

LONG TERM CURRICULUM PLANNING OVERVIEW:

Physical Education Department: KS3

- The KS3 PE curriculum is currently taught so students gain knowledge and experience in a broad range of activities (10 sports) throughout the key stage.
- Lessons are currently once per week for 1 hour and 50 minutes in duration. Some activities are currently taught in life skills lessons which are once per week for 55 minutes in duration.

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<i>Physical Education:</i> Topics	<p>The knowledge and skills will be taught through the following activities in year 7:</p> <ul style="list-style-type: none"> • Football • Netball • Basketball • Badminton • Dance • OAA • Volleyball • Athletics • Rounders • Cricket • Cross Country • Rugby • Fitness 	<p>The knowledge and skills will be taught through the following activities in year 8:</p> <ul style="list-style-type: none"> • Football • Netball • Basketball • Badminton • Dance • OAA • Volleyball • Athletics • Rounders • Cricket • Cross Country • Rugby • Fitness 	<p>The knowledge and skills will be taught through the following activities in year 9:</p> <ul style="list-style-type: none"> • Football • Netball • Basketball • Badminton • Dance • OAA • Volleyball • Athletics • Rounders • Cricket • Cross Country • Rugby • Fitness
<i>Physical Education:</i> Knowledge	<ul style="list-style-type: none"> • Develop the knowledge and competence to excel in a range of team and individual sports. 	<ul style="list-style-type: none"> • Develop the knowledge and competence to excel in a range of team and individual sports. 	<ul style="list-style-type: none"> • Develop the knowledge and competence to excel in a range of team and individual sports.

	<ul style="list-style-type: none"> • Develop knowledge of how to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. • Develop knowledge of how to perform a dance using advanced dance techniques within a range of dance styles. • Develop knowledge of outdoor and adventurous activities • Develop knowledge of how to analyse performances. • Develop knowledge of how to take part in competitive sports and activities outside of school. • Develop a knowledge and understanding of a range of fitness aspects including warming-up and Cooling down procedures. • Develop knowledge in a range of theoretical sporting topics. • Develop knowledge of Health and safety aspects in PE 	<ul style="list-style-type: none"> • Develop knowledge of how to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. • Develop knowledge of how to perform a dance using advanced dance techniques within a range of dance styles. • Develop knowledge of outdoor and adventurous activities • Develop knowledge of how to analyse performances. • Develop knowledge of how to take part in competitive sports and activities outside of school. • Develop a knowledge and understanding of a range of fitness aspects including warming-up, Cooling down procedures and components of fitness • Develop knowledge in a range of theoretical sporting topics. • Develop knowledge of Health and safety aspects in PE 	<ul style="list-style-type: none"> • Develop knowledge of how to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. • Develop knowledge of how to perform a dance using advanced dance techniques within a range of dance styles. • Develop knowledge of how to analyse performances. • Develop knowledge of how to take part in competitive sports and activities outside of school. • Develop a knowledge and understanding of a range of fitness aspects including warming-up and Cooling down procedures. • Develop knowledge in a range of theoretical sporting topics. • Develop knowledge of Health and safety aspects in PE
<p><i>Physical Education:</i> Skills</p>	<ul style="list-style-type: none"> • Demonstrate basic skills in a range of team and individual sports in isolation/ unopposed. • Demonstrate very basic strategies for attack and defence in a range of team and individual sports. • Demonstrate very basic use of key rules in a range of sports. • Demonstrate simple dance sequences. • Demonstrate basic problem solving skills and basic orienteering skills. • Demonstrate basic analysing and evaluating skills in a small range of sports. 	<ul style="list-style-type: none"> • Demonstrate basic skills in a range of team and individual sports in small opposed drill practices. • Demonstrate a range strategies showing some success for attack and defence in a range of team and individual sports. • Demonstrate basic use of key rules in a range of sports. • Demonstrate simple dance sequences in a range of dance styles. • Demonstrate advanced problem solving skills and orienteering skills using a compass. 	<ul style="list-style-type: none"> • Demonstrate more advanced skills in a range of team and individual sports in opposed drill practices and transfer these to competitive situations. • Demonstrate a range of advanced strategies for attack and defence in a range of team and individual sports. • Demonstrate in depth use of key rules in a range of sports. • Demonstrate advanced dance knowledge and creativity in a range of dance styles. Perform own dance routine in a small group.

	<ul style="list-style-type: none"> • Use everyday language to explain performances. • Plan and perform a warm-up with a partner • Plan and perform a cool-down with a partner. • Teamworking -working effectively with a partner. • Demonstrate a good understanding in a range of basic theoretical sporting topics. • Demonstrate a basic understanding of the importance of physical activity on overall health • Demonstrate ability to exercise and use PE equipment safely. 	<ul style="list-style-type: none"> • Demonstrate the ability to design an orienteering course with a partner. • Demonstrate good analysing and evaluating skills. • Use basic technical terms to explain performances. • Plan and perform a warm-up to a small group. • Plan and perform a cool-down to a small group • Teamworking -working effectively within a small group. • Demonstrate an understanding of different components of fitness. • Demonstrate a good understanding in a range of theoretical sporting topics. • Demonstrate a good understanding of the importance of physical activity on overall health • Demonstrate the ability to exercise and use PE equipment safely for self and others 	<ul style="list-style-type: none"> • Demonstrate in-depth analysis and evaluation skills. • Use advanced technical terms to explain how to make improvements in performance in a range of sports for self and others. • Plan and perform a warm-up to a class with a partner • Plan and perform a cool-down to a class with a partner • Teamworking -working effectively within a team. • Demonstrate an excellent understanding in a range of advanced theoretical sporting topics. • Demonstrate an in-depth understanding of the importance of physical activity on overall health • Demonstrate competence in a range of fitness tests and understand which component of fitness is being tested. • Demonstrate a thorough understanding of health and safety issues in PE and follow these explicitly at all times teaching others of their importance.
<p><i>Physical Education:</i> Assessment opportunities</p>	<ul style="list-style-type: none"> • Students will be assessed at the start and the end of each block of work (new sport) to track progress. • Students are assessed in skills in progressive drills and in the full context of the game. • Students will be graded – Working towards (grade 1-2), Approaching (grade 3-4), Demonstrating (grade 5), Secure (grade 6-7), Exceeding (grade 8-9) <p>Recommended core task topics for each sport are:</p> <p><u>Association Football</u></p> <p><u>Skills</u></p>		

Outfield

- Passing/receiving
- Dribbling
- Shooting
- Heading
- Tackling

Goalkeeper

- Receiving/distributing
- Kicking (from hands and dead ball)
- Shot stopping
- Taking ball at opponent's feet
- Taking crosses and punching

Full Context

Students are to play matches in the full recognised version of the game.

Teacher to select the most appropriate team size to suit the class size/ability.

6v6 or 7v7 would be suggested to enable players to get lots of touches of the ball.

Badminton

Skills

- Service – high, low, flick (forehand or backhand)
- Overhead – clear, drop (forehand and backhand)
- Underarm – clear, drive, drop (forehand and backhand)

- Net play
- Smash

Full Context

Students are to play matches in the full recognised version of the game.

Depending on class size/ability this could be:

- Half court singles
- Full court singles
- Full court doubles

Basketball

Skills

- Dribbling – using both hands, change of pace and direction.
- Passing – chest, javelin, bounce, overhead.
- Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speed and heights, rebounding, stealing.
- Shooting – lay-up, set shot, jump shot, free shot, use of fake.
- Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).

Full Context

Students are to play matches in the full recognised version of the game.

Depending on class size/ability this could be:

- 5v5 full court

- 5v5 across the court in the sportshall

Athletics

Skills

- **Track** – Starts/finishes, arm action, leg action
- **Jumps** – Run-up/speed, take off, flight and landing
- **Throws** – Grip, stance and preparation to throw, movement into throw, release/follow-through and recovery

Full Context

Students should be assessed in two separate athletic events. These can be any 2 events from any of the suggested disciplines.

Cricket

Skills

- Batting (defensive) – front and back foot
- Batting (attacking) – front and back foot
- Bowling – medium pace, fast pace or spin (line and length)
- Catching in the field (from close and at distance) or as a wicket keeper.

Throwing and ground fielding in the field (from close and distance)

Full Context

Students are to play matches in the full recognised version of the game.

Depending on class size/ability this could be:

- 11v11
- 7v7

For purpose of assessment must choose 2 from:

- Bat
- Bowl
- Field/wicket keep

Dance

Skills

- Locomotion, travel, stepping and pathways
- Balance (static and dynamic)
- Rotation, turning and weight transference.
- Jumps and Elevations
- Gestures and motifs.

The following dance genres are permitted: ballet, ballroom, contemporary, cultural, folk, street and tap.

Full Context

Students should perform a full routine.

This can be:

- Solo
- Duet
- Group

The performance must last at least 2 minutes.

Netball

Skills

- Passing and receiving (chest pass, shoulder pass, one/two handed passing)
- Dodging – single/double/sprint
- Marking a player
- Shooting (close/distance) or rebounding (attacking and defending) or marking a pass/intercepting (centre court players)
- Footwork and movement – landing on one/two feet, pivoting.

Full Context

Students are to play matches in the full recognised version of the game.

This should be:

- Full 7v7

Demonstrating skills appropriate in their chosen position.

Rugby

Skills

- Handling - passing and receiving, long and short, varying pace, push, spin, switch
- Tackling front, rear, side, smother, chop.

- Maul – body position, binding, retaining the ball.
- Ruck – body, position, sealing off, jackle.

Kicking (2 types) from – punt/spiral, grubber, drop kick/re-start, box kick, up and under, penalty/conversion or scrummaging or lineout.

Full Context

Students are to play matches in the full recognised version of the game.

Depending on class size/ability this could be:

- 15v15

But more often to ensure more interaction:

- 7v7

Table Tennis

Skills

- Service – forehand and backhand (with and without spin as appropriate)
- Drives – forehand and backhand (with and without spin as appropriate)
- Push Shot – forehand and backhand (with and without spin as appropriate)
- Smash shot – forehand and backhand (with and without spin as appropriate)
- Lob – forehand and backhand (with and without spin as appropriate)

Full Context

Students are to play matches in the full recognised version of the game.

Depending on class size/ability this could be:

- Singles

Or

- Doubles

Fitness

Skills

- Cardiovascular fitness – continuous training (Individual MSFT)
- Cardiovascular fitness – Interval training (Team MSFT)
- Circuit Training – weight training/plyometric training
- Balance (COF testing)
- Co-ordination (COF testing)
- Agility (COF testing)
- Flexibility (COF testing)
- Muscular Endurance (Sit up/Press up MSFT)
- Power (COF testing)
- Reaction Time (COF testing)
- Speed (COF testing)
- Strength (COF testing)
- Training Zones (Aerobic and Anaerobic)
- Working out HR and MHR and plotting on a graph.

Full Context

Students will be assessed according to their progress in the MSFT and performance in COF testing.
(A laminated set of cards has been produced to give an accurate grade for each year for the MSFT)

Cross Country

Skills

- Leg action

- Arm Action
- Pacing
- Start
- Finish

Full Context

Students will be assessed in the time taken to complete The Orme Academy cross country course.

Year 7 boys and girls – 2 laps

Year 8&9 boys and girls – 3 laps

Year 10&11 boys and girls – 4 laps

Rounders

Skills

- Batting (forehand)
- Batting (backhand)
- Bowling – (height, line and length)
- Catching in the field (from close and at distance) or as a back stop.
- Throwing and ground fielding in the field (from close and distance)

Full Context

Students are to play matches in the full version of the game.

LONG TERM CURRICULUM PLANNING OVERVIEW:

Physical Education Department: KS4

- **The KS4 PE curriculum is currently taught so students gain knowledge and experience in a range of complex and demanding physical activities throughout the key stage.**
- **Lessons are currently once per week for 55 minutes duration.**

	YEAR 10	YEAR 11
<i>Physical Education:</i> Topics	<p>Students in year 10 will cover 6 sports throughout the year.</p> <p>The knowledge and skills will be taught through the following activities in year 10:</p> <ul style="list-style-type: none"> • Football/Netball • Badminton • Basketball • Fitness • Athletics • Cricket/Rounders 	<p>Students in year 11 will cover 5 sports throughout the year.</p> <p>The knowledge and skills will be taught through the following activities in year 11:</p> <ul style="list-style-type: none"> • Football/Netball • Badminton • Basketball • Fitness • Cricket/Rounders
<i>Physical Education:</i> Knowledge	<ul style="list-style-type: none"> • Year 10 will focus on developing knowledge and competence to perform complex and demanding team and individual activities. • Knowledge of leadership skills will be introduced. • Knowledge of officiating skills will be introduced. • Knowledge of advanced strategies and tactics. • Knowledge of outdoor and adventurous activities which present intellectual and physically demanding challenges. • Knowledge of the different aspects of a sports session. • Develop knowledge of evaluating individual sports performances. • Develop knowledge of how to improve performances. • Develop knowledge of personal fitness to promote an active, healthy lifestyle. • Develop advanced theoretical sporting knowledge. • Develop knowledge of what sporting opportunities are available outside of school. 	<ul style="list-style-type: none"> • Year 11 will focus on students learning the knowledge to plan, lead, officiate and evaluate their own sports sessions. • Develop knowledge and competence to perform in complex and demanding team and individual physical activities. • Develop knowledge of a range of highly advanced tactics and strategies. • Develop knowledge of evaluating individual and team sports performance. • Develop knowledge of different sporting roles. • Develop knowledge of leadership qualities. • Develop knowledge of the qualities required to be an official. • Develop knowledge of personal fitness to promote an active, healthy lifestyle. • Develop knowledge of what sporting opportunities are available outside of school.

		<ul style="list-style-type: none"> • Develop advanced theoretical sporting knowledge.
<p><i>Physical Education:</i> Skills</p>	<ul style="list-style-type: none"> • Learn a wide range of advanced skills for both team and individual sports and demonstrate these in small sided competitive situations. • Learn a range of advanced tactics and strategies to outwit opponents for team and individual sports. • Research of different sporting leaders. • Research of different leadership qualities. • Communication skills • Administering rules in a range of small sided games/activities. • Recording skills. • Advanced orienteering skills using QR codes and compasses. • Analysis of performance. • Evaluating performance. • Leadership skills to deliver warm-up/cool downs to large groups. • Leadership skills to deliver an aspect of a sports session. • Understand visual, verbal and manual guidance and their effectiveness • Teamworking skills. • Theoretical knowledge in advanced topics. • Take part in a range of fitness tests. • Understand visual, verbal and manual guidance and their effectiveness • Research skills to find out sporting opportunities outside of school. 	<ul style="list-style-type: none"> • Learn a wide range of highly advanced skills for both team and individual sports and demonstrate these in the full version of the game/activity. • Learn a large range of highly advanced tactics and strategies to outwit opponents for team and individual sports. • Analysis of performance. • Evaluating performance. • Suggest clear ways to make improvements in own and others performances. • Explore different roles that can be undertaken in sport • Plan a sports session. • Deliver a range of sports sessions. (Leadership) • Officiate in a range of team and individual sports. • Developing communication skills. • Teamworking skills. • Undertake a warm-up and cool down for the whole class. • Leadership qualities required for different roles in sport • Understand different training types. • Demonstrate ability to calculate maximum heart rate and training zones. • Perform fitness tests for other students and clearly understand what component of fitness is being measured for each test. • Extensive theoretical knowledge. • Recording skills when officiating. • Extensive knowledge of the rules in a range of team and individual sports. • Research skills to find sporting opportunities. • Understand fatigue and what can be done to reduce the chance of injury.

Physical Education:
**Assessment
opportunity**

- Students will be assessed at the start and the end of each block of work (new sport) to track progress.
- Students are assessed in skills in progressive drills and in the full context of the game.
- Students will only receive an Attitude to Learning grade for core PE lessons. Assessment is done as good practice, so students are aware of their strengths and areas for improvement.

Recommended core task topics for each sport are:

Association Football

Skills

Outfield

- Passing/receiving
- Dribbling
- Shooting
- Heading
- Tackling

Goalkeeper

- Receiving/distributing
- Kicking (from hands and dead ball)
- Shot stopping
- Taking ball at opponent's feet
- Taking crosses and punching

Full Context

Students are to play matches in the full recognised version of the game.

Teacher to select the most appropriate team size to suit the class size/ability.

6v6 or 7v7 would be suggested to enable players to get lots of touches of the ball.

Badminton

Skills

- Service – high, low, flick (forehand or backhand)
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- Net play
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Students are to play matches in the full recognised version of the game.

Depending on class size/ability this could be:

- Half court singles
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- Full court doubles

Basketball

Skills

- Dribbling – using both hands, change of pace and direction.
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- Shooting – lay-up, set shot, jump shot, free shot, use of fake.

- Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).

Full Context

Students are to play matches in the full recognised version of the game.

Depending on class size/ability this could be:

- 5v5 full court
- 5v5 across the court in the sportshall

Athletics

Skills

- **Track** – Starts/finishes, arm action, leg action
- **Jumps** – Run-up/speed, take off, flight and landing
- **Throws** – Grip, stance and preparation to throw, movement into throw, release/follow-through and recovery

Full Context

Students should be assessed in two separate athletic events. These can be any 2 events from any of the suggested disciplines.

Cricket

Skills

- Batting (defensive) – front and back foot
- Batting (attacking) – front and back foot

- Bowling – medium pace, fast pace or spin (line and length)
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Students are to play matches in the full recognised version of the game.

Depending on class size/ability this could be:

- 11v11
- 7v7

For purpose of assessment must choose 2 from:

- Bat
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Netball

Skills

- Passing and receiving (chest pass, shoulder pass, one/two handed passing)
- Dodging – single/double/sprint
- Marking a player
- Shooting (close/distance) or rebounding (attacking and defending) or marking a pass/intercepting (centre court players)
- Footwork and movement – landing on one/two feet, pivoting.

Full Context

Students are to play matches in the full recognised version of the game.

This should be:

- Full 7v7

Demonstrating skills appropriate in their chosen position.

Table Tennis

Skills

- Service – forehand and backhand (with and without spin as appropriate)
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- Smash shot – forehand and backhand (with and without spin as appropriate)
- Lob – forehand and backhand (with and without spin as appropriate)

Full Context

Students are to play matches in the full recognised version of the game.

Depending on class size/ability this could be:

- Singles

Or

- Doubles

Fitness

Skills

- Cardiovascular fitness – continuous training (Individual MSFT)
- Cardiovascular fitness – Interval training (Team MSFT)
- Circuit Training – weight training/plyometric training
- Balance (COF testing)
- Co-ordination (COF testing)
- Agility (COF testing)
- Flexibility (COF testing)
- Muscular Endurance (Sit up/Press up MSFT)
- Power (COF testing)
- Reaction Time (COF testing)
- Speed (COF testing)
- Strength (COF testing)
- Training Zones (Aerobic and Anaerobic)
- Working out HR and MHR and plotting on a graph.

Full Context

Students will be assessed according to their progress in the MSFT and performance in COF testing.
(A laminated set of cards has been produced to give an accurate grade for each year for the MSFT)

Rounders

Skills

- Batting (forehand)
- Batting (backhand)
- Bowling – (height, line and length)
- Catching in the field (from close and at distance) or as a backstop.

- Throwing and ground fielding in the field (from close and distance)

Full Context

Students are to play matches in the full version of the game.

LONG TERM CURRICULUM PLANNING OVERVIEW:

GCSE Physical Education

	Year 10	Year 11
Autumn A - Topic	<ul style="list-style-type: none"> • Paper 2 – Unit 4 – Sports Psychology 	<ul style="list-style-type: none"> • Paper 1 - Unit 1 – Anatomy and Physiology
Autumn A - Knowledge	<ul style="list-style-type: none"> • Skill • Ability • Classifications of skill • Types of goals • Goal setting • SMART targets • Information processing model • Guidance • Feedback • Arousal • Inverted U theory. • Stress management techniques • Direct and Indirect aggression • Personality types • Motivation (intrinsic) • Motivation (extrinsic) 	<ul style="list-style-type: none"> • Bones • Structure of skeleton • Functions of skeleton • Muscles • Structure of a synovial joint • Freely moveable joints • Types of movement at a joint • Antagonistic pairs • The pathway of air • Gaseous exchange • Blood Vessels • Structure of the heart
Autumn A - Skills	<p><u>Assessment objectives</u></p> <p>Bold = Skills developed during this unit.</p>	<p><u>Assessment objectives</u></p> <p>Bold = Skills developed during this unit.</p>

	<ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	<ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
Autumn A – Assessment opportunity	<ul style="list-style-type: none"> • End of unit 4 written paper 	<ul style="list-style-type: none"> • Interim - End of unit 1 written paper
Autumn B Topic	<ul style="list-style-type: none"> • Paper 2 – Unit 5 – Socio-cultural Influences 	<ul style="list-style-type: none"> • Paper 1 - Unit 1 – Anatomy and Physiology continued
Autumn B - Knowledge	<ul style="list-style-type: none"> • Engagement patterns • Commercialisation • Sponsorship • Media • Technology • Conduct of performers • Prohibited substances (PED's) • Effects of PED's and performers likely to take them • Advantages and disadvantages of PED's • Prohibited methods (blood doping) • Spectator behaviour • Hooliganism 	<ul style="list-style-type: none"> • The cardiac cycle and pathway of blood • Cardiac output, stroke volume and HR • Mechanics of breathing • Spirometer trace interpretation • Aerobic and anaerobic exercise • EPOC • Immediate effects of exercise • The recovery process • Short term effects of exercise • Long term effects of exercise
Autumn B - Skills	<p><u>Assessment objectives</u></p> <p>Bold = Skills developed during this unit.</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 	<p><u>Assessment objectives</u></p> <p>Bold = Skills developed during this unit.</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

	<ul style="list-style-type: none"> • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	<ul style="list-style-type: none"> • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
Autumn B – Assessment opportunity	<ul style="list-style-type: none"> • End of unit 5 written paper. 	<ul style="list-style-type: none"> • End of unit 1 written paper
Spring A - Topic	<ul style="list-style-type: none"> • Paper 2 – Unit 6 – Health, Fitness and Well-being 	<ul style="list-style-type: none"> • Paper 1 - Unit 2 - Movement Analysis
Spring A - Knowledge	<ul style="list-style-type: none"> • Reasons for participation in sport (Physical, Mental, Social and Fitness) • Consequences of a sedentary lifestyle • Obesity • Somatotypes • Energy use • Nutrition - A balanced diet • Nutrition – Carbohydrates, Proteins and Fats • Hydration 	<ul style="list-style-type: none"> • First class levers • Second class levers • Third class levers • Mechanical Advantage • Sporting movements • Planes • Axes
Spring A - Skills	<p><u>Assessment objectives</u></p> <p>Bold = Skills developed during this unit.</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. 	<p><u>Assessment objectives</u></p> <p>Bold = Skills developed during this unit.</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

	<ul style="list-style-type: none"> • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	<ul style="list-style-type: none"> • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
Spring A – Assessment opportunity	<ul style="list-style-type: none"> • End of unit 6 written paper. 	<ul style="list-style-type: none"> • End of unit 2 written paper
Spring B - Topic	<ul style="list-style-type: none"> • Revisit any units from Paper 2 content 	<ul style="list-style-type: none"> • Paper 1 - Unit 3 – Physical Training
Spring B - Knowledge	<ul style="list-style-type: none"> • Content taught will be dependant on individual needs following PLC's 	<ul style="list-style-type: none"> • Health and fitness • Components of Fitness • Limitations of fitness testing • Measuring components of fitness • Collecting fitness data • Principles of training (SPORT) • Types of training • Advantages and disadvantages of different types of training • Training Zones • Preventing injury • High Altitude training • Seasonal aspects • Warming up and cooling down
Spring B - Skills	<p><u>Assessment objectives</u></p> <p>Bold = Skills developed during this unit.</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. 	<p><u>Assessment objectives</u></p> <p>Bold = Skills developed during this unit.</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

	<ul style="list-style-type: none"> • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	
Spring B – Assessment opportunity	<ul style="list-style-type: none"> • Full paper 2 exam to be sat in the hall. 	<ul style="list-style-type: none"> • Mock Exams to be sat for Paper 1 and Paper 2.
Summer A - Topic	<ul style="list-style-type: none"> • NEA – Section A (analysis) and B (evaluation) of coursework 	<ul style="list-style-type: none"> • Revision • NEA – Practical sports finalised and practiced in readiness for moderation
Summer A - Knowledge	<p>Analysis Identify strengths and weaknesses in a chosen sport:</p> <ul style="list-style-type: none"> • Skill strength • Skill weakness • Fitness strength • Fitness weakness <p>Evaluation Produce an action plan to improve weaknesses. To include:</p> <ul style="list-style-type: none"> • ID a training type to improve fitness weakness. • A full description of one training session. • Explain how prolonged use of the training type may improve the fitness weakness. • ID of one other theoretical aspect and how this could improve the skill weakness. • Explain how the theoretical aspect would improve the skill weakness over time. 	<ul style="list-style-type: none"> • Identified groups – working below TG • Revision guides (free to PP) • Command word practice • 6 and 9 mark question practice (structure and content) • Sport 1 (Individual) • Sport 2 (Team) • Sport 3 (Either team or individual)
Summer A - Skills	<p>Assessment objectives</p> <p>Bold = Skills developed during this unit.</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 	<p>Assessment objectives</p> <p>Bold = Skills developed during this unit.</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

	<ul style="list-style-type: none"> • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	<ul style="list-style-type: none"> • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
Summer A – Assessment opportunity	<ul style="list-style-type: none"> • Written coursework. 	<ul style="list-style-type: none"> • Assessment in 3 practical sports
Summer B - Topic	NEA – Section A (analysis) and B (evaluation) of coursework continued...	<ul style="list-style-type: none"> • Examinations
Summer B - Knowledge	<p><u>Analysis</u> Identify strengths and weaknesses in a chosen sport:</p> <ul style="list-style-type: none"> • Skill strength • Skill weakness • Fitness strength • Fitness weakness <p><u>Evaluation</u> Produce an action plan to improve weaknesses. To include:</p> <ul style="list-style-type: none"> • ID a training type to improve fitness weakness • A full description of one training session. • Explain how prolonged use of the training type may improve the fitness weakness. • ID of one other theoretical aspect and how this could improve the skill weakness. • Explain how the theoretical aspect would improve the skill weakness over time. 	<ul style="list-style-type: none"> • Practical moderation – normally in March/April • Theory papers 1 and 2 – mid May – Paper 1, Early June – Paper 2
Summer B - Skills	<p><u>Assessment objectives</u></p> <p>Bold = Skills developed during this unit.</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. 	<p><u>Assessment objectives</u></p> <p>Bold = Skills developed during this unit.</p> <ul style="list-style-type: none"> • AO1 – Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

	<ul style="list-style-type: none"> • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. 	<ul style="list-style-type: none"> • AO2 – Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. • AO4 – Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
Summer B – Assessment opportunity	<ul style="list-style-type: none"> • Written coursework. 	<ul style="list-style-type: none"> • Practical moderation – normally in March/April • Theory papers 1 and 2 – Mid May – Paper 1, Early June – Paper 2

LONG TERM CURRICULUM PLANNING OVERVIEW:

Sport Studies

	• YEAR 10	• YEAR 11
Autumn A Topic	R185: Performance and Leadership in Sports activities <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • R186: Sport and the media
Autumn A Knowledge	<p>Topic Area 1 (TA1): Key components of performance</p> <ul style="list-style-type: none"> • Performance in 2 selected activities. • Use of tactics and strategies. • Decision-Making. • Maintaining performance in activities. • Your role and contribution. <p>Topic Area 2 (TA2): Applying practice methods to support improvement in a sporting activity.</p> <ul style="list-style-type: none"> • Strengths and Weaknesses of sports performance. • Methods to improve performance. • Measuring improvement in performance. • 	<p>Topic Area 2 (TA2): The positive effects of the media in sport</p> <ul style="list-style-type: none"> • The positive relationship between the media and sport. • Positive impacts of the media in sport.

Autumn A Skills	<p><u>Performance Objectives</u></p> <p>PO2, PO3, PO4 (See appendix at the bottom of the document for performance Objectives (PO) descriptors.</p> <p><u>Transferable skills</u></p> <ul style="list-style-type: none"> • Research • Analytical Skills • Creative Thinking • Planning • Team Working • Leadership • Verbal Communication/Presentation • Healthy living and lifestyle skills 	<p><u>Performance Objectives</u></p> <p>PO2, PO3, PO4 (See appendix at the bottom of the document for performance Objectives (PO) descriptors.</p> <p><u>Transferable skills</u></p> <ul style="list-style-type: none"> • Research • Analytical Skills • Creative Thinking • Planning • Team Working • Leadership • Verbal Communication/Presentation • Healthy living and lifestyle skills
Autumn A Assessment opportunity	<p>Teacher witness statements on practical ability.</p> <p>Written report for TA2.</p>	<p>Written report for TA2.</p>
Autumn B Topic	<p>R185: Performance and Leadership in Sports activities</p>	<p>R186: Sport and the media</p>
Autumn B Knowledge	<p>Topic Area 1 (TA1): Key components of performance</p> <ul style="list-style-type: none"> • Performance in 2 selected activities. • Use of tactics and strategies. • Decision-Making. • Maintaining performance in activities. • Your role and contribution. <p>Topic Area 2 (TA2): Applying practice methods to support improvement in a sporting activity.</p> <ul style="list-style-type: none"> • Strengths and Weaknesses of sports performance. • Methods to improve performance. • Measuring improvement in performance. 	<p>Topic Area 3 (TA3): The negative effects of the media in sport</p> <ul style="list-style-type: none"> • A range of negative effects of the media on sport in relation to spectators and live sport. • Negative impacts of the media on sports and sports performers.

Autumn B Skills	<p><u>Performance Objectives</u></p> <p>PO2, PO3, PO4 (See appendix at the bottom of the document for performance Objectives (PO) descriptors.</p> <p><u>Transferable skills</u></p> <ul style="list-style-type: none"> • Research • Analytical Skills • Creative Thinking • Planning • Team Working • Leadership • Verbal Communication/Presentation • Healthy living and lifestyle skills 	<p><u>Performance Objectives</u></p> <p>PO2, PO3, PO4 (See appendix at the bottom of the document for performance Objectives (PO) descriptors.</p> <p><u>Transferable skills</u></p> <ul style="list-style-type: none"> • Research • Analytical Skills • Creative Thinking • Planning • Team Working • Leadership • Verbal Communication/Presentation • Healthy living and lifestyle skills
Autumn B Assessment opportunity	<ul style="list-style-type: none"> ✓ 2 Teacher witness statements on practical ability. ✓ Written report for TA2. 	<ul style="list-style-type: none"> ✓ Written report for TA3.
Spring A Topic	R185: Performance and Leadership in Sports activities	R184: Contemporary issues in sport
Spring A Knowledge	<p>Topic Area 3 (TA3): Organising and planning a sports activity session.</p> <ul style="list-style-type: none"> • Organisation of a sports activity session. • Safety considerations when planning a sports activity session. • Objectives to meet the needs of the group. 	<p>Topic Area 1 (TA1): Issues which affect participation in sport.</p> <ul style="list-style-type: none"> • User groups • Possible barriers • Possible barrier solutions • Factors which can positively and negatively impact upon the popularity of sport in the UK. • Emerging/new sports in the UK. <p>Topic Area 2 (TA2): The role of sport in promoting values.</p> <ul style="list-style-type: none"> • Sport values • The Olympic and Paralympic movement • Sporting values initiative and campaigns • The importance of etiquette and sporting behaviour • The use of Performance Enhancing Drugs (PED's) in sport

Spring A Skills	<p><u>Performance Objectives</u></p> <p>PO2, PO3, PO4 (See appendix at the bottom of the document for performance Objectives (PO) descriptors.</p> <p><u>Transferable skills</u></p> <ul style="list-style-type: none"> • Research • Analytical Skills • Creative Thinking • Planning • Team Working • Leadership • Verbal Communication/Presentation • Healthy living and lifestyle skills 	<p><u>Performance Objectives</u></p> <p>PO1, PO2, PO3 (See appendix at the bottom of the document for performance Objectives (PO) descriptors.</p> <p><u>Transferable skills</u></p> <ul style="list-style-type: none"> • Research • Analytical Skills • Creative Thinking • Planning • Team Working • Leadership • Verbal Communication/Presentation • Healthy living and lifestyle skills
Spring A Assessment opportunity	<ul style="list-style-type: none"> ✓ Written sports activity session plan for TA3. ✓ Risk assessment for TA3. 	<ul style="list-style-type: none"> ✓ End of unit test for TA1 ✓ End of unit test for TA2
Spring B Topic	<p>R185: Performance and Leadership in Sports activities</p>	<p>R184: Contemporary issues in sport</p>
Spring B Knowledge	<p>Topic Area 4 (TA4): Leading a sports activity session.</p> <ul style="list-style-type: none"> • Organisation of a sports activity session. • Leading a sports activity session. • Measuring improvement in performance. 	<p>Topic Area 3 (TA3): The implications of hosting a major sporting event for a city or country.</p> <ul style="list-style-type: none"> • The features of a major sporting event. • Positive and negative pre-event aspects of hosting a major sporting event • Potential positive and negative aspects of hosting a major sporting event. <p>Topic Area 4 (TA4): The role National Governing Bodies (NGB's) play in the development of their sport.</p> <ul style="list-style-type: none"> • What NGB's do for their sport. <p>Topic Area 5 (TA5): The use of technology in sport</p> <ul style="list-style-type: none"> • The role of technology in sport

		<ul style="list-style-type: none"> Positive and negative effects of the use of technology in sport
Spring B Skills	<p><u>Performance Objectives</u></p> <p>PO2, PO3, PO4 (See appendix at the bottom of the document for performance Objectives (PO) descriptors.</p> <p><u>Transferable skills</u></p> <ul style="list-style-type: none"> Research Analytical Skills Creative Thinking Planning Team Working Leadership Verbal Communication/Presentation Healthy living and lifestyle skills 	<p><u>Performance Objectives</u></p> <p>PO1, PO2, PO3 (See appendix at the bottom of the document for performance Objectives (PO) descriptors.</p> <p><u>Transferable skills</u></p> <ul style="list-style-type: none"> Research Analytical Skills Creative Thinking Planning Team Working Leadership Verbal Communication/Presentation Healthy living and lifestyle skills
Spring B Assessment opportunity	Teacher witness statement for delivery of a sports activity session.	<ul style="list-style-type: none"> ✓ End of unit test for TA3 ✓ End of unit test for TA4 ✓ End of unit test for TA5 ✓ Full Contemporary Issues in sport exam.
Summer A Topic	R185: Performance and Leadership in Sports activities	R184: Contemporary issues in sport
Summer A Knowledge	<p>Topic Area 5 (TA5): Reviewing your own performance in planning and leading a sports activity session.</p> <ul style="list-style-type: none"> Reviewing your leadership of a sports activity session. 	To revise all TA's for the terminal exam.
Summer A Skills	<p><u>Performance Objectives</u></p> <p>PO2, PO3, PO4 (See appendix at the bottom of the document for performance Objectives (PO) descriptors.</p> <p><u>Transferable skills</u></p>	

	<ul style="list-style-type: none"> • Research • Analytical Skills • Creative Thinking • Planning • Team Working • Leadership • Verbal Communication/Presentation • Healthy living and lifestyle skills 	
Summer A Assessment opportunity	Written report for TA5.	
Summer B Topic	R186: Sport and the media	
Summer B Knowledge	Topic Area 1 (TA1): The different sources of media that cover sport. Distinguish between different media sources and how they cover sport	
Summer B Skills	<p><u>Performance Objectives</u></p> <p>PO2, PO3, PO4 (See appendix at the bottom of the document for performance Objectives (PO) descriptors.</p> <p><u>Transferable skills</u></p> <ul style="list-style-type: none"> • Research • Analytical Skills • Creative Thinking • Planning • Team Working • Leadership • Verbal Communication/Presentation • Healthy living and lifestyle skills 	

Summer B Assessment opportunity	Written report for TA1.	
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Appendix

Performance Objectives

PO1 – Recall knowledge and show understanding of Sport Studies concepts.

PO2 – Apply knowledge and understanding of Sport Studies concepts.

PO3 – Analyse and evaluate knowledge, understanding and performance.

PO4 – Demonstrate and apply sporting skills and processes relevant to Sport Studies.