

Intent: Key Stage 3

Throughout Key Stage 3 (Yr7,8 & 9) students gain confidence in applying more advanced skills, showing accurate technique and consistency within both isolated drills and competitive situations. Students will further develop an ability to evaluate and assess movements and sequences to produce refined outcomes. Leadership opportunities are facilitated to improve communication skills, teamwork, organisational skills and confidence. Students will be expected to lead warm-ups and some sports related drills as well as score and officiate within a range of different activities.

Year/time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p>The importance of fitness: Baseline Fitness testing and training methods to improve fitness.</p> <p>Swimming Water safety, Front Crawl (leg and arm movement)</p> <p>Invasion Games Football/Netball Ball control, Set shot</p> <p>Net & Wall Games Table Tennis Rules, Serve, Forehand, Backhand</p> <p>Health Related Fitness Table Tennis Rules, Serve, Forehand, Backhand</p>	<p>Carousel:</p> <p>Swimming Water safety, Front Crawl (leg and arm movement)</p> <p>Invasion Games Football/Netball Ball control, Set shot</p> <p>Net & Wall Games Table Tennis Rules, Serve, Forehand, Backhand</p> <p>Health Related Fitness Benefits of HRE on Cardiovascular Endurance</p>	<p>Carousel:</p> <p>Swimming Water safety, Front Crawl (leg and arm movement)</p> <p>Invasion Games Basketball Ball control, Set shot</p> <p>Net & Wall Games Table Tennis Rules, Serve, Forehand, Backhand</p> <p>Health Related Fitness Benefits of HRE on Cardiovascular Endurance</p>	<p>Carousel:</p> <p>Swimming Water safety, Front Crawl (leg and arm movement)</p> <p>Invasion Games Basketball Ball control, Set shot</p> <p>Net & Wall Games Table Tennis Rules, Serve, Forehand, Backhand</p> <p>Health Related Fitness Benefits of HRE on Cardiovascular Endurance</p>	<p>Carousel (split double lesson):</p> <p>Striking & Fielding Long/Short barrier</p> <p>Athletics Fundamentals of Run/Throw/Jump</p> <p>Invasion Games (Ultimate Frisbee Rugby 7's) 3v1 principles of outwitting opponents.</p>	<p>Carousel (split double lesson):</p> <p>Striking & Fielding Long/Short barrier</p> <p>Athletics Fundamentals of Run/Throw/Jump</p> <p>Invasion Games (Ultimate Frisbee Rugby 7's) 3v1 principles of outwitting opponents.</p>

	Benefits of HRE on Cardiovascular Endurance					
8	<p>The importance of fitness: Baseline Fitness testing and training methods to improve fitness.</p> <p>Swimming Water safety, Back Crawl/ Breast stroke (body position/ legs) Invasion Games Football/Netball Offensive and defensive positions/ Zones/Plays Net & Wall Games Table Tennis/Badminton Serve (types) Forehand/ Backhand Spin Health Related Fitness Long term effects of HRE on Cardiovascular and Respiratory systems</p>	<p>Carousel:</p> <p>Swimming Water safety, Back Crawl/ Breast stroke (body position/ legs) Invasion Games Football/Netball Offensive and defensive positions/ Zones/Plays Net & Wall Games Table Tennis/Badminton Serve (types) Forehand/ Backhand Spin Health Related Fitness Long term effects of HRE on Cardiovascular and Respiratory systems</p>	<p>Carousel:</p> <p>Swimming Water safety, Back Crawl/ Breast stroke (body position/ legs) Invasion Games Basketball Offensive and defensive positions/ Zones/Plays Net & Wall Games Table Tennis/Badminton Serve (types) Forehand/ Backhand Spin Health Related Fitness Long term effects of HRE on Cardiovascular and Respiratory systems</p>	<p>Carousel:</p> <p>Swimming Water safety, Back Crawl/ Breast stroke (body position/ legs) Invasion Games Basketball Offensive and defensive positions/ Zones/Plays Net & Wall Games Table Tennis/Badminton Serve (types) Forehand/ Backhand Spin Health Related Fitness Long term effects of HRE on Cardiovascular and Respiratory systems</p>	<p>Carousel (split double lesson):</p> <p>Striking & Fielding Bowling/Batting (forehand, backhand) Athletics Introduction/ development of Run/Throw/Jump events Invasion Games (Ultimate Frisbee Rugby 7's) Movement on and off the ball/frisbee outwitting opponents, Defensive movement</p>	<p>Carousel (split double lesson):</p> <p>Striking & Fielding Bowling/Batting (forehand, backhand) Athletics Introduction/ development of Run/Throw/Jump events Invasion Games (Ultimate Frisbee Rugby 7's) Movement on and off the ball/frisbee outwitting opponents, Defensive movement</p>
9	<p>The importance of Fitness:</p>	<p>Carousel:</p> <p>Swimming</p>	<p>Carousel:</p> <p>Swimming</p>	<p>Carousel:</p> <p>Swimming</p>	<p>Carousel (split double lesson):</p>	<p>Carousel (split double lesson):</p>

	<p>Baseline Fitness testing and training methods to improve fitness.</p> <p>Swimming Water safety, Fly, Starts (body position/ legs) Water polo</p> <p>Invasion Games Football/Netball Offensive and defensive positions/ Zones/Plays all applied into games</p> <p>Net & Wall Games Table Tennis/Badminton Game play and tournament structure</p> <p>Health Related Fitness ParQ, Fitness testing and programme design</p>	<p>Water safety, Fly, Starts (body position/ legs) Water polo</p> <p>Invasion Games Football/Netball Offensive and defensive positions/ Zones/Plays all applied into games</p> <p>Net & Wall Games Table Tennis/Badminton Game play and tournament structure</p> <p>Health Related Fitness ParQ, Fitness testing and programme design</p>	<p>Water safety, Fly, Starts (body position/ legs) Water polo</p> <p>Invasion Games Basketball Offensive and defensive positions/ Zones/Plays all applied into games</p> <p>Net & Wall Games Table Tennis/Badminton Game play and tournament structure</p> <p>Health Related Fitness ParQ, Fitness testing and programme design</p>	<p>Water safety, Fly, Starts (body position/ legs) Water polo</p> <p>Invasion Games Basketball Offensive and defensive positions/ Zones/Plays all applied into games</p> <p>Net & Wall Games Table Tennis/Badminton Game play and tournament structure</p> <p>Health Related Fitness ParQ, Fitness testing and programme design</p>	<p>Striking & Fielding Bowling/Batting (forehand, backhand)</p> <p>Athletics Introduction/development of Run/Throw/Jump events</p> <p>Net & Wall Games Tennis, Short Tennis Serve (types) Forehand/ Backhand</p>	<p>Striking & Fielding Bowling/Batting (forehand, backhand)</p> <p>Athletics Introduction/development of Run/Throw/Jump events</p> <p>Net & Wall Games Tennis, Short Tennis Serve (types) Forehand/ Backhand</p>
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Intent: Key Stage 4

The Curriculum at Key Stage 4 (Yr10 & 11) focuses on the different physical and emotional requirements needed to compete at a good level within a sport. Students will be encouraged to study a small number of sports in more detail, refining technical accuracy and executing skills with accurate precision, control and fluency. Position specific skills, set plays, strategies, tactics and

compositional creativity will be embedded and developed within the practical content and will empower individuals to meet the challenges in formal and competitive situations.

<p>10</p>	<p>Fitness: Students will learn different methods of Fitness, this would include swimming, Pilates, Yoga, HITT, Aerobics/Dance workout and Circuit Training. They will understand how to technically perform the movements with control, fluency and safety. They will be taught the different key sections including a warm-up, cool down and a range of exercises in the appropriate order.</p> <p>Games: Students will experience a range of different invasion games: This would include football, basketball, handball, tchouk-ball, dodgeball, End ball. They will be able to lead warm-ups and understand</p>	<p>Fitness: Students will learn different methods of Fitness, this would include swimming, Pilates, Yoga, HITT, Aerobics/Dance workout and Circuit Training. They will understand how to technically perform the movements with control, fluency and safety. They will be taught the different key sections including a warm-up, cool down and a range of exercises in the appropriate order.</p> <p>Games: Students will experience a range of different invasion games: This would include football, basketball, handball, tchouk-ball, dodgeball, End ball. They will be able to lead warm-ups and understand</p>	<p>Fitness: Students will learn different methods of Fitness, this would include swimming, Pilates, Yoga, HITT, Aerobics/Dance workout and Circuit Training. They will understand how to technically perform the movements with control, fluency and safety. They will be taught the different key sections including a warm-up, cool down and a range of exercises in the appropriate order.</p> <p>Games: Students will experience a range of different invasion games: This would include football, basketball, handball, tchouk-ball, dodgeball, End ball. They will be able to lead warm-ups and understand</p>	<p>Net & Wall Students will experience different racket games. This would include badminton, indoor tennis and table tennis. The students will be able to lead warm-ups, set up their own drills and organise conditioned games and tournaments.</p> <p>Alternative Games: Students will experience different types of alternative games, this will include Kinball, Dodgeball, Endball, Speedball, Four square, capture the flag and Corner ball. The students will be able to organise their teams. Lead warm-ups and set up their own drills.</p>	<p>Net & Wall Students will experience different racket games. This would include badminton, indoor tennis and table tennis. The students will be able to lead warm-ups, set up their own drills and organise conditioned games and tournaments.</p> <p>Rounders: Students will develop skills relating to fielding, bowling and batting. Looking at advanced tactics and strategies that can be used to outwit opponents.</p>	<p>Athletics Students take part in athletics and volleyball lessons. In athletics lessons, students work towards improving their output and personal records within the context of sprinting, long distance running, the relay, throwing and jumping. In volleyball lessons, students consolidate their understanding and practice of serving and develop tactics to improve play in game scenarios.</p> <p>Rounders: Students will develop skills relating to fielding, bowling and batting. Looking at advanced tactics and strategies that can be used to outwit opponents.</p>
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	rules and key terminology. They will be able to set up their own games and organise tournaments.	rules and key terminology. They will be able to set up their own games and organise tournaments.	rules and key terminology. They will be able to set up their own games and organise tournaments.			
11	<p>Games: Students take part in invasion games (football, Netball, Basketball) lessons. Students build on their prior knowledge and skillset to ensure greater success in game scenarios.</p> <p>Fitness: Students will take part in different methods of Fitness, this would include swimming, Pilates, Yoga, HITT, Aerobics/Dance workout and Circuit Training.</p>	<p>Games: Students take part in invasion games (football, Netball, Basketball) lessons. Students build on their prior knowledge and skillset to ensure greater success in game scenarios.</p> <p>Fitness: Students will take part in different methods of Fitness, this would include swimming, Pilates, Yoga, HITT, Aerobics/Dance workout and Circuit Training.</p>	<p>Net & Wall Pupils will experience different racket games. This would include badminton, indoor tennis and table tennis. The students will be able to lead warm-ups, set up their own drills and organise conditioned games and tournaments.</p>	<p>Net & Wall Pupils will experience different racket games. This would include badminton, indoor tennis and table tennis. The students will be able to lead warm-ups, set up their own drills and organise conditioned games and tournaments.</p>	<p>Rounders/Softball Pupils will develop skills relating to fielding, bowling and batting. Looking at advanced tactics and strategies that can be used to outwit opponents.</p>	

Intent: GCSE

Theoretical content is re-visited from Key Stage 3 in a more formal environment and students are expected to link the key content to sporting examples. The GCSE course is structured to enhance learning by grouping each component together to ensure fluidity



and encourage recall of key terms. The coursework element complements the knowledge and understanding needed in component one and creates a practical vision of the application of training to an individual's performance and wellbeing.

<p>Y10 Sport Science (Cambridge Nationals)</p>	<p>Students begin the 'Applying principles of training' module. They develop an understanding of what the principles of training are within a sporting context, and learn how training methods target different fitness components. Students then learn how to conduct fitness tests and develop fitness training programmes that respond to weaknesses highlighted by their data</p>	<p>Students begin the 'Technology in sport'. Over the course of this module, they develop an understanding of how technology is used to enhance sporting performance, game play and spectatorship.</p>	<p>Students begin the 'Reducing the risk of sports injuries' module. They develop an understanding of different factors which influence the risk of injury and how appropriate warm up and cool down routines can help to prevent injury.</p>	<p>Students continue key content from the 'Reducing the risk of sports injuries' module. They deepen their understanding of different factors which influence the risk of injury and how appropriate warm up and cool down routines can help to prevent injury. They also learn how to respond to injuries and common medical conditions within a sporting context.</p>	<p>Students deepen their knowledge of sports technology by considering a specific example and how this has both positively and negatively impacted players, spectators, sports officials and related organisations.</p>	<p>Students use lesson time to ensure that all coursework from the academic year is complete to the highest possible standard.</p>
<p>Y11 Sport Science (Cambridge Nationals)</p>	<p>Students begin the year by studying the 'Sports psychology' module. They learn what personality is, with particular reference to extroverts and introverts, and how these personality types affect</p>	<p>Students continue to study the 'Sports psychology' module in which they learn to identify various forms of aggression and why these occur in individuals. They are able to give sporting examples and explain how</p>	<p>Students continue to study the 'Sports psychology' module in which they learn a range of sport psychology strategies that can enhance sporting performance. Students devise a programme in which they apply a</p>	<p>Students revisit the 'Technology in sport' module. Over the course of this module, they develop an understanding of how technology is used to enhance sporting performance, game play and</p>	<p>Students build on their prior knowledge from Spring 2 when they begin to consider the negative impact that technology has on the sporting world.</p>	<p>Students deepen their knowledge of sports technology by considering a specific example and how this has both positively and negatively impacted players, spectators, sports officials and related organisations.</p>

	sporting choices and performance. Students go on to study different types of motivation and their impact on performance.	aggression affects sporting performance. Students also study a range of theories within Sports Psychology and how these phenomena are exhibited in sport.	number of these strategies to a sports person and evaluate their impact.	spectatorship. In this half term, they will focus primarily on the positive impact that sports technology has on the sporting world.		
Y10 NCFE (this course has been replaced with the Sports Science course)	Unit 1 - Introduction to Body Systems and Principles of Training in Health and Fitness: This unit provides learners with the underpinning knowledge and understanding required for health and fitness. Learners will develop their knowledge and understanding of the structure and function of key body systems. Learners will know and understand the short- and long-term effects that health and fitness activities can have on the body. Learners will know and understand the components of fitness and the principles of training.			Unit 2 - Preparing and Planning for Health and Fitness: This unit provides learners with the knowledge and understanding to be able to prepare and plan for health and fitness. Learners will know and understand the impact of lifestyle on health and fitness and be able to apply health and fitness analyses to set goals. Learners will know and understand how to test and develop components of fitness. Learners will know and understand how to structure a health and fitness programme and how to prepare safely for health and fitness activities.		
	Skeletal System 1 Structure of the skeleton Functions of the skeletal system Types of bones Types of joints Joint actions Structure of a synovial joint (knee) 7 Structure of the spine and posture	Muscular System Types of muscle Structure of the muscular system Muscle movement and contraction Muscle fibre Types	Respiratory System Structure of the respiratory system Functions of the respiratory system Lung volumes Cardiovascular System Structure and function of the blood vessels Structure of the heart The cardiac cycle Cardiovascular measurements	Effects of Health and Fitness Activities on the Body Short-term effects of health and fitness activities Long-term effects of health and fitness activities	Health and Fitness Health and fitness	Components of Fitness Health-related fitness Skill-related fitness



			Blood pressure			
Yr11 NCFE	Unit 1 external exam revision: Skeletal, Muscular & Respiratory systems	Unit 1 external exam revision: Cardiovascular system, Energy systems and Principles of Training	Unit 2 – Internal controlled assessment Design and carry out a fitness programme	Unit 2 – Internal controlled assessment Design and carry out a fitness programme		

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use cumulative formative diagnostic assessment to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers’ planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts and across sports.

Students will also take part in a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. The data from assessments is used to inform future planning, support with additional interventions and set changes.

How we prepare students for the future:

The physical education curriculum is broad and balanced and will guide all students to acquire the knowledge and skills necessary to maintain and improve health-related fitness as part of their commitment to lifelong healthy lifestyles. They will become educated with the relevant information and experiences to be physically active outside school and throughout life.

High quality physical education fosters the physical, moral, social, emotional, cultural and intellectual development of pupils. It improves psychological health and supports cognitive and academic performances. The main focus in our curriculum is to



develop skills, nurturing the fundamental and advanced skills to competently perform in a broad spectrum of sporting activities. The learning of the theoretical understanding of PE and sport is key to improve effective performance outcomes and increase students' understanding of the positive benefits of exercise.

Each activity area has been carefully selected to explore a multitude of holistic learning opportunities and ensure that we immerse students into a comprehensive diet of physical activities and sport, in the hope that we engage, excite and excel our students within the subject and for them to develop a lifelong commitment to participating in sport and exercise.

The demands of the GCSE course prepares students for the expectation at A Level or vocation courses, as there is a clear cross over between courses. Throughout the PE learning journey, each student is exposed to information about the possible career paths that come under the umbrella term of sport. This is displayed in their changing rooms and a page has been integrated into the assessment document. Specific career links are referenced in lessons and within extra-curricular activities where they provide the scope to enable the student to clearly see the progression.

Each activity taught in the physical education curriculum embeds key skills that the students learn and develop. These skills include communication, resilience, problem solving and leadership. Students are made aware through their lessons how they have used these skills and how they would be valued in the workplace. The students bank practical examples that can be referenced in personal statements for employers, colleges and universities.