>Application of the rules</p> <p>Awareness of personal strength and areas of weakness of opposition to develop tactics.</p>	<p>Problem solving and outdoor adventurous activities. Using set criteria to assess own and others performance, providing/acting on feedback</p> <p>800m</p> <p>1500m</p> <p>100m</p> <p>200m</p> <p>300m</p> <p>Hurdles</p> <p>Relay</p> <p>Long jump</p> <p>Shot put</p> <p>Discus</p> <p>Javelin</p> <p>Triple jump</p> <p>Awareness of personal strengths and how to improve applying the principles from</p>	<p>Pupils will develop the ability to: transfer individual skills from isolated practice into competitive situations.</p> <p>800m</p> <p>1500m</p> <p>100m</p> <p>200m</p> <p>300m</p> <p>Hurdles</p> <p>Relay</p> <p>Long jump</p> <p>Shot put</p> <p>Discus</p> <p>Javelin</p> <p>Triple jump</p> <p>Awareness of personal strengths and how to improve applying the principles from</p>	<p>Throwing Underarm/over arm</p> <p>Catching</p> <p>Hitting</p> <p>Long Barrier</p> <p>Short barrier</p> <p>Basic rules:</p> <p>Bowling rules</p> <p>Pupils will develop the ability to: transfer individual skills from isolated practice into modified and full game play and performances.</p> <p>Concepts:</p> <p>Positions</p> <p>Tactics</p> <p>Creative Flair</p> <p>Set plays</p> <p>Application of the rules</p> <p>Awareness of personal strength and</p>

		Play at the opposition – all out attack		Awareness of personal strength and areas of weakness of	fitness testing and ability to track effectiveness of training performance. to fitness RPE maximum HR Resting Heart rate Recovery rate BMI Flexibility Power 1 rep max Speed Agility				health related fitness.	areas of weakness of opposition to develop tactics.
	<p>Developing a sense of sportsman ship and fair play and resilience and dignity and respect. Developing Oracy to provide constructive feedback on performance of self and others Evaluating and improving problem solving, challenges and making decisions. Positive approach to PE and the understanding of a health and active lifestyle.</p>									

**Examples of Key
Disciplinary
Knowledge
(methods/framework
to establish
knowledge)**

Fitness testing and recording
Team challenges.
Isolated practice
Application of pressure in relation to time/space/opposition
Modified games 2v1, 3v1, 4v1, 2,v2,4,v4 full sided game
Modified rules
Modified equipment
Full competitive games
Q&A
Demonstration
Differentiation by outcome
Observation and feedback from peers/group/ teacher
Manual coaching
Mechanical coaching
Visual coaching aids
Promotion of after school and school sport link

Examples of Reading Opportunity										
Examples of Key Tier 2 Vocabulary	Awareness Communication planning	Scoring Replay	Team Contribution	Push Ball bounce	Speed Organisation Safety effort	Throw Catch Dribble	Success	together	Improvement personal	Competition Competitive Observation
Examples of Key Tier 3 Vocabulary	Official/officiating Compliance Sportsmanship Gamesmanship	Rotation Drive Smash Clear	Defensive Phases Zones	Paddle Service Display Positioning	BMI Recovery rate Rate of Perceived Exertion	Defensive Shooting Footwork Contact	Overhead Heel	Cohesion Cooperation Allocation Leadership resilience	Stride Elevation Optimum Release	Officiating Decision making Priority

Year 10 Core

Theme	Communication	Teamwork	Motivation	Self-Awareness	Problem Solving	Confidence
Unit Title	Netball/Football	Volleyball/Handball	OAA (Orienteering)	Table Tennis/Badminton	Athletics	Rounders/Cricket
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	To have the core and advanced skills, knowledge, and tactical understanding to play a full sided game, understand the roles within a team and the ability to make quick decisions to suit all competitive situations.	To have the core and advanced skills, knowledge, and tactical understanding to play a full sided game, understand the roles within a team and the ability to make quick decisions to suit all competitive situations.	To have the core and advanced skills, knowledge, and tactical understanding to complete different problem-solving tasks, understand the roles within a team and the ability to make quick decisions to suit all competitive situations, both individual and team.	To have the core and advanced skills, knowledge, and tactical understanding to play a full sided game, understand the roles within doubles and the ability to make quick decisions to suit all competitive situations.	To have the core and advanced skills, knowledge, and tactical understanding to play a full sided game, understand the roles within a team and the ability to make quick decisions to suit all competitive situations.	To have the core and advanced skills, knowledge, and tactical understanding to play a full sided game, understand the roles within a team and the ability to make quick decisions to suit all competitive situations.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Effective and creative performance of skills and techniques: - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	Effective and creative performance of skills and techniques: - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	Effective and creative performance of skills and techniques: - Rules of the sport Importance of efficiency and speed in completing tasks - Greater focus on tactics and strategies and competitive awareness	Effective and creative performance of skills and techniques: - Racket skills/techniques - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	Effective and creative performance of skills and techniques: - Field events including throwing and jumping -Trak events including sprints, middle and long distance -skills/techniques Specific skills to each athletics event - Rules of the sport - Greater focus on tactics and strategies and competitive awareness	Effective and creative performance of skills and techniques: - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness

	<p>Developing a sense of sportsman ship and fair play and resilience and dignity and respect. Developing Oracy to provide constructive feedback on performance of self and others Evaluating and improving problem solving, challenges and making decisions. Positive approach to PE and the understanding of a health and active lifestyle.</p>					
<p>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</p>	<p>Fitness testing and recording Team challenges. Isolated practice Application of pressure in relation to time/space/opposition Modified games 2v1. 3v1, 4v1, 2,v2,4,v4 full sided game Modified rules Modified equipment Full competitive games Q&A Demonstration Differentiation by outcome Observation and feedback from peers/group/ teacher Manual coaching Mechanical coaching Visual coaching aids Promotion of after school and school sport link</p>					
<p>Examples of Reading Opportunity</p>						
<p>Examples of Key Tier 2 Vocabulary</p>	<p>Awareness Communication planning</p>	<p>Scoring Replay</p>	<p>Team Contribution</p>	<p>Push Ball bounce</p>	<p>Speed Organisation Safety effort</p>	<p>Throw Catch Dribble</p>
<p>Examples of Key Tier 3 Vocabulary</p>	<p>Official/officiating Compliance Sportsmanship Gamesmanship</p>	<p>Rotation Drive Smash Clear</p>	<p>Defensive Phases Zones</p>	<p>Paddle Service Display Positioning</p>	<p>BMI Recovery rate Rate of Perceived Exertion</p>	<p>Defensive Shooting Footwork Contact</p>

Year 10 Cambridge National in Sports Studies

Unit Title	R185 Performance and Leadership					
Topic Title	Topic Area 1- Key components of performance	Topic Area 2- Apply practice methods to support improvement in a sporting activity	Topic Area 2- Apply practice methods to support improvement in a sporting activity	Topic Area 3 - Organising and planning a sports activity session	Topic Area 4 - Leading a sports activity session	Topic Area 5 - Reviewing your own performance in planning and leading a sports activity session
Composite Knowledge/ End Point (big idea that should be answered at the end of a unit)	Inform students about the key components of team performance, for example: Skills and techniques. Creativity. Tactics and strategies. Decision making. Awareness of role within the team. Contribution to the team.	Review of their performance is detailed in most aspects. Comprehensively describes the strengths and weaknesses with in-depth analysis and justification. The application of practice	Review of their performance is detailed in most aspects. Comprehensively describes the strengths and weaknesses with in-depth analysis and justification. The application of practice	Creates a fully appropriate and comprehensive plan which considers most of the requirements for an effective and safe sports activity session. Completes an appropriate and comprehensive risk assessment which considers most of the requirements for a safe sports activity session.	Follows a plan and can adapt it confidently and independently, as required. Confidently demonstrates a wide range of well developed, relevant leadership skills and knowledge during a sports activity session. Independently follows safe practice and ensures equipment is	Comprehensively describes most areas that went well and did not go well in the planned sports activity session. Comprehensively describes all areas that needed to be adapted in the planned sports activity session. Shows detailed analysis when altering the plan, with justified suggestions.

		<p>methods is considered and comprehensively addresses the weaknesses where improvement is needed.</p>	<p>methods is considered and comprehensively addresses the weaknesses where improvement is needed.</p>		<p>used safely. Communication skills are effective, and use of motivational techniques is clear and confident.</p>	
<p>Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)</p>	<p>Demonstrates comprehensive application of skills and techniques as an individual or team performer in a sporting activity. Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on most occasions. Ability to maintain performance is consistent and confident.</p>	<p>Key components for assessing strengths and weaknesses in an activity: Skills and techniques Tactics and strategies Compositional ideas Different types of practices and progressive drills Altering the context of</p>	<p>Key components for assessing strengths and weaknesses in an activity: Skills and techniques Tactics and strategies Compositional ideas Different types of practices and progressive drills Altering the context of</p>	<p>Appropriate venue: Location Size Weather Equipment: Type Amount required Timing: Appropriate progression Supervision: Number of participants groups Contingency plan Activity-specific risks Checking of equipment Basic first aid and child protection Emergency procedures</p>	<p>Organisation of a sports activity session Safe practice Timing Adaptability Reliability Leading a sports activity session Activity-specific details Leadership style Adaptability Communication Positioning Enthusiasm for the activity and motivation of the group Confidence Creativity</p>	<p>Planning: Positives Negatives Leading: Positives Negatives Improvements that could be made Opportunities to develop leadership skills for the future</p>

		<p>performance Measuring improvement in performance Use of tools to aid evaluation</p>	<p>performance Measuring improvement in performance Use of tools to aid evaluation</p>			
<p>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</p>	<p>Tactics Compositional ideas Decision-making during performance Appropriate and timely decisions Managing and maintaining performance in individual activities Ability to manage and maintain own performance (individual activities only): Continuing to perform when under pressure Your role and contribution to team activities Awareness of role and contribution to the team (team activities only): Performing a specific role during a game Adapting role in different situations</p>	<p>Strategies Use of creativity in performance Students could participate in an individual sporting activity, showing that they are able to: Perform the key skills and techniques necessary for their chosen individual or team sporting activity. Demonstrate creativity.</p>	<p>Students could participate in an individual sporting activity, showing that they are able to: Perform the key skills and techniques necessary for their chosen individual or team sporting activity. Demonstrate creativity.</p>	<p>Appropriate venue – considering the working space required Timing – suitable for the age and ability of the group Supervision – will depend on age and activity chosen To include safety considerations such as: Risk assessment and corrective action – facilities, equipment, clothing Emergency procedures – what to do in the event of an accident or other emergency, summoning qualified help</p>	<p>Safe practice – organising the group and the activities appropriately depending on the space, number of participants and equipment being used Timing – being punctual and prepared for the session, considering the length of activities Adaptability – making changes to the session if people find it too easy or too hard</p>	<p>Planning: Suitability of activities for the group Taking into account the different abilities Making the order of the activities effective Equipment volume is appropriate to the number of participants in the group Leading: Appropriate amount of time spent on each activity Keeping all participants motivated Using the working space effectively Adapting the session as needed when things were not going to plan Appropriate positioning for effective communication to the group Improvements that could be made: Adaptations to activities to take into account different abilities Planning for the next session Opportunities to develop leadership skills: Coaching/leadership courses Helping with an extra-curricular club</p>

		<p>Use strategies and tactics or compositional ideas. Show that they can make correct decisions. Manage and/or maintain their own performance.</p>	<p>Use strategies and tactics or compositional ideas. Show that they can make correct decisions. Manage and/or maintain their own performance and or that of a team.</p>		<p>Reliability – turning up when you say you will and running to time Activity-specific details – showing the skills, techniques and tactics appropriate to the needs of the participants Leadership style – democratic, autocratic, laissez-faire Delivery style – proactive, reactive, demonstrations from the leader or involving participants from the group, explanation of activities Communication – verbal, non-verbal, using appropriate language and technical</p>	
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					<p>terms depending on the group Positioning – considering where they are stood in relation to the group when giving demonstrations and explanations Creativity – design of activities related to the group, how they demonstrate and explain</p>	
<p>Examples of Reading Opportunity</p>	<p>Pupils course guide</p>	<p>Pupils course guide</p>	<p>Pupils course guide</p>	<p>Pupils course guide</p>	<p>Pupils course guide Risk assessment examples</p>	<p>Pupils course guide</p>

**Examples of
Key Tier 2
Vocabulary**

Basic
Brief/Briefly
Dependant
Few
Hesitant(ly)
Inconsistent(ly)
Inefficient
Limited
Minimal
Simple
Superficial
Basic
Brief/Briefly
Dependant
Few
Hesitant(ly)
Inconsistent(ly)
Inefficient
Limited
Minimal
Simple
Superficial
Accurate(ly)
All
Clearly)
Complex
Comprehensive(ly)
Critical
Detailed
Effective
Full(ly)
Independant(ly)
Justify/justified
Most(ly)
Preceptive
Specific
Well developed
Wide (ranging)

Examples of Key Tier 3 Vocabulary	Technique Tactics Strategies Compositional Performance Decision Timely Awareness Adapting	Applying Review Components Progressive Measuring Evaluation Analysis	Applying Review Components Progressive Measuring Evaluation Analysis	Organisational Appropriate Pitch Progression Specific Procedures Technique	Adaptability Reliability Timing Specific Positioning Communication Enthusiasm Creativity Confidence	Review Suitability Effective Volume Opportunities Development Leadership
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Year 10 GCSE Physical Education

Unit Title	Socio-cultural Influences	Commercialisation	Fitness, Health, Well-being and Sport Psychology	Training for Fitness (AEP)	Skeletal System	Muscular-skeletal System	Practical (1 team, 1 individual)
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	To develop good knowledge of the Socio-cultural Influences and apply their understanding to practical sport or physical activity.	To develop good knowledge of Commercialisation and apply their understanding to practical sport or physical activity.	To develop good knowledge of Health, Fitness and Well-being and apply their understanding to practical sport or physical activity.	To develop good knowledge of Training and Fitness and apply their understanding to practical sport or physical activity.	To develop good knowledge of the Skeletal system and apply their understanding to practical sport or physical activity.	To develop good knowledge of the Muscular-skeletal system and movement analysis and apply their understanding to practical sport or physical activity.	To develop a skill set and theory knowledge within Badminton focussing on core and advanced skills.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Learners will develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports. Learners will develop their	Learners will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports. Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will	Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Learners will develop their	This NEA will consist of a written task that must be produced under controlled conditions. Learners may conduct their research independently, where appropriate, but should produce their written work under direct teacher supervision. Learners must complete and/or evidence all work individually. With reference to collaboration	Learners will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection. Learners will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at	Learners will be able to name and locate the 11 major muscle groups of the body and be able to apply examples of how the muscular-skeletal system combines major muscle groups plus how they work together. Learners will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the	To develop a skill and theory knowledge within Volleyball focussing on the core, advanced a decision-making skill.

	<p>knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.</p>	<p>also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be</p>	<p>knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</p> <p>Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental</p>	<p>control, all assessment evidence will be provided by the individual learner. In some team or group activities, the performance of other learners may have an impact on the effectiveness of the performances of those around them and this should be taken into consideration by centres when deciding on the appropriateness of tasks generated or grouping of learners.</p>	<p>hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports.</p>	<p>types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports.</p>	
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		able to apply theory to practice.	preparation to improve performance in physical activities and sports. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.				
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	Pupils know how to by using set of methods that support the learning for understanding core knowledge such as mind mapping and market	Pupils know how to by key methods that support the learning for understanding core and advanced information such as connections made through gathering	Pupils know how to by a set of methods that support the learning for understanding core knowledge such as reading	Pupils know how to by after each topic taught that covers the relevant subject 1 hour coursework assessment is completed. 6	Pupils know how to by Labelling key components and structures in the skeletal system. Identifying specific functions and movements.	Pupils know how to by Labelling key components and structures in muscular-skeletal system. Identifying specific functions and	Pupils know how to by having opportunities for the children to choose and apply their own actions, balances, movements and

	<p>placing knowledge around engagements patterns, creating tables and list following trend patterns plus providing detailed information supported by sporting examples using topic assessment methods for supportive evidence of learning & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation</p>	<p>information from PPT, creating tables and maps for sponsorship links plus providing detailed information supported by sporting examples using topic assessment methods for supportive evidence of learning. Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation</p>	<p>articles about healthy lifestyles and connecting the reasons and information, plus providing detailed information supported by sporting examples using topic assessment methods for supportive evidence of learning. Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation</p>	<p>sections of knowledge that is all computer-based work using information and resources. Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation he public domain.</p>	<p>Evidence knowledge and understanding by applying to practical examples in sport and physical activity. Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation</p>	<p>movements plus, diagrams and connections of all muscle groups and movements. Evidence knowledge and understanding by applying to practical examples in sport and physical activity. Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation</p>	<p>skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.</p>
<p>Examples of Reading Opportunity</p>	<p>-Social Issues In Sport</p>	<p>The Commercialisation of Sport (Sport in the Global Society</p>	<p>- Body Mind and Sport</p>	<p>-Essentials of Analysis and performance in Sport</p>	<p>-Stickmen's Guide to Your Mighty Muscles and Bones</p>	<p>-Stickmen's Guide to Your Mighty Muscles and Bones</p>	

Examples of Key Tier 2 Vocabulary	Assess Calculate Characteristic Compare Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Outline State Suggest Trend	Assess Calculate Characteristic Compare Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Outline State Suggest Trend	Assess Calculate Characteristic Compare Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Outline State Suggest Trend	Assess Calculate Characteristic Compare Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Outline State Suggest Trend	Assess Calculate Characteristic Compare Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Outline State Suggest Trend	Assess Calculate Characteristic Compare Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Outline State Suggest Trend	
Examples of Key Tier 3 Vocabulary	Sport Sport England Provision Physical activity Social groups Trend Participate Promote Access	Participation Commerical, Profit Sponsorship Elite Performance Enhance Deviance Behaviour	Sedentary Environment Health Posture Physical Emotional Social Balanced Hydration	Analysis Evaluate Overview Movement Actions Assessments	Posture Movement Skeletal Framework Structure Support Cranium Phalanges Femur Tibula Humerus Radius Trapezium Ulna Scapula Ribs	Posture Movement Skeletal Framework Structure Support Deltoids Hamstrings Quadriceps Gastrocnemius Pectorals Biceps Triceps Latissimus Dorsi Antagonist Agonist Joints	

						Fixator Synovial Abduction Adduction Flexion Extension Rotation Circumduction Hinge	
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Year 11

Theme	Negotiation	Leadership	Perseverance	Self-Evaluation	Resilience	Organisation
Unit Title	Netball/Football	Volleyball/Handball	OAA (Orienteering)	Table Tennis/Badminton	Athletics	Rounders/Cricket
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	To have the core and advanced skills, knowledge, and tactical understanding to play a full sided game, understand the roles within a team and the ability to make quick decisions to suit all competitive situations.	To have the core and advanced skills, knowledge, and tactical understanding to play a full sided game, understand the roles within a team and the ability to make quick decisions to suit all competitive situations.	To have the core and advanced skills, knowledge, and tactical understanding to complete different problem-solving tasks, understand the roles within a team and the ability to make quick decisions to suit all competitive situations, both individual and team.	To have the core and advanced skills, knowledge, and tactical understanding to play a full sided game, understand the roles within doubles and the ability to make quick decisions to suit all competitive situations.	To have the core and advanced skills, knowledge, and tactical understanding to play a full sided game, understand the roles within a team and the ability to make quick decisions to suit all competitive situations.	To have the core and advanced skills, knowledge, and tactical understanding to play a full sided game, understand the roles within a team and the ability to make quick decisions to suit all competitive situations.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Effective and creative performance of skills and techniques: - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	Effective and creative performance of skills and techniques: - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	Effective and creative performance of skills and techniques: - Rules of the sport Importance of efficiency and speed in completing tasks - Greater focus on tactics and strategies and competitive awareness	Effective and creative performance of skills and techniques: - Racket skills/techniques - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness	Effective and creative performance of skills and techniques: - Field events including throwing and jumping -Trak events including sprints, middle and long distance -skills/techniques Specific skills to each athletics event - Rules of the sport - Greater focus on tactics and strategies and competitive awareness	Effective and creative performance of skills and techniques: - Passing and receiving - Tackling - Shooting - Attacking and defending - Movement of the ball - Communication - Rules of the sport - Greater focus on tactics and strategies and gameplay awareness

	<p>Developing a sense of sportsman ship and fair play and resilience and dignity and respect. Developing Oracy to provide constructive feedback on performance of self and others Evaluating and improving problem solving, challenges and making decisions. Positive approach to PE and the understanding of a health and active lifestyle.</p>					
Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)	<p>. Fitness testing and recording Team challenges. Isolated practice Application of pressure in relation to time/space/opposition Modified games 2v1. 3v1, 4v1, 2,v2,4,v4 full sided game Modified rules Modified equipment Full competitive games Q&A Demonstration Differentiation by outcome Observation and feedback from peers/group/ teacher Manual coaching Mechanical coaching Visual coaching aids Promotion of after school and school sport link</p>					
Examples of Reading Opportunity	Awareness Communication planning	Scoring Replay	Team Contribution	Push Ball bounce	Speed Organisation Safety effort	Throw Catch Dribble
Examples of Key Tier 2 Vocabulary	Official/officiating Compliance Sportsmanship Gamesmanship	Rotation Drive Smash Clear	Defensive Phases Zones	Paddle Service Display Positioning	BMI Recovery rate Rate of Perceived Exertion	Defensive Shooting Footwork Contact
Examples of Key Tier 3 Vocabulary						

Year 11 Cambridge National in Sports Studies

Unit Title	R186 Sport and the Media			R184 Contemporary Issues in Sport				
Topics	Topic Area 1: The different sources of media that cover sport	Topic Area 2: Positive effects of the media in sport	Topic Area 3: Negative effects of the media in sport	Topic Area 1: Issues which affect participation in sport	Topic Area 2: The role of sport in promoting values	Topic Area 3: The implications of hosting a major sporting event for a city or country	Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport	Topic Area 5: The use of technology in sport
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	<p>Demonstrates a comprehensive understanding of the different media sources relevant to their club's sporting activity. Provides detailed links to most of the different media sources and provides a wide range of examples of how they might be used to provide information to their club's spectators.</p>	<p>Demonstrates a comprehensive breadth of knowledge of the positive impacts of the media in their club's sporting activity. Provides a wide range of examples that demonstrate detailed evaluation of the relationship between their club's sporting activity and the media. Provides a comprehensive recommendation as to which media source to spend the lottery grant on.</p>	<p>Demonstrates a comprehensive breadth of knowledge of the negative impacts of the media in their club's sporting activity. Clear and detailed reference to the ethical issues surrounding the use of media in their club's sporting activity. Provides a wide range of local and national examples that demonstrates detailed knowledge covering spectators, participants and their club's sporting activity.</p>	<p>Sport is a reflection of society and, as such, many of the broad issues which affect society are also prevalent in sport. For the same reasons, sport can also be a force for good at local, national and international levels, because of its ability to bring people together</p> <p>Within the unit, pupils will learn about a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport</p>				

	Gives clear and detailed recommendations of the media sources that would most benefit their club.							
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want: Social networking Media sharing sites Live streaming and technology on the move Websites/blogs Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and	Participation: How the media can help promote sport to increase awareness and improve participation levels Inspiring others to participate Creating and adopting role models Raising profile of the sport: How the media can share positive messages and raise the profile of sports, break down barriers, promote the health and fitness industry Sports initiatives that seek to increase participation Promotion of an active, healthy lifestyle Education: Exposure for emerging and minority sports Continued education of performers and spectators in emerging sports and changes to existing sports	A range of negative effects of the media on sport in relation to spectators and live sport External factors affecting decline in live spectatorship Ethical appropriateness of sponsors	Different user groups who participate in sport Possible barriers which affect participation in sport Possible solutions to the barriers which affect participation in sport Factors which can positively and negatively impact upon the popularity of sport in the UK Positive and negative impacts on the popularity of	Sport Values. Values which can be promoted through sport The Olympic and Paralympic movement Other initiatives, campaigns and events which promote sporting values: The importance of etiquette AND sporting behaviour of performers The reasons why sports performers use PEDs The reasons why performers should not use PEDs The role of WADA (World	The features of a major sporting event The types and scheduling of major sporting events The nature of the participants and spectators Positive and negative pre-event aspects of hosting a major sporting event During the event Immediate and longer-term post-event	National Governing Bodies (NGBs) What NGBs do for their sport Promote participation Develop the sport's coaching and officiating infrastructure Organise tournaments and competitions Amend the existing rules and apply disciplinary procedures for rule breaking Ensure safety within their sport Provide support, insurance and technical guidance to members Develop policies and initiatives Lobby for funding	The role of technology in sport To enhance performance To increase the safety of participants To increase fair play and increase the accuracy of officiating To enhance spectatorship Positive and negative effects of the use of technology in sport Positive Negative Positive and negative effects of technology on the spectator experience

	<p>other media sources:</p> <p>TV</p> <p>Radio</p> <p>Podcasts</p> <p>Print media sources and their role as traditional media sources in comparison to other media sources:</p> <p>Newspapers</p> <p>Magazines</p> <p>Books</p>			<p>sport in the UK includes</p>	<p>Anti-Doping Agency) in eradicating the use of PEDs</p> <p>Sanctions to prevent the use of PEDs</p> <p>Educational strategies to prevent the use of PEDs</p> <p>Impact of the use of PEDs on the sport</p>			
<p>Examples of Key Disciplinary Knowledge (methods/frame work to establish knowledge)</p>	<p>Examples of specific and current examples may include: Social and digital media – different source types for example Twitter Streaming sites – for example YouTube Technology on the move – tablets and phones Websites/blogs – for</p>	<p>Exposure and coverage more likely to inspire others to participate – grass roots increase (netball after Commonwealth gold, cycling after 2012 Olympic success) Influencers through social networks</p> <p>How this exposure and coverage might remove some barriers to participation</p> <p>Initiatives – how the media use topical role models and famous people (celebrities) to promote current initiatives</p> <p>Rise in home health and fitness industry – online, live and on demand fitness classes</p> <p>Examples of emerging/new and minority sports – such as handball, walking football</p>	<p>Effect on clubs and surrounding communities; Pay Per View (PPV), live streaming, social networks, increased technology and multiple devices</p> <p>Links between gambling online and attendance at live sports events</p> <p>Gambling logos: might this be banned? Alcohol sponsors: American National Football league Formula1: tobacco being banned since 2005</p>	<p>Know the user groups that participate in the physical activity or sport. An appreciation that not everyone in society has an unlimited choice of when and where they might participate in physical activity and sport</p>	<p>Awareness of how the values can be seen in sport</p> <p>Examples of each value in a sporting context</p> <p>Know what the 5 interlocking rings represent</p> <p>An awareness and examples of current initiatives, campaigns and events which are likely to promote the sporting values</p>	<p>The importance of the different types of events</p> <p>Applied examples of these</p> <p>Comparing and contrasting between them and the different types of sporting activities they include</p> <p>Examples of the benefits and drawbacks relating to hosting a major sporting event, both during and longer-term post-event</p>	<p>Functions of the roles of any named NGB with sporting examples relating to:</p> <p>Participation - could be promoted through schemes, media coverage and equal opportunities. Students should be able to give named and current examples of such measures</p> <p>Coaching and officiating - Students should be able to identify and illustrate coaching and officiating qualifications that are available and the level of structure that they operate within</p> <p>Tournaments/competitions - examples of current tournaments/competitions organised by NGBs</p>	<p>Enhanced performance - an awareness of and be able to give examples of a range of methods, equipment and clothing to enhance performance in named sporting activities</p> <p>Increased safety - technology that enhances the</p>

	<p>example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog</p> <p>Examples of different providers of TV and programmes may include: TV – Freeview, SMART TV and subscription services Radio – specific sport internet streaming services and radio providers Podcasts – iTunes, Amazon Music; That Peter Crouch Podcast</p> <p>Examples as illustrated below may include: Newspapers – Broadsheet, tabloids Magazines – Monthly subscriptions</p>	<p>Increase in media sources – this increases exposure and wider demographic reached so new initiatives are easily promoted</p> <p>Education/changes: rules, new technologies, new variations to attract more spectators and participants</p>	<p>Ethical sponsors: fast/junk food, energy drinks</p> <p>Individual athletes: diet/supplement products</p>	<p>consideration of increased sport participation due to barrier solutions, providing specific examples, solutions and their impact</p> <p>applied examples of positive and negative factors, illustrating how those factors impact the popularity of the sport</p>	<p>Observing etiquette and sporting behaviour</p> <p>Applied examples of the detrimental effects of using PEDs</p> <p>Sanctions such as bans, and fines, are applied in a range of lengths and costs to deter the use of PEDs</p> <p>Educational strategies to discourage the use of PEDs</p>	<p>Rules and disciplinary procedures - an awareness of recent/current rule changes and an awareness of disciplinary measures implemented by the NGB for rule infringement</p> <p>Policies and Funding - an awareness of how an NGB develops its policies and initiatives and generates its funding</p>	<p>safety of participants for named sporting activities</p> <p>Increased fair play/accuracy - technology such as video refereeing can support officials in making decisions and enhance fair play.</p> <p>Students should be able to give examples for named sporting activities</p> <p>Enhanced spectatorship - use of screens in stadia in order to allow spectators to view appeals made by players</p> <p>Suitability of technology</p> <p>Named examples linked to</p>
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	Books – History, skill books							sporting activities, with their positive and negative effects
Examples of Reading Opportunity	Pupils course guide Websites/blogs – for example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog Podcasts – iTunes, Amazon Music; That Peter Crouch Podcast Newspaper Articles – sport related Twitter			Pupils course guide Assignment Briefs Sporting journals Sporting articles Previous Sporting tournament research				
Examples of Key Tier 2 Vocabulary	Basic Brief/Briefly Dependant Few Hesitant(ly) Inconsistent(ly) Inefficient Limited Minimal Simple Superficial Basic Brief/Briefly Dependant Few Hesitant(ly) Inconsistent(ly) Inefficient Limited Minimal Simple Superficial Accurate(ly) All Clearly)							

	Complex Comprehensive(ly) Critical Detailed Effective Full(ly) Independant(ly) Justify/justified Most(ly) Preceptive Specific Well developed Wide (ranging)							
Examples of Key Tier 3 Vocabulary	Digital Media Networking Social Steaming Blog Subscriptions Providers	Exposure Coverage Influencers Initiatives Profile Promotion Minority Participation Facilities Spectators Demographic Emerging Merchandising	Streaming Networking Spectatorship Ethical Communities Minority Gamesmanship Society Trolling	Gender Ethnic Disabilities Economical Barriers Disposable Appropriate Equal Awareness Ethnicity Promotion Access Factors Availability Participation Provision Social acceptability Emerging	Citizenship Tolerance Inclusion Uniting Emerging Creed Values Inspiration Equality Regional National Sportsmanship Etiquette Gamesmanshi p Sanctions PEDs	Spectators Infrastructure Transport Development Commercial Investments Employment Economic	Governing bodies Officiating Enhanced Awareness Accuracy Spectatorship Stadia Appeals Policies Initiatives Funding	Technology Performance Accuracy Officiating Technology Awareness Analysis Affordability Experience Suitability Enhance

Year 11 GCSE Physical Education

Unit Title	Movement Analysis	Cardio-respiratory System	Effects of Exercise on the Body	Sports Psychology	Analysing and Evaluating Performance 2	Practical (1 team, 1 individual)
Composite Knowledge/End Point (big idea that should be answered at the end of a unit)	To develop good knowledge of basic biomechanics, including levers, plane of movement and axis of rotation and apply their understanding to practical sport and physical activity.	To develop good knowledge of the cardio-respiratory system and apply their understanding to practical sport or physical activity.	To develop good knowledge of the effects of exercise on the body systems and apply their understanding to practical sport or physical activity.	To develop good knowledge of sports psychology and apply understanding to practical sport or physical activity.	To develop good knowledge of training principles and apply their understanding of how to optimise training to improve a practical sport of their choice.	To develop a skill set and theory knowledge within 1 team and 1 individual sport focusing on core and advanced skills including tactics and decision making.
Examples of Key Substantive Knowledge (specific subject knowledge relied upon for later study or to grasp the composite idea for that unit)	<p>To develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Learners will become aware of the mechanical advantage provided by levers in movement.</p> <p>Learners will know the three planes of movement and be able to give examples of these levers from different physical activities and sports.</p>	<p>To develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms.</p> <p>Learners will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing,</p>	<p>To develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports.</p> <p>Learners will be able to collect and use data in this section related to both short-term and long-term effects of exercise.</p>	<p>To develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities</p>	<p>Movement analysis and action plan This NEA will consist of a written task that must be produced under controlled conditions. Learners may conduct their research independently, where appropriate, but should produce their written work under direct teacher supervision. Learners must complete and/or evidence all work individually. With reference to collaboration control, all assessment</p>	<p>To develop their range of skill to cover all core and advanced skills in isolation and under pressure in authentic competitive situations.</p> <p>To practice and perform all core and advanced skills with accuracy, control, and fluency.</p> <p>Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively nearly all the time.</p>

	<p>Frontal, transverse, and longitudinal axes of rotation will be recognised by learners who will be able to apply these to examples from physical activities and sports.</p>	<p>along with an understanding of key definitions. Learners will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.</p>		<p>and sports. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills.</p> <p>Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.</p>	<p>evidence will be provided by the individual learner. In some team or group activities, the performance of other learners may have an impact on the effectiveness of the performances of those around them and this should be taken into consideration by centres when deciding on the appropriateness of tasks generated or grouping of learners.</p>	<p>To develop their decision making to; select and use appropriate skills. Apply the correct strategies, tactics, and compositional ideas. Demonstrate awareness of rules, regulations, and safety considerations.</p>
<p>Examples of Key Disciplinary Knowledge (methods/framework to establish knowledge)</p>	<p>To be able to identify and label key components of 1st, 2nd and 3rd class levers and apply this understanding to practical examples within the body. Be able to analysis movements and categorise the plane of axis in which the movement takes place. Q & A • Formative and Summative Assessment</p>	<p>To be able to identify and label key components of the cardio-respiratory system and explain the structures and their functions, especially in sport. Be able to analysis data linked to the cardio-respiratory system and sports performance.</p>	<p>To be able to identify analyse and evaluate both short- and long-term effects of exercise on the body, including data analysis. Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation</p>	<p>To be able to identify analyse and evaluate psychological factors that influence sports participation. Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation</p>	<p>Completion of the AEP (Analysing and Evaluating Performance) coursework (10% overall grade) covering one sport of their choice. 6 sections to show knowledge and understanding.</p>	<p>Demonstration of all core and advanced skill in isolation, competitive situations, and full sided games. Application of strategies and tactic to competitive situations and games. Appropriate decision making within competitive situations and full sided games.</p>

	• Peer Analysis • Self-evaluation	To identify aerobic and anaerobic examples in sport. Q & A • Formative and Summative Assessment • Peer Analysis • Self-evaluation				Demonstration of physical attributes suited to competitive situation or the sport.
Examples of Reading Opportunity						
Examples of Key Tier 2 Vocabulary	Assess Calculate Characteristic Compare Describe Discuss Distribution Evaluate Explain Feature Formation Identify Justify Outline State Suggest Trend					
Examples of Key Tier 3 Vocabulary	Abduction Adduction Axis of Rotation Circumduction Extension Flexion Frontal axis of rotation Frontal plane Levers	Blood vessels Capillarisation Cardiac output Double circulatory system Heart rate Red blood cell Redistribution of blood flow Stroke volume	Fatigue Hypertrophy Lactic acid Rate of recovery	Closed skill Complex skill Deviancy Feedback Guidance Mental preparation Open skill Simple skill Skilful movement Skills continua	Analysis Evaluate Overview Movement Actions Assessments	

	Longitudinal axis of rotation Mechanical advantage Rotation Sagittal plane Transverse axis of rotation Transverse plane	Aerobic exercise Anaerobic exercise Breathing rate Gas exchange Minute ventilation Tidal volume				
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