

Year 7 Rationale:

- ✓ Initial Baseline Assessment to gather information regarding ability and level of fundamental skills as no prior data for PE.
- ✓ Assume academic levels on entry correct and build on prior knowledge and attainment allowing students to continue to make rapid progress.
- ✓ Broad and varied range of sports that follow logical progression and allow students to experience team/individual sports with the opportunity to compete.
- ✓ It allows students to begin to build on an understanding of why Warming up and Cooling Down is important as well as introducing official rules of play, tactics and technique analysis.
- ✓ A basic knowledge of first aid including how to respond to injuries, how to contact emergency services and how to use a defibrillator.
- ✓ **Planned cultural capital: Gain an understanding of why sportsmanship, teamwork, communication and resilience are vital aspects of sport. As well as having the opportunity to gain leadership skills.**

Year 8 Rationale:

- ✓ Students re-cap the importance of warming up and cooling down and begin to lead their own to small groups and eventually the class.
- ✓ Students develop an understanding of strategies to outwit opponents.
- ✓ Students gain a vital understanding of the long term health benefits of physical activity through components of fitness.
- ✓ Opportunities to develop techniques further and build on skills and knowledge from the range of sports introduced in year 7.
- ✓ A recap and further extension of knowledge of first aid including how to respond to injuries, how to contact emergency services and how to use a defibrillator.
- ✓ **Planned cultural capital: Long term health benefits and the risks associated with an unhealthy lifestyle and lack of activity.**
- ✓ **Planned cultural capital: Further opportunity to develop leadership skills and officiate in a range of sports.**
- ✓ **Planned cultural capital: History of sport and sporting greats amongst a variety of sports.**

Year 9 Rationale:

- ✓ Students build on the skills and knowledge of techniques that have been established at year 7 & 8.
- ✓ Students are given many opportunities to link their learning to the world they live in today- to contextualise and understand the 'why' behind it.
- ✓ Students are exposed to more theory through practical and encouraged to develop their oracy skills and levels of communication.
- ✓ A recap and further extension of knowledge of first aid including how to respond to injuries, how to contact emergency services and how to use a defibrillator.
- ✓ **Planned cultural capital: Human anatomy theory through practical introduces the Skeletal System and Cardio-respiratory system. Students gain an understanding of the health benefits associated with regular exercise linked to everyday life and the prevention of medical conditions and diseases such as heart disease, stress, anxiety, depression, cancer, strokes.**
- ✓ **Planned cultural capital: Knowledge of a variety of careers that can be accessed through sport.**

Year 10/11 Core PE:

- ✓ A range of sports and activities are offered to all students each lesson/half term. Students opt into a group of their choice to encourage participation and enjoyment. Students are able to build on skills and knowledge secured in year 7/8/9, developing a variety of tactics and strategies to overcome opponents in team and individual games. Students are able to evaluate their performances and demonstrate improvements across a range of activities.
- ✓ **Planned cultural capital: To experience and understand the opportunities for enjoyment and participation, promoting lifelong interest and value in sport and activity.**

Year 10 Sport Studies Rationale:

- ✓ Sport Studies Students complete first unit of coursework R187: increasing Awareness of Outdoor Adventurous Activities. Building on skills and knowledge learnt in year 7,8,&9.
- ✓ Sport Studies Students complete R185: Performance and Leadership in sports activities
- ✓ Core PE students actively engaged and participating in a range of sports, developing technique and strategies to outwit opponents, improving their overall performance and being able to analyse themselves and others.
- ✓ **Planned cultural capital: knowledge of how to plan outdoor adventurous actives . Links to careers in sport such as coaching, teaching, expedition leading. Basic knowledge of first aid and how it links to careers in nursing and being a paramedic.**
- ✓ **Planned cultural capital: Importance of remaining active emphasised.**

Year 11 Sport Science Rationale:

- ✓ Sport science students complete second and third units of coursework. RO42: Applying the principles of training and RO46: Technology in Sport. Links between units made and knowledge built upon. Subject and sport specific terminology and examples continuing to grow and develop.
- ✓ Students re-submit any coursework units if necessary.
- ✓ Core PE students actively engaged and participating in a range of sports, developing technique and strategies to outwit opponents, improving their overall performance and being able to analyse themselves and others.
- ✓ **Planned cultural capital: Importance of remaining active emphasised.**
- ✓ **Planned cultural capital: Psychology factors such as motivation, arousal, aggression, anxiety, depression and stress all addressed and management strategies suggested to enable students to practice during exam periods and difficult times.**

The Birkenhead Park School		PE Curriculum Overview 2023-2024	
Year 7	LP1	LP2	LP3
<p>Year 7 Students are grouped on ability and introduced to a range of sports and are given opportunities to compete individually and as a team.</p>	<ul style="list-style-type: none"> • Baseline Testing • Team Sports: Netball, Football, Rugby, Handball, Basketball • Individual Sports: Trampoline, Dance, Badminton, Fitness, Rock Climbing - Importance of Warming Up and Cooling Down - Sportsmanship - Teamwork - Officiating 	<ul style="list-style-type: none"> • Team Sports: Netball, Football, Rugby, Handball, Basketball • Individual Sports: Trampoline, Dance, Badminton, Fitness, Rock Climbing • Basic First Aid - CPR, how to respond to injuries, how to use a defibrillator. - Rules of play - Tactics - Technique analysis - Communication - Officiating 	<ul style="list-style-type: none"> • Individual Sports: Trampoline, Dance, Badminton, Fitness, Rock Climbing • Summer Sports: Athletics, Rounders, Softball, Cricket - Leadership - Officiating
<p>Year 8 Students retrieve all learnt from year 7 and increase their knowledge and understanding of all aspects of a variety of sports.</p>	<ul style="list-style-type: none"> • Team Sports: Netball, Football, Rugby, Handball, Basketball • Individual Sports: Trampoline, Dance, Badminton, Fitness, Rock Climbing - Strategies to outwit opponents - Musculo-Skeletal System 	<ul style="list-style-type: none"> • Team Sports: Netball, Football, Rugby, Handball, Basketball • Individual Sports: Trampoline, Dance, Badminton, Fitness, Rock Climbing, Orienteering, Tennis • Basic First Aid - CPR, how to respond to injuries, how to use a defibrillator. - Understand and apply the short-term health benefits of physical activity. - Heat Wave - Cardio-respiratory System - Components of Fitness 	<ul style="list-style-type: none"> • Individual Sports: Trampoline, Dance, Badminton, Fitness, Rock Climbing • Summer Sports: Athletics, Rounders, Softball, Cricket - Understand and apply the short-term health benefits of physical activity. - Develop technique to improve performance. - Leadership - Officiating - Components of Fitness
<p>Year 9 Students retrieve all learnt from year 7&8 and increase their knowledge and understanding of all aspects of a variety of sports.</p>	<ul style="list-style-type: none"> • Team Sports: Netball, Football, Rugby, Handball, Basketball • Individual Sports: Trampoline, Dance, Badminton, Fitness, Rock Climbing - Understand how to prevent injury through effective warm up / cool down. 	<ul style="list-style-type: none"> • Team Sports: Netball, Football, Rugby, Handball, Basketball • Individual Sports: Trampoline, Dance, Badminton, Fitness, Rock Climbing, Orienteering, Tennis • Basic First Aid - CPR, how to respond to injuries, how to use a defibrillator. - Understand how different factors can influence the risk of injury. 	<ul style="list-style-type: none"> • Individual Sports: Trampoline, Dance, Badminton, Fitness, Rock Climbing • Summer Sports: Athletics, Rounders, Softball, Cricket - Understand the different types of injury.
<p>Year 10 Sport Science Students complete exam and one unit of coursework.</p>	<p>R182: The body's response to physical activity and how technology informs this Students will learn to understand how both the cardio-respiratory and musculo-skeletal systems provide you with the energy and movements needed to keep you exercising and it turns how exercise helps develop both of these systems.</p>	<p>R181: Applying the principles of training: fitness and how it affects skill performance Students will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. This will give them the background knowledge they need to be able to plan and deliver appropriate fitness tests, some of which will be allocated to suit the skills of the sporting activity. Students will then interpret the data collected from fitness tests and learn how to put this data to their participants can go on to make informed decisions about their fitness training.</p>	
<p>Year 11 Sport Science Students complete 2 other units of coursework and sit exam if needed.</p>	<p>R180: Reducing the risk of sports injuries and dealing with common medical conditions Students will learn how to prepare participants to take part in physical activity in a way which minimise the risk of injuries occurring, prepare them to be able to respond to common injuries that can occur during sport and physical activity and to recognise the symptoms of some common medical conditions.</p>	<p>R180: Reducing the risk of sports injuries and dealing with common medical conditions Facts.</p>	
<p>Year 10/11 Core PE</p>	<p>A range of sports and activities are offered to all students each lesson/half term. Students opt into a group of their choice to encourage participation and enjoyment. Students are able to build on skills and knowledge secured in year 7/8/9, developing a variety of tactics and strategies to overcome opponents in team and individual games. Students are able to evaluate their performances and demonstrate improvements across a range of activities.</p>		

Long term Memory/ Retrieval of Knowledge:

- ✓ Each lesson has a Do Now activity from previous lessons in some form of starter/settler task i.e discussion/whiteboard at KS3. Post it note stuck into books at KS4.
- ✓ Low- stakes testing is used, for example; exit tickets.
- ✓ 'Making it stick' long term recall is also revisited each lesson as a settler activity- this is after an extended period at the point when students are just about to forget to make it effective.
- ✓ Teachers ask questions to address misconceptions – hinge questions are used.
- ✓ Responsive teaching is used as immediate intervention and teachers provide prompts for students during retrieval tasks. Whiteboard activities are built into lessons.

Assessment:

- ✓ Assessment takes place regularly. End of unit/topic APP tests are set allowing teachers to test students' performance on current and prior knowledge.
- ✓ Low stakes quizzes are used regularly.
- ✓ Assessment QLA is used to address student's misconceptions and re-test rather than re-teach.
- ✓ Topic Response lessons following low stakes tests are built into the curriculum to allow students to plug gaps in their knowledge.
- ✓ Teachers use Exam Builder resource to set real exam questions that will test current knowledge.

Pedagogy within the Classroom:

- ✓ Teachers will ensure that clear and concise instructions are given to reduce cognitive overload.
- ✓ Teachers will use the 'I,WE,YOU' strategy in breaking down questions and the skills needed to answer in detail to create resilient and independent learners.
- ✓ Teachers will provide modelled answers that allow students to understand expectations for answers.
- ✓ Teachers will ensure regular, low-stakes testing is used to create strong bonds with the long-term memory.
- ✓ Teachers will encourage subject specific vocabulary to be used in every lesson.
- ✓ Teachers will provide every opportunity for students to engage in purposeful discussion and reading to share ideas and provide links to students past learning, across faculties and in the outside wider world allowing students to have a broader understanding .

Vocabulary:

- ✓ Sport specific vocabulary is introduced in year 7 and developed through to year 11 to allow students to familiarise themselves and feel confident in their knowledge.
- ✓ Tier 2 Words of the Week are used in year 7-11.
- ✓ Tier 3 Words of the Week are used in lessons and on knowledge organisers.
- ✓ Words of the week are tested through Low Stakes Quizzes.
- ✓ Subject specific vocabulary given on COPS sheets for students to correct.

Q. Explain how **poor gait and lack of exercise** can lead to poor posture.



Gait is how you stand and hold your body. A person should stand with their back straight, head up and with their knees straight.



If a person is standing with their shoulders hunched and knees bent, it can put excess pressure on their joints and lead to poor posture.



For example, if a dancer has poor **gait** it can lead them developing poor posture and may increase their risk of developing an injury.



Q. Explain how **poor gait and lack of exercise** can lead to poor posture.



Lack of exercise can also lead to poor posture as a person's core strength will not be able to support the skeleton and weight.



If a person is **overweight** it can put unnecessary pressure...



For example if a footballer has poor core **strength** they will not be able to...



Q. Explain how **emotional factors and fatigue** can lead to poor posture.



Emotional factors and fatigue can lead to poor posture as they can affect a person's focus and energy levels, leading to slumped shoulders and poor alignment.



If a person is **stressed** or **tired**, they may not be able to maintain good posture for long periods.



For example, if a basketball player is **stressed** before a game, they may have poor posture on the court.



Build-up of Skills:

- ✓ The skills identified for success for the OCR Sport Science course are outlined and planned backwards from Year 11- 7.
- ✓ These skills are built upon each year from year 7. They are age appropriate for each year group and allow students to fully access assessments and low stakes testing.
- ✓ The language is similar to allow students to become familiar and build up a layer of skills each year- to review and refine these at regular intervals to become independent and resilient learners.

Do Now Task! 05:00

- Name 3 psychological factors influencing the risk of injury.
Intrinsic & Extrinsic Motivation, Focus & Concentration, Arousal.
- What is an intrinsic factor?
Factors affecting the individual, internal, YOU
- Name 3 connective tissues
Cartilage
Tendons
Ligaments
- Name the 2 bones in the lower leg
Tibia
Fibula
- Identify the 5 stages of a warm up.
Pulse Raiser, Mobility Movements, Dynamic Movements, Stretching, Skill Rehearsal.

Positivity Ambition Resilience Thoughtful

Mini Whiteboard

- What are the two types of motivation?
Intrinsic / Extrinsic
- Which sport would require mental rehearsal? Give example.
Rugby – Preparing to take a penalty kick
- What does the term "arousal" mean?
State of readiness – ready for activity
- Name the 5 stages of a warm up
Pulse Raiser, Mobility, Dynamic Movements, Stretching, Skill Rehearsal
- What are the benefits of a warm up?
Warming up muscles, increase body temp, increase HR, increase flexibility
- Describe 2 psychological benefits of a warm up? (2)

Making it stick!

Warming Up

Think hard for 5 mins and fill your post it note

- ☐ The first part of a warm up should be a _____. This involves fast paced activity such as _____, high knees or changing direction. This warms the body and prepares it for activity.
- ☐ The second part of a warm up should be _____ seconds to allow the muscles to increase the range of _____ at joints and reduce the risk of soft tissue injuries such as _____ and strains.
- ☐ The final part of a warm up should be _____. This should include drills or practices that increase _____ and core skills that prepare a participant _____ for activity which will also reduce the risk of causing _____.

Summative Assessment	Capital letters?	Overall appearance?
COPS this!	Punctuation?	Spellings?
Connective Tissues		
tendons are attached to both the bone and the muscle . When the muscle contracts the tendon pulls on the bone which creates movement		
Ligaments attach bone to bone at the joint . Ligaments are slightly elastic to allow the bones to move but sturdy enough to stop the bones going further than their supposed range of movement and causing injury		
Cartilage is a soft tissue that covers the ends of the bones where they meet at the joint. It acts as a shock absorber protecting the bones from impact. Cartilage also stops bones rubbing together.		

COPS Complete

Use RED PEN <ul style="list-style-type: none"> • Check capital letters • Underline all dates and titles with ruler • Full stops • Spellings- If you're not sure - ASK • When you have checked, write in RED COPS Complete 	Common spelling mistakes <ul style="list-style-type: none"> Intrinsic Posture Slouch Defect Gait Emotional 	Have you ... <ul style="list-style-type: none"> ► Completed feedback? ► Written your 'Word of the Week' in the margin? ► Completed any outstanding work? ► Checked your spellings? ► Underlined your date and title?
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WOW

Definition: Do physical harm or damage to (something or someone).	Word: Injure	As an example: A player decided to deliberately injure one of their opponents and received a caution.
Synonyms: Damage, Diminish, Wound, Hurt, Impair	Antonyms: Heal, Recover	
Deconstruct it: From the french <i>injurier</i> meaning 'to damage; offend,		

Ambition AND EXCELLENCE FOR ALL