

Subject: Physical Education

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Indoor athletics Invasion games (baseline testing)	Netball/ football Health-related fitness	Dance/gymnastics OAA	Dance/gymnastics Rugby/futsal	Athletics Cricket/rounders	Athletics Cricket/rounders
Key Content and Skills	<p>Indoor athletics: exploring different events.</p> <p>Invasion games: exploring different types of invasion games.</p> <p>Football/netball: skills required for football and netball.</p> <p>Health related fitness: explore different components of fitness required for different sports</p>		<p>Dance: explore various dance concepts through Indian dance.</p> <p>Gymnastics: travel, balances and creating sequences.</p> <p>OAA: orienteering and map-reading skills.</p> <p>Rugby/futsal: skills required for rugby and futsal.</p>		<p>Athletics: students learn about the importance of health and safety of using throwing equipment. They explore the skills required to carry out different athletics disciplines - shot put, discus, hammer, sprinting, long distance running.</p> <p>Cricket/rounders: exploring the skills required for cricket and rounders.</p>	

Assessment	Practical assessment	Practical assessment	Practical assessment
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Keep active and try to complete 20 minutes of physical activity a day • Join an after-school club • Research the activities being taught and watch videos of the skills required 		

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	Indoor athletics/HRF Netball/futsal/football	Indoor athletics/HRF Netball, rugby/futsal	Dance/gymnastics OAA	Dance/gymnastics Rugby/gaelic	Athletics Rounders/cricket	Athletics Rounders/cricket
Key Content and Skills	Indoor athletics: Leading different indoor athletics events. HRF: exploring different methods of training required to improve the components of fitness that students learnt in Year 7. Netball, futsal rugby and football: using the skills learnt in Year 7 to develop an understanding of tactics needed to		Dance: learn about the film 'Bugsy Malone'. Students create choreography based on themes from this film and incorporate the skills learnt in Year 7. Gymnastics: students build on knowledge from Year 7 to explore different group balances and the type of fitness required to do gymnastics.		Athletics: how to become competitive in each athletic discipline using the skills learnt in Year 7, eg. using a rotation or glide to improve throw. Rounders/cricket: develop understanding of game play through exploring different tactics required to be successful in games. e.g. 'magic triangle' using base 1 to get a player out when the batter has missed the	

	develop understanding of the game, eg. looking at how outwitting techniques can be used for centre passes in netball.	Gaelic football: explore the skills required to do Gaelic football. This is students' first taste of Gaelic football.	ball.
Assessment	Practical assessment	Practical assessment	Practical assessment
How can students prepare beyond the classroom?	Students should: <ul style="list-style-type: none"> • Keep active and try to complete 20 minutes of physical activity a day • Join an after-school club • Research each sport identifying skills, positions and rules 		

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	HRF/trampolining Netball/football	HRF/trampolining /table tennis Futsal/rugby	GCSE PE/BTEC Taster lessons OAA	Dance/Basketball Sports Education	Athletics Rounders/cricket	Danish longball Rounders/cricket
Key Content and Skills	HRF: students learn about the principles of training and create their own training sessions using this knowledge. Trampolining: students learn about the health and safety of using a trampoline. Explore different skills required for		OAA: students in Year 9 carry out various team-building challenges each week where they look at different types of communication, teamwork, strategic thinking and creativity. GCSE PE/BTEC taster lessons: during this		Rounders and cricket: students in Year 9 will recap skills and rules required to play these activities. They will also start to practise umpiring and playing full sided competitive games. Athletics: students in Year 9 will recap the	

	trampolining.	<p>unit students will learn about the difference between the two courses so that they have a greater insight into what is required for the course. The topics covered are: warm up and cool down, skill classification, the muscular system, principles of training, sport provision, barriers that affect participation in sport and components of fitness.</p> <p>Sports Education: Students will create lesson plans which focus on a different skill each week. They will then deliver their own plans taking on different roles such as team manager, captain, warm up coach, drill coach, equipment manager, vice captain, umpire, publicist and score keeper.</p>	skills and rules of each discipline and will then take on leadership roles through running competitions. Students will gain opportunities in timing, measuring, recording and setting up. Students will also have the opportunity to compete against other students across a range of athletic disciplines to gain points.
Assessment	Practical assessment	Practical assessment	Practical assessment
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Keep active and try to complete 20 minutes of physical activity a day • Join an after-school club 	<p>Students should:</p> <ul style="list-style-type: none"> • Research each sport identifying the main rules and skill required • Begin to assess their strengths and weaknesses in each activity 	<p>Students should:</p> <ul style="list-style-type: none"> • Use the internet to recap the rules required in the activities taught • Research different leadership roles, eg. coach, manager and publicist. How could these roles be implemented in the activities being taught?

Year 10 BTEC/GCSE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	<p><u>GCSE PE:</u> Component 1 Topic 1: Applied anatomy and physiology</p> <p>Component 2 Topic 1: Health, fitness and wellbeing</p> <p>Component 3 Netball and Cross-country</p> <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> • Component 1 Delivery - Preparing Participants to Take Part in Sport and Physical Activity 		<p><u>GCSE PE:</u> Component 1 Topic 1: Applied anatomy and physiology Topic 3: Physical training</p> <p>Component 2 Topic 2: Sport psychology</p> <p>Component 3 Gaelic football</p> <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> • Component 2 Delivery - Taking Part and Improving Other Participants' Sporting Performance 		<p><u>GCSE PE:</u> Component 1 Topic 3: Physical training</p> <p>Component 2 Topic 2: Sport psychology</p> <p>Component 3 Athletics</p> <p>Component 4-PEP</p> <ul style="list-style-type: none"> • Aim and planning analysis • Carrying out and monitoring the PEP Evaluation of the PEP <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> • Component 3 Delivery - Developing fitness to improve other participants' performance in sport and physical activity. 	

Key Content and Skills	<p><u>GCSE PE:</u> Component 1</p> <ul style="list-style-type: none"> • The musculo-skeletal system, cardio-respiratory system <p>Component 2</p> <ul style="list-style-type: none"> • Physical, emotional and social well-being, lifestyle choice and sedentary lifestyles, energy balance <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> • Types of provision in sport • Equipment and Technology • Preparing participants to take part in sport 	<p><u>GCSE PE:</u> Component 1/4</p> <ul style="list-style-type: none"> • Anaerobic and aerobic exercise • The relationship between health and fitness and the role that exercise plays in both • The components of fitness, benefits for sport and how fitness is measured and improved • The principles of training and their application to personal exercise/ training programmes <p>Component 2</p> <ul style="list-style-type: none"> • Classification of skills and SMART targets <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> • Components of fitness. • Roles and responsibilities of officials 	<p><u>GCSE PE:</u> Component 2</p> <ul style="list-style-type: none"> • Guidance and feedback • Mental preparation in sport <p>Component 4</p> <ul style="list-style-type: none"> • Personal Exercise Plan (PEP) <p>Coursework unit: Students will embark on a six-week training programme. Prior to this programme beginning, students will carry out fitness testing and set performance/fitness targets. Post PEP students will evaluate the effectiveness of the PEP.</p> <p><u>BTEC Sport:</u></p> <ul style="list-style-type: none"> • Fitness and health and their importance in sport. • Fitness Testing • Training Methods • Training Programmes.
Assessment	<p>GCSE PE: end of topic tests and practical assessment BTEC: Coursework completed over five supervised hours in class.</p>	<p>GCSE PE: end of topic tests and practical assessment BTEC: Coursework completed over four supervised hours in class</p>	<p>GCSE PE: end of topic tests and practical assessment BTEC: PPE papers and end of topic tests.</p>
How can students	<p>Students should:</p> <p><u>GCSE</u></p> <ul style="list-style-type: none"> • Use GCSE PE <i>BBC Bitesize</i> alongside teacher provided resources to revise 		

prepare beyond the classroom?	<ul style="list-style-type: none"> • Complete homework set each week • Complete 30 minutes of revision each week • Read through PowerPoints on google classroom • Complete 30 minutes of physical activity three times a week <p><u>BTEC</u></p> <ul style="list-style-type: none"> • Complete homework tasks that are set each week. • All resources used in class are on Google Classroom and are accessible at home. • Ensure that notes are being kept up to date as these can be used in the coursework assessment • Take part in physical activity regularly.
--------------------------------------	--

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	<p><u>GCSE PE:</u> Component 1 Topic 2: Movement analysis</p> <p>Component 2 Topic 3: Socio-cultural influences</p> <p>Component 3 Trampolining</p> <p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> • Component 3 Delivery - Developing fitness to improve other participants' performance in sport and physical activity. 		<p><u>GCSE PE:</u> Component 1 Topic 2: Movement analysis</p> <p>Component 2 Topic 3: Socio-cultural influences</p> <p>Component 3 Football Preparation for moderation</p> <p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> • Component 3 Delivery - Developing fitness to improve other participants' performance in sport and physical activity. 		<p><u>GCSE PE:</u> • Revision</p> <p><u>BTEC Sport</u> • RETAKE OF EXAMINATION IF NECESSARY</p>	

		<ul style="list-style-type: none"> FIRST ATTEMPT AT EXAMINATION 	
Key Content and Skills	<p><u>GCSE PE:</u></p> <p>Component 1</p> <ul style="list-style-type: none"> Levers and Planes of Axes. <p>Component 2</p> <ul style="list-style-type: none"> Socio-cultural influence, commercialisation and sporting behaviours <p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> Fitness and health and their importance in sport. Fitness Testing Training Methods Training Programmes. 	<p><u>GCSE PE:</u></p> <ul style="list-style-type: none"> Levers and Planes of Axes. <p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> Fitness and health and their importance in sport. Fitness Testing Training Methods Training Programmes. <ul style="list-style-type: none"> FIRST ATTEMPT AT EXAMINATION 	<p><u>BTEC Sport</u></p> <ul style="list-style-type: none"> Component 3 Exam Fitness and health and their importance in sport. Fitness Testing Training Methods Training Programmes. RETAKE OF EXAMINATION IF NECESSARY
Assessment	GCSE PE: end of topic tests and practical assessment	GCSE PE: end of topic tests and practical assessment BTEC: EXTERNAL EXAM	GCSE PE: end of topic tests and practical assessment BTEC: EXTERNAL EXAM (if required)
How can students prepare beyond the classroom?	<p>Students should:</p> <p><u>BTEC</u></p> <ul style="list-style-type: none"> Aim to understand the needs of their favourite sports. What are the demands? Create training plans that can make them better in their sport 	<p>Students should:</p> <p><u>BTEC</u></p> <ul style="list-style-type: none"> Remember PE classes and activities. What warm ups did you like? Remember your favourite drill in your favourite sport Create a training session within your favourite sport 	<p>Students should:</p> <ul style="list-style-type: none"> Revise and prepare for exams

	<u>GCSE</u> <ul style="list-style-type: none"> • Use GCSE PE <i>BBC Bitesize</i> alongside teacher provided resources to revise • Complete homework set each week • Complete 30 minutes of revision each week • Read through PowerPoints on Google Classroom • Complete 30 minutes of physical activity three times a week • Hand in practical videos in preparation for component 3 assessment 	<u>GCSE</u> <ul style="list-style-type: none"> • Use GCSE PE <i>BBC Bitesize</i> alongside teacher provided resources to revise; • Hand in practical videos in preparation for component 3 assessment • Attend after-school revision club • Meet with PE mentor weekly 	
--	--	---	--

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	<u>BTEC Sport:</u> Unit 1 - Anatomy and physiology		<u>BTEC Sport:</u> Unit 3 – Careers in Sport		<u>BTEC Sport:</u> Unit 2 - Fitness, Training and Programming for Health, Sport and Well-being	
Key Content and Skills	<u>BTEC Sport:</u> <ul style="list-style-type: none"> • Unit 1 - Anatomy and Physiology • The skeletal system • The muscular system • The respiratory system • The cardiovascular system • The energy system 		<ul style="list-style-type: none"> • Part A and B: A: Understand the career and job opportunities in the sports industry B: Explore own skills using a skills audit to inform a career development action plan <ul style="list-style-type: none"> • Part C and D: 		Topic 1 - Examine Lifestyle factors and their effect on health and well being <ul style="list-style-type: none"> • Exercise and well being • Benefits of healthy diet • Government recommendations • Negative lifestyle factors • Lifestyle modification techniques 	

		<p>C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</p> <p>D: Reflect on the recruitment and selection process and your individual performance</p>	
Assessment	Examination	Coursework	Examination
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Use BBC bitesize for skeletal, muscular, respiratory and cardiovascular revision • Use the Google Classroom for powerpoint notes and revision guides • Track and monitor answers in each lesson to help with recalling the correct information in tests 	<p>Students should:</p> <ul style="list-style-type: none"> • Ensure all deadlines are being met • Use the resources on Google Classroom to help with the structure of your coursework • Read through the assignment briefs carefully • Use the recommended reading list posted on Google Classroom 	<p>Students should:</p> <ul style="list-style-type: none"> • Use past papers to practise examination answers. Ensure notes are kept up to date • Use the resources on Google Classroom to help revise for the exam • Research the 'Eatwell Guide' in preparation for topics to be studied in Year 13.

Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What students are learning	<p><u>BTEC SPORT</u> Unit 2 - Fitness, Training and Programming for Health, Sport and Well-being</p>		<p><u>BTEC Sport:</u> Unit 4 - Sports Leaders</p>			
Key Content	Topic 1 - Examine Lifestyle factors and their effect on health and well being		<ul style="list-style-type: none"> • Learning Aim A – Understand the roles, qualities and characteristics of an effective sports leader 			

and Skills	<ul style="list-style-type: none"> • Exercise and well being • Benefits of healthy diet • Government recommendations • Negative lifestyle factors • Lifestyle modification techniques <p>Topic 2 - Understand the screening process for training programming</p> <ul style="list-style-type: none"> • Par Q • Health monitoring tests • Interpreting data <p>Topic 3 - Understand programme related nutritional needs</p> <ul style="list-style-type: none"> • Components of a balanced diet • Energy • Hydration and Dehydration • Nutritional strategies 	<ul style="list-style-type: none"> • Learning Aim B – Examine the importance of psychological factors and their link with effective leadership • Learning Aim C – Explore and effective leadership style when leading a team during sport and exercise activities
Assessment	Examination	Coursework
How can students prepare beyond the classroom?	<p>Students should:</p> <ul style="list-style-type: none"> • Use past papers to practise examination answers. Ensure notes are kept up to date • Use the resources on Google Classroom to help revise for the exam • Ensure that notes for the examination are detailed and handed in on time. 	<p>Students should:</p> <ul style="list-style-type: none"> • Ensure all deadlines are being met. • Use the resources on Google Classroom to help with the structure of your coursework • Read through the assignment briefs carefully • Use the recommended reading list posted on Google Classroom.