



Key Stage 3 Curriculum:

Physical Education Intent

Pupils are offered a wide range of practical activities and cover basic theory aspects regarding living a healthy and active lifestyle. By playing both team and individual sports, pupils develop fundamental motor skills. This can build confidence as well as develop the ability to work as part of a team, developing their social skills. Pupils begin to develop a resilience to setbacks and learn the values of sportsmanship. Students will also develop an appreciation of how their body works through aesthetically judged activities. By the end of KS3, pupils should be able to engage safely and successfully in a wide range of sports, identifying activities which they most enjoy and are therefore likely to continue. They will also have a basic understanding on the importance regular physical activity has on health.

Year 7

The curriculum in Year 7 will allow students to develop their knowledge and skills through a broad, engaging and inclusive curriculum. It will enable all students to make progress and to achieve; leading to them becoming independent learners. All students will work cooperatively and competitively, and be physically active for sustained periods of time. It will allow all students to perform activities based on aesthetic appreciation so they can begin to understand how their bodies work. All students will have opportunities to develop social, organisational and leadership skills, as well as a variety of core and advanced physical attributes with the desired outcome being a lifelong interest in sport, fitness or physical activity.

YEAR 7 CURRICULUM

Topic and learning focus	Knowledge and Application of Fundamental Skills., Tactics and Strategies, Analysis of Performance, Evaluation of Performance					
	Students will have the experience of a block of work across all physical activities and sports, students will explore and develop a range of skills and techniques, practise and apply these skills and techniques into a range of skills based and competitive situations, Analyse the performance of their own and others performances, and evaluate their own and others performance and be able to describe ways they can improve.					
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
	Invasion Games - Including: Rugby, Netball, Handball <u>Technique development</u> - technical models for passing, receiving, dodging, shooting, scoring <u>Tactics & strategies</u> - attacking play/dodging/defending/positional play <u>Competition</u> - 1v1, 2v2, 3v2, small sided conditioned games, full sided conditioned games <u>Rules</u> - how to score, pitch markings, re-starting play, what is a foul/offside, tackling <u>Coaching/leadership</u> - coaching partner on skill technique, leadership within small sided games			Striking and Fielding Games - Including: Rounders or Cricket <u>Technique development</u> - technical models for fielding skills (throwing and catching) and batting skills as well as running skills. <u>Tactics & strategies</u> - hitting into space, decision making for runs, setting the field <u>Competition</u> - pairs competition, small sided conditioned games, full sided conditioned games <u>Rules</u> - how to score, good ball, no ball, wide, carrying the bat <u>Coaching/leadership</u> - coaching partner on skill technique, leadership within conditioned games		
	Individual Games - Including: Badminton, Table Tennis <u>Technique development</u> - technical model for serving, attacking shots, defensive shots <u>Tactics & strategies</u> - choice of attacking/defensive shots, positioning <u>Competition</u> - half court games, short score games, conditioned games <u>Rules</u> - how to score, court markings, in/out, rules for serving <u>Coaching/leadership</u> - coaching partner on skill technique, leadership within short score conditioned games			Athletic Activities - Including a range of Athletic events linked to Running, Throwing, Jumping <u>Technique development</u> - technical model for running, throwing, jumping events <u>Competition, personal bests</u> - students will have opportunities to set goals and work towards achieving their personal best in running, jumping, throwing activities, comparing age related goals. <u>Rules</u> - how to score, measure, lane rules, rules around throwing events, taking off in Long Jump		



	<p>Aesthetic Activities - Including: Dance and Trampolining <u>Advanced dance/gymnastics techniques</u> - coordination of body parts, levels, timing, speed, formations <u>Dance styles/forms/Gymnastic Concepts</u> - can describe different styles of dance and different gymnastics events - e.g. Hip Hop, Salsa, Floor gymnastics, Bars <u>Evaluation – self and peer</u> - reflect, observe, be able to identify what to improve and be able to explain the basics of how to improve e.g. dance sequence, how to improve the timing <u>Performance in front of audience</u> - demonstrate knowledge of concepts of performance, show confidence, teamwork.</p>	<p><u>Evaluation – self and peer</u> - reflect, observe, be able to identify what to improve and be able to explain the basics of how e.g. more flexion in the knee on take off and drive hips forward more in Long Jump. <u>Coaching/leadership</u> - coaching partner on skill technique, leading a partner/group warm-up</p> <p>Outdoor Adventurous <u>Team Building</u> - Explore a range of team building activities which include teamwork, communication, cooperation, leadership, <u>Trust</u> - can work on trusting peers through a range of risk taking activities in pairs and groups <u>Problem solving</u> - demonstrate creative and innovative thinking to overcome a range of problems. <u>Teamwork</u> - Working together with a group towards a common goal, utilising the strengths of the team to overcome a range of problems to make steps to achieve the common goal.</p>
<p>Foundational Knowledge Prior learning needed</p>	<ul style="list-style-type: none"> ● Understand the basic concepts of why we warm-up, be able to copy and complete a basic warm-up ● Be able to name or point to some muscles involved in simple warm-ups. ● Be able to copy a model or specific skills, techniques or routines. ● Understand the fundamental movement skills required for Invasion, Individual Games and Aesthetic activities ● Understand basic principles of tactics and strategies suitable for attacking and defending. ● Understand how the Ashlawn School Values link with PE and Sport. ● Understand basic rules and how to score, judging performance, judging criteria. ● Recognise different elements of performance to analyse ● Be able to make basic judgements about their own or others' performance ● Understand the fundamental movement skills for Striking and Fielding and Athletics activities ● Understand basic principles of tactics and strategies suitable for fielding and batting 	
<p>Core Knowledge and skills</p>	<ul style="list-style-type: none"> ● Be able to confidently complete a warm-up ● Be able to identify and name most muscles used in the warm-up activity. ● Develop a range of fundamental movement skills ● Practice and Apply skills in a range of developmental, cooperative and competitive scenarios ● Can apply basic principles of tactics and strategies suitable for attacking and defending with some consistency ● Select and identify different elements of performance to analyse ● Be able to verbalise a straightforward evaluation of their own or other's 	
<p>Developmental Knowledge and Skills</p>	<ul style="list-style-type: none"> ● Be able to lead parts of simple warm-ups incorporating demonstrating which muscles are being used and the effect on different body systems in preparation for exercise. ● Refinement of skills and techniques to be able to outwit opponents/perform skills in a range of situations ● Refining the planning and use of tactics, strategies, composition and choreography - <i>apply techniques across different sports and physical activities with consistency and control</i> . <p>Be able to analyse their own and others' performance, identifying the preparation, execution, recovery and feedback for a range of skills</p>	



Complex Knowledge and skills	<ul style="list-style-type: none"> ● Can lead warm-ups to the group, explaining the importance of a warm-up and lead activities specific to the sport or activity ● Perform skills with a high level of execution and technique <i>within certain sports/activities</i> ● Be able to adapt and transfer skills from one sport to another with accuracy and consistency ● Demonstrate creativity and innovation through a range of tactics, strategies and choreography <i>e.g. can lead others in attack and defence strategies - choice of man to man marking/zone marking, getting defensive line organised in Rugby, use a variety of formations and levels in group dance.</i> ● Be able to verbalise a considered and detailed evaluation of their own performance
Links with the National Curriculum	<ul style="list-style-type: none"> ● Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games ● Perform dances using advanced dance techniques within a range of dance styles and forms ● Analyse their performances compared to previous ones ● Take part in competitive sports and activities outside school through community links or sports clubs. ● Develop their technique and improve their performance in other competitive sports ● Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group ● Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ● Take part in competitive sports and activities outside school through community links or sports clubs.
Literacy (including reading)	<ul style="list-style-type: none"> ● Students will gain understanding of specific technical vocabulary relating to specific sports/physical activities/exercise/fitness/PE concepts e.g. possession, transfer body weight, stance ● Students will develop their ability to speak accurately and critically when evaluating own and others work or performance ● Termly PE reading tasks - these will be based around the rules and terminology for specific taught activities, as well as local, national or international sporting events e.g. The Olympics
Cultural Capital	<p>Cultural Capital within the Classroom</p> <ul style="list-style-type: none"> ● Students will have opportunities to take part in competition within PE lessons, students will be exposed to information about local, national and international sporting events through class discussion and links to specific sports within the curriculum - discussions around specific athletes/teams and their performances, achievements, records e.g. World Cup Rugby, Commonwealth/Olympic/Paralympic Games; world records and famous memorable performances. ● Students may gain opportunities to work with local club coaches through curriculum activities. <p>Cultural capital beyond the classroom</p> <ul style="list-style-type: none"> ● Students will have opportunities to take part in inter-college competitions (each term) and Sport Day activities (Summer term). ● Students will have several opportunities per week to take part in ExtraCurricular sporting activities - this leads into inter school competitions in Rugby and the wider District. ● Students will have opportunities to learn further and wider than PE lessons with opportunities of listening to Sport specific guest speakers (Sports Awards) and PE specific trips, ● Students will have opportunities to learn about career guidance/links specific to PE and Sport through displays
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> ● Working in pairs and as a team; working as a coach/leader ● Analysing others performances and providing constructive feedback to help them improve. ● Listening to others ideas & observations; working as a team to achieve a common goal. ● Contribute to self-belief and esteem ● Fair play in competitive situations
Fundamental British Values	<p>The Fundamental British Values of Democracy, The rule of law, Individual liberty, Mutual respect, Tolerance of those of different faiths and beliefs, link to the Ashlawn PE Values of Sportsmanship, Perseverance, Excellence, Leadership, Teamwork</p> <p>Sportsmanship - Understanding of fair play and playing to the rules of the game/sport during competitions. Demonstrating tolerance of others in your team and competitors' teams.</p> <p>Leadership - Working as a coach/leader with a partner, team/group,</p> <p>Teamwork- Listening to others ideas & observations, working as a team to achieve a common goal. Working in pairs and as a team, showing mutual respect to others in your team and to opponents.</p> <p>Perseverance - Contribute to self-belief and self-esteem, persevering towards a personal best. Students will be supported to work towards a range of challenges which will provide opportunities for working on their perseverance - practice will help them to improve, guidance and motivation to never give up.</p>



	<p>Excellence/Resilience - Students are encouraged and given opportunities to work towards personal goals and aim to achieve their personal best. They will also have experiences of being challenged in which they can develop characteristics of resilience.</p>
Assessment	<p>Invasion Games/Individual Games/ Striking and Fielding Games Students will be assessed through a range of activity specific activities, skills based activities, conditioned games and small sided games. Students will be assessed based on their performance and application of skill technique, accuracy and consistency. Assessed on their knowledge of the rules, application of the rules, respect and fair play. Students will also be assessed on their ability to evaluate their own or other's performance showing understanding of WWW and EBI in a range of situations.</p> <p>Aesthetic Activities Students will be assessed through a range of activities which incorporate performance of individual skills in isolation and sequenced as part of a routine. Assessment will include skills based activities, as well as group work and choreography of routines assessed against a set criteria. Students will be assessed based on their performance and application of skill technique, accuracy and consistency. They will also be assessed on their knowledge of the key concepts, application of competition rules, respect and teamwork. Students will also be assessed on their ability to evaluate their own or other's performance showing understanding of WWW and EBI in a range of situations</p> <p>Athletic Activities Students will be assessed through a range of activity specific activities which incorporate running, throwing and jumping. Assessment will include skills based activities, individual personal best competition, pairs competition. Students will be assessed based on their performance and application of skill technique, accuracy and consistency. They will also be assessed on their knowledge of the rules, application of the rules, respect and fair play. Students will also be assessed on their ability to evaluate their own or other's performance showing understanding of WWW and EBI in a range of situations.</p> <p>Outdoor and Adventurous Activities Students will be assessed through a range of activities which will be based on their ability to identify a problem, brainstorm possible solutions, work to solve the problem, use critical and creative thinking both individually and as part of a group or team.</p>

Key Stage 3 Curriculum:

The curriculum in Year 8 will allow students to develop their knowledge and skills through a broad, engaging and inclusive curriculum. It will enable all students to make progress and to achieve; leading to them becoming independent learners. All students will work cooperatively and competitively, and be physically active for sustained periods of time. All students will have opportunities to develop social, organisational and leadership skills, as well as a variety of core and advanced physical attributes with the desired outcome being a lifelong interest in sport, fitness or physical activity.

YEAR 8 CURRICULUM

Topic and learning focus	Development of Complex Skills and thought processes., including Tactics and Strategies, Analysis of Performance, Evaluation of Performance					
	<i>Students will have the experience of a block of work across all physical activities and sports, students will explore and develop a range of skills and techniques, practise and apply these skills and techniques into a range of skills based and competitive situations, Analyse the performance of their own and others performances, and evaluate their own and others performance and be able to describe ways they can improve.</i>					
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
	<p>Invasion Games - including: Games for Understanding within Rugby, Football, Netball, Basketball or Handball <u>Refinement and Application of skills</u> - build on skills developed from Year 7 and apply into a range of cooperative and competitive situations to develop further - namely - passing, receiving, dribbling, moving into space, shooting, running with the ball <u>Tactics & strategies</u> - attacking play/dodging/defending/positional play <u>Competition</u> - 3v2, 3v3, 4v4, small sided conditioned games, full sided conditioned games <u>Rules</u> - how to score, pitch markings, re-starting play, what is a foul/offside, tackling</p>			<p>Striking and Fielding Games - including: Games for Understanding within Rounders or Cricket <u>Refinement and Application of skills</u>- build on skills developed from Year 7 and apply into a range of cooperative and competitive situations to develop further - namely - throwing and catching restricting opponents options, batting into space, choice of throw, <u>Tactics & strategies</u> - hitting into space, decision making for runs and fielding skills, setting the field <u>Competition</u> - pairs competition, small sided conditioned games, full sided conditioned games <u>Rules</u> - how to score, good ball, no ball, wide, carrying the bat <u>Coaching/leadership</u> - coaching partner on skill technique, leadership within conditioned games</p>		



	<p><u>Coaching/leadership</u> - coaching a partner on skill technique, leadership within small sided games</p> <p>Individual Games - including: Games for Understanding within Badminton and Table Tennis <u>Refinement and Application of skills</u> <u>Tactics & strategies</u> - choice of attacking/defensive shots, positioning <u>Competition</u> - half court games, short score games, conditioned games <u>Rules</u> - how to score, court markings, in/out, rules for serving <u>Coaching/leadership</u> - coaching partner on skill technique, leadership within short score conditioned games</p> <p>Aesthetic Activities - including: Trampolining or Dance <u>Trampolining techniques</u> - coordination of body parts, control, aesthetic development, basic shapes, landings, twists, turns. <u>Trampolining Concepts</u> - aesthetic appreciation, linking skills, <u>Evaluation – self and peer</u> - reflect, observe, be able to identify what to improve and be able to explain the basics of how to improve e.g. skills in isolation and combined e.g. swivel hips, 10 bounce routine. <u>Performance in front of audience</u> - demonstrate knowledge of concepts of performance, show confidence, teamwork.</p>	<p>Athletic Activities - to include elements of Fitness <u>Refinement and Application of skills</u> build on skills developed from Year 7 and apply into a range of cooperative and competitive situations to develop further - namely - adapt techniques to beat a previous performance. <u>Competition, personal bests</u> - students will have opportunities to set goals and work towards achieving their personal best in running, jumping, throwing activities, comparing age related goals. <u>Rules</u> - how to score, measure distances, lane rules, rules around throwing events, taking off in Long Jump, rules for relay changeovers <u>Evaluation – self and peer</u> - reflect, observe, be able to identify what to improve and be able to explain the basics of how e.g. more flexion in the knee on take off and drive hips forward more in Long Jump. <u>Coaching/leadership</u> - coaching partner on skill technique, leading a partner/group warm-up Including a range of Athletic events linked to Running, Throwing, Jumping elements of Competition.</p>
	<p>Fitness - Linked to all activities above and a stand alone block of work within Athletics <u>Knowledge and understanding components of fitness</u> - Understand how to complete an effective warm-up, knowledge of different training methods, how to make progress with fitness. <u>Fitness testing</u> - Understand why fitness testing is relevant for knowing fitness starting point and showing fitness improvements <u>Personal performance</u> - Understand the importance of leading a healthy lifestyle and how regular participation in a range of physical activities is beneficial for physical, mental and social well-being. <u>Self evaluation</u> - Is reflective and can describe personal strengths and areas for improvement, with knowledge of how to improve. Including a variety of different training methods and how they link to different forms of physical activity and sports.</p>	
<p>Foundational Knowledge Prior learning needed</p>	<ul style="list-style-type: none"> ● Be able to confidently complete a warm-up (pulse raiser, static and dynamic stretches, including sport specific elements) ● Be able to identify and name most muscles used in the warm-up activity. Be able to identify and demonstrate a stretch for a specific muscle group. ● Refinement of a range of fundamental movement skills (specifically running, passing, receiving, dodging, moving with the ball, different ways to travel, pacing, jumping, throwing & catching, batting– in isolation & combination) with clear understanding of the importance of accuracy when applied in a game situation ● Practice and Apply skills in a range of developmental, cooperative and competitive scenarios ● Can apply basic principles of tactics and strategies suitable for attacking and defending with some consistency ● Recognise and on occasions demonstrate the Ashlawn PE values of Sportsmanship, Perseverance, Excellence, Leadership and Teamwork - as well as commitment, resilience, respect & fair play ● Select and identify different elements of performance to analyse ● Be able to verbalise a straightforward evaluation of their own or other’s performance 	
<p>Core Knowledge and skills</p>	<ul style="list-style-type: none"> ● Be able to lead simple warm-ups incorporating explaining which muscles are being used and the effect on different body systems in preparation for exercise. ● Refinement of skills and techniques to be able to outwit opponents/perform skills or achieve a personal best in a range of situations e.g. knowledge of or/and demonstration of the perfect technical model coaching points of arms, legs, body position and feet. ● Refining the planning and applying the use of tactics, strategies, composition and choreography - apply techniques across different sports and physical activities with consistency and control 	



	<ul style="list-style-type: none"> ● Develop and demonstrate use of the Ashlawn PE values of Sportsmanship, Perseverance, Excellence, Leadership and Teamwork - as well as commitment, resilience, respect & fair play - <i>e.g. giving the ball to the opponent when you go out of play.</i> ● Be able to analyse their own and others' performance, identifying the preparation, execution, recovery and feedback for a range of skills ● Be able to verbalise a considered and detailed evaluation of their own performance <i>e.g. my performance in the game of handball was effective because...</i>
Developmental Knowledge and Skills	<ul style="list-style-type: none"> ● Can lead warm-ups confidently to a small group, explaining the importance of warm-up and planned activities specific to the sport or activity <i>e.g. a netball specific warm-up learnt at training or club</i> ● Perform skills with an accurate level of execution and technique <i>e.g. an accurate and successfully executed smash at an opponent</i> ● Be able to transfer skills from one sport to another with accuracy and consistency <i>e.g. intercepting passes and turning defence into attack in Rugby, Football or Netball</i> ● Demonstrate creativity and innovation through a range of tactics, strategies and choreography <i>e.g. can lead others in attack and defence strategies or choreography in dance or trampolining.</i> ● Be a role model and demonstrate use of the Ashlawn School Values- <i>e.g. encouraging teammates to give the ball to the opponents when they go out of play.</i> ● Be able to verbalise a considered and detailed evaluation of a peer's performance <i>e.g. their performance in the game of handball was effective because... it would have been even better if...</i>
Complex Knowledge and skills	<ul style="list-style-type: none"> ● Can lead warm-ups confidently to the group, explaining the importance of warm-up and planned activities specific to the sport or activity <i>e.g. a netball specific warm-up learnt at training or club</i> ● Consistently perform skills with a high level of execution and technique <i>e.g. an accurate and successfully executed smash at an opponent</i> ● Be able to adapt and transfer skills from one sport to another with accuracy and consistency <i>e.g. long passes in Netball and Handball, decide when each type of long pass is appropriate and be able to perform accurately.</i> ● Demonstrate creativity and innovation through a range of tactics, strategies and choreography <i>e.g. can lead others in attack and defence strategies - choice of man to man marking/zone marking, getting defensive line organised in Rugby, use a variety of formations and levels in group dance.</i> ● Consistently be a role model and demonstrate use of the Ashlawn PE values of Sportsmanship, Perseverance, Excellence, Leadership and Teamwork - as well as commitment, resilience, respect & fair play - <i>e.g. always congratulate the winning team, individual in badminton</i> ● Be able to verbalise an analysis of performance, explaining how it impacts their own performance and the performance of others <i>e.g. my trampolining performance of the swivel hips was effective and had a positive impact on my routine because...</i>
Structure and Sequencing	<p>The PE curriculum is structured to build on the skills learnt in Year 7 and to develop the more advanced skills needed for competitive game play. By the end of this year the students should have grasped an understanding of all of the skills required for each activity, shown in the schemes of learning, and should be well on their way to being able to performing them accurately.</p>
Links with the National Curriculum	<ul style="list-style-type: none"> ● Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games ● Perform skills and create routines through aesthetic activities ● Analyse their performances compared to previous ones ● Develop their technique and improve their performance in other competitive sports ● Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group ● Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best ● Take part in competitive sports and activities outside school through community links or sports clubs.
Literacy (including reading)	<ul style="list-style-type: none"> ● Students will gain understanding of specific technical vocabulary relating to specific sports/physical activities/exercise/fitness/PE concepts <i>e.g. possession, transfer body weight, stance</i> ● Students will develop their ability to speak accurately and critically when evaluating own and others work or performance ● Termly PE reading tasks - these will be based around the rules and terminology for specific taught activities, as well as local, national or international sporting events <i>e.g. The Olympics</i>
Cultural Capital	Cultural Capital within the Classroom



	<ul style="list-style-type: none"> • Students will have opportunities to take part in competition within PE lessons, students will be exposed to information about local, national and international sporting events through class discussion and links to specific sports within the curriculum - discussions around specific athletes/teams and their performances, achievements, records e.g. World Cup Rugby, Commonwealth/Olympic/Paralympic Games; world records and famous memorable performances. • Students may gain opportunities to work with local club coaches through curriculum activities. <p>Cultural capital beyond the classroom</p> <ul style="list-style-type: none"> • Students will have opportunities to take part in inter-college competitions (each term) and Sport Day activities (Summer term). • Students will have several opportunities per week to take part in ExtraCurricular sporting activities - this leads into inter school competitions in Rugby and the wider District. • Students will have opportunities to learn further and wider than PE lessons with opportunities of listening to Sport specific guest speakers (Sports Awards) and PE specific trips, • Students will have opportunities to learn about career guidance/links specific to PE and Sport through displays
<p>Social, Moral, Spiritual and Cultural Development</p>	<ul style="list-style-type: none"> • Working in pairs and as a team; working as a coach/leader • Analysing others performances and providing constructive feedback to help them improve. • Listening to others ideas & observations; working as a team to achieve a common goal. • Contribute to self-belief and esteem • Fair play in competitive situations
<p>Fundamental British Values</p>	<p>The Fundamental British Values of Democracy, The rule of law, Individual liberty, Mutual respect, Tolerance of those of different faiths and beliefs, link to the Ashlawn PE Values of Sportsmanship, Perseverance, Excellence, Leadership, Teamwork</p> <p>Sportsmanship - Understanding of fair play and respecting the rules of the game/sport during competitions. Demonstrating tolerance of others in your team and competitors teams.</p> <p>Leadership - Working as a coach/leader with a partner, team/group,</p> <p>Teamwork- Listening to others ideas & observations, Working as a team to achieve a common goal. Working in pairs and as a team, showing mutual respect to others in your team and to opponents..</p> <p>Perseverance - Contribute to self-belief and self-esteem, persevering towards a personal best. Students will be supported to work towards a range of challenges which will provide opportunities for working on their perseverance - practice will help them to improve, guidance and motivation to never give up.</p> <p>Excellence/Resilience - Students are encouraged and given opportunities to work towards personal goals and aim to achieve their personal best. They will also have experiences of being challenged in which they can develop characteristics of resilience.</p>
<p>Assessment</p>	<p>Invasion Games/Individual Games/ Striking and Fielding Games</p> <p>Students will be assessed through a range of activity specific activities, skills based activities, conditioned games and small sided games. Students will be assessed based on their application of skill technique, accuracy and consistency within a range of conditioned, small and full sided competitive situations. Assessed on their knowledge of the rules, application of the rules, respect and fair play. Students will also be assessed on their ability to evaluate their own or other’s performance showing understanding of WWW and EBI in a range of situations.</p> <p>Aesthetic Activities</p> <p>Students will be assessed through a range of activities which incorporate performance of individual skills sequenced as part of a routine.. Assessment will include skills based activities, as well as group work and choreography of routines assessed against a set criteria. Students will be assessed based on their performance and application of skill technique, accuracy and consistency. They will also be assessed on their knowledge of the key concepts, application of competition rules, respect and teamwork. Students will also be assessed on their ability to evaluate their own or other’s performance showing understanding of WWW and EBI in a range of situations</p> <p>Athletic Activities</p> <p>Students will be assessed through a range of activity specific activities which incorporate running, throwing and jumping. Assessment will include individual personal best competition, pairs competition. Students will be assessed based on their performance and application of skill technique, accuracy and consistency. They will also be assessed on their knowledge of the event rules, application of the rules, respect and fair play. Students will also be assessed on their ability to evaluate their own or other’s performance showing understanding of WWW and EBI in a range of situations.</p>



Key Stage 3 Curriculum:

The curriculum in Year 9 will allow students to develop their knowledge and skills through a broad, engaging and inclusive curriculum. It will focus on applying the skills learnt in Year 7 and 8 in competitive situations. It will also prepare the students to make an informed choice regarding their progression into optional or core PE in Year 10. It will enable all students to make progress and to achieve; leading to them becoming independent learners. All students will work cooperatively and competitively, and be physically active for sustained periods of time. All students will have opportunities to develop social, organisational and leadership skills, as well as a variety of core and advanced physical attributes with the desired outcome being a lifelong interest in sport, fitness or physical activity.

YEAR 9 CURRICULUM

Topic and learning focus	Application, Analysis and Evaluations of Tactical and Technical skills in more challenging situations.					
	<i>Students will have the experience of a block of work across all physical activities and sports, students will explore and develop a range of skills and techniques, practise and apply these skills and techniques into a range of skills based and competitive situations, Analyse the performance of their own and others performances, and evaluate their own and others performance and be able to describe ways they can improve.</i>					
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
	<p>Invasion Games - including: Games for Understanding within Rugby, Football, Netball, Basketball or Handball <u>Application of skills</u> - build on skills developed from Year 7&8 and apply into a range of cooperative and competitive situations to develop further - namely - passing, receiving/controlling the ball, dribbling, moving into space, shooting, running with the ball <u>Advanced Application of Tactics & strategies</u> - attacking play/taking on players/defending/positional play <u>Application of Competition</u> - small sided conditioned games, full sided conditioned games, Full sided games <u>Application of the Rules</u> - how to officiate the game, hand signals, clear communication of decisions <u>Coaching/leadership</u> - coaching a team on set plays/attack/defence, leadership within competitive games</p>			<p>Striking and Fielding Games - including: Games for Understanding within Rounders or Cricket <u>Application of skills</u>- build on skills developed from Year 7&8 and apply into a range of cooperative and competitive situations to develop further - namely - throwing and catching restricting opponents options, batting into space, choice of throw <u>Advanced Application of Tactics & strategies</u> - hitting into space, decision making for runs and fielding skills, setting the field, taking risks, choosing the type of shots to play, loading bases. <u>Application of Competition</u> - small sided conditioned games, full sided conditioned games, Full sided games <u>Application of the Rules</u> - how to officiate the game, hand signals, clear communication of decisions <u>Coaching/leadership</u> - coaching a team on set plays/attack/defence, leadership within competitive games</p>		
	<p>Individual Games - including: Games for Understanding within Badminton and/or Table Tennis <u>Application of skills</u> - build on skills developed from Year 7&8 and apply into a range of cooperative and competitive situations to develop further - namely - adapt techniques to beat a previous performance. <u>Application of Tactics & strategies</u> - choice of attacking/defensive shots, positioning <u>Application of Competition</u> - half court games, short score games, conditioned games <u>Application of the Rules</u> - how to officiate the game, hand signals, clear communication of decisions</p>			<p>Athletic Activities - to include elements of Fitness <u>Application of skills</u> build on skills developed from Year 7&8 and apply into a range of cooperative and competitive situations to develop further - namely - adapt techniques to beat a previous performance. <u>Application of Strategies and Rules within Competition</u> - students will have opportunities to set goals and work towards achieving their personal best in running, jumping, throwing activities, comparing age related goals.</p>		



	<p><u>Coaching/leadership</u> - coaching partner on skill technique, leadership within short score conditioned games</p> <p>Aesthetic Activities - including: Trampolining and/or Dance <u>Application of Dance/Trampolining techniques</u> - coordination of body parts, control, aesthetic development, basic shapes, landings, twists, turns. <u>Evaluation – self and peer</u> - reflect, observe, be able to identify what to improve and be able to explain the basics of how to improve e.g. skills in isolation and combined e.g. swivel hips, 10 bounce routine. <u>Performance in front of audience</u> - demonstrate knowledge of concepts of performance, show confidence, teamwork, performance to be judged following significant practice, self assessment against criteria.</p>	<p><u>Evaluation</u> – self and peer - reflect, observe, be able to identify what to improve and be able to explain how to improve e.g. more flexion in the knee on take off and drive hips forward more in Long Jump.</p> <p><u>Coaching/leadership</u> - coaching peer on skill technique, leading a partner/group warm-up Including a range of Athletic events linked to Running, Throwing, Jumping elements of Competition.</p> <p>Fitness <u>Knowledge and understanding components of fitness</u> - Understand how to complete an effective warm-up, knowledge of different training methods and which sports they are used for, how to make progress with fitness using the FITT principle.. <u>Fitness testing</u> - Understand why fitness testing is relevant for knowing fitness starting point and showing fitness improvements <u>Personal performance</u> - Understand the importance of perseverance and commitment to achieve your best, listen to and act on feedback to improve performance, set personal goals to work towards. <u>Self evaluation</u> - Is reflective and can describe personal strengths and areas for improvement, with knowledge of how to improve. Including a variety of different training methods and how they link to different forms of physical activity and sports.</p>
<p>Foundational Knowledge Prior learning needed</p>	<ul style="list-style-type: none"> ● Be able to lead simple warm-ups incorporating explaining which muscles are being used and the effect on different body systems in preparation for exercise. ● Refinement of application of skills and techniques to be able to outwit opponents/perform skills in a range of situations e.g. accuracy of passing in game in Rugby and Netball situations to a successful attack in a game; clear shots which can be used as attacking or defensive shots depending on the situation. ● Planning and applying the use of tactics, strategies, composition and choreography - apply techniques across different sports and physical activities with consistency and control e.g. applying the set play in netball centre passes, organising the team into defensive formation around the circle in handball. ● Develop and demonstrate use of the Ashlawn Schools values within a range of PE and Sporting scenarios. ● Be able to analyse their own and others' performance, identifying the preparation, execution, recovery and feedback for a range of skills ● Be able to verbalise a considered and detailed evaluation of their own performance e.g. my performance in the game of handball was effective because... 	
<p>Core Knowledge and skills</p>	<ul style="list-style-type: none"> ● Can lead warm-ups confidently to a small group, explaining the importance of warm-up and planned activities specific to the sport or activity e.g. a netball specific warm-up learnt at training or club ● Perform some skills with a high level of execution and technique when applied to game situations e.g. an accurate and successfully executed smash at an opponent within a singles game ● Apply and transfer skills from one sport to another with accuracy and consistency within a variety of cooperative and competitive situations e.g. intercepting passes and turning defence into attack in Rugby, Football or Netball ● Apply creative and innovative ideas through a range of tactics, strategies and choreography e.g. can lead others in attack and defence strategies - choice of man to man marking/zone marking, getting defensive line organised in Rugby, use a variety of high tariff skills in a trampoline routine. ● Be a role model and demonstrate use of the Ashlawn PE values of Sportsmanship, Perseverance, Excellence, Leadership and Teamwork - as well as commitment, resilience, respect & fair play - e.g. encouraging teammates to give the ball to the opponents when they go out of play. ● Be able to verbalise a considered and detailed evaluation of a peer's performance e.g. their performance in the game of handball was effective because... it would have been even better if... 	



Developmental Knowledge and Skills	<ul style="list-style-type: none"> ● Can lead warm-ups confidently to the group, explaining the importance of warm-up and planned activities specific to the sport or activity <i>e.g. a netball specific warm-up learnt at training or club</i> ● Perform most skills with a high level of execution and technique when applied to game situations <i>e.g. an accurate and successfully executed smash at an opponent</i> ● Be able to apply, adapt and transfer skills from one sport to another with accuracy and consistency <i>e.g. long passes in Netball and Handball, accurately setting up a teammate for a shot</i> ● Demonstrate creativity and innovation through applying a range of tactics, strategies and choreography <i>e.g. can lead others in attack and defence strategies - choice of man to man marking/zone marking, getting defensive line organised in Rugby, use a variety of formations and levels in group dance.</i> ● Be a role model and demonstrate use of the Ashlawn PE values of Sportsmanship, Perseverance, Excellence, Leadership and Teamwork - as well as commitment, resilience, respect & fair play in a variety of sports contexts - <i>e.g. always congratulate the winning team, individual in badminton</i> ● Be able to verbalise an analysis of performance, explaining how it impacts their own performance and the performance of others <i>e.g. my trampolining performance of the swivel hips was effective and had a positive impact on my routine because...</i>
Complex Knowledge and skills	<ul style="list-style-type: none"> ● Consistently leads warm-ups and lesson specific drills confidently to the group, explaining the links between the warm-up and the drills specific to the sport or activity <i>e.g. a netball specific warm-up learnt at training or club</i> ● Consistently apply a wide range skills within game situations with a high level of execution and technique <i>e.g. an accurate and successfully executed smash at an opponent within a singles game</i> ● Consistently be able to apply, adapt and transfer skills from one sport to another with accuracy and consistency within game situations <i>e.g. long passes in Netball and Handball.</i> ● Consistently demonstrate creativity and innovation through a range of tactics, strategies and choreography within competitive situations <i>e.g. can lead others in attack and defence strategies - choice of man to man marking/zone marking, getting defensive line organised in Rugby, use a variety of formations and levels in group dance.</i> ● Consistently be a role model and demonstrate use of the Ashlawn PE values of Sportsmanship, Perseverance, Excellence, Leadership and Teamwork - as well as commitment, resilience, respect & fair play - <i>e.g. always congratulate the winning team, individual in badminton</i> ● Consistently be able to verbalise an analysis of performance, explaining how it impacts their own performance and the performance of others <i>e.g. my trampolining performance of the swivel hips was effective and had a positive impact on my routine because...</i>
Structure and Sequencing	<p>The PE curriculum is structured to build on the skills learnt in Year 7 and 8 and to embed them into fully competitive situations. By the end of this year the students should have grasped an understanding of all of the skills required for each activity, shown in the schemes of learning, and should be able to perform them successfully in small sided versions of the activity.</p>
Links with the National Curriculum	<ul style="list-style-type: none"> ● Develop their technique and improve their performance in other competitive sports ● Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games ● Perform skills and create routines through aesthetic activities ● Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best achievement ● Take part in competitive sports and activities outside school through community links or sports clubs.
Literacy (including reading)	<ul style="list-style-type: none"> ● Students will gain understanding of specific technical vocabulary relating to specific sports/physical activities/exercise/fitness/PE concepts <i>e.g. feinting, switching, somersault</i> ● Students will develop their ability to speak accurately and critically when evaluating own and others work or performance ● Termly PE reading tasks - these will be based around the rules and terminology for specifically taught activities, as well as local, national or international sporting events <i>e.g. The Olympics</i>
Cultural Capital	<p>Cultural Capital within the Classroom</p> <ul style="list-style-type: none"> ● Students will have opportunities to take part in competition within PE lessons, students will be exposed to information about local, national and international sporting events through class discussion and links to specific sports within the curriculum - discussions around specific athletes/teams and their performances, achievements, records <i>e.g. World Cup Rugby, Commonwealth/Olympic/Paralympic Games; world records and famous memorable performances.</i> ● Students may gain opportunities to work with local club coaches through curriculum activities. <p>Cultural capital beyond the classroom</p> <ul style="list-style-type: none"> ● Students will have opportunities to take part in inter-college competitions (each term) and Sport Day activities (Summer term). ● Students will have several opportunities per week to take part in ExtraCurricular sporting activities - this leads into inter school competitions in Rugby and the wider District. ● Students will have opportunities to learn further and wider than PE lessons with opportunities of listening to Sport specific guest speakers (Sports Awards) and PE specific trips,



	<ul style="list-style-type: none"> • Students will have opportunities to learn about career guidance/links specific to PE and Sport through displays
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> • Working in pairs and as a team; working as a coach/leader • Analysing others performances and providing constructive feedback to help them improve. • Listening to others ideas & observations; working as a team to achieve a common goal. • Contribute to self-belief and esteem • Fair play in competitive situations
Fundamental British Values	<p>The Fundamental British Values of Democracy, The rule of law, Individual liberty, Mutual respect, Tolerance of those of different faiths and beliefs, link to the Ashlawn PE Values of Sportsmanship, Perseverance, Excellence, Leadership, Teamwork</p> <p>Sportsmanship - Understanding of fair play and playing to the rules of the game/sport during competitions. Demonstrating tolerance of others in your team and competitors teams.</p> <p>Leadership - Working as a coach/leader with a partner, team/group,</p> <p>Teamwork- Listening to others ideas & observations, Working as a team to achieve a common goal. Working in pairs and as a team, showing mutual respect to others in your team and to opponents..</p> <p>Perseverance - Contribute to self-belief and self-esteem, persevering towards a personal best. Students will be supported to work towards a range of challenges which will provide opportunities for working on their perseverance - practice will help them to improve, guidance and motivation to never give up.</p> <p>Excellence/Resilience - Students are encouraged and given opportunities to work towards personal goals and aim to achieve their personal best. They will also have experiences of being challenged in which they can develop characteristics of resilience.</p>
Assessment	<p>Invasion Games/Individual Games/ Striking and Fielding Games</p> <p>Students will be assessed through a range of activity specific activities, skills based activities, conditioned games and small sided games. Students will be assessed based on their application of tactics and strategy of key concepts within a range of conditioned, small and full sided competitive situations. Assessed on their knowledge of the rules, application of the rules, respect and fair play. Students will also be assessed on their ability to evaluate their own or other’s performance showing understanding of WWW and EBI in a range of situations.</p> <p>Aesthetic Activities</p> <p>Students will be assessed through a range of activities which incorporate choreography of a routine. Assessment will include group work and choreography of routines assessed against a set criteria. Students will be assessed based on their performance and application of skill technique, accuracy and consistency. They will also be assessed on their knowledge of the key concepts of choreography, how these are explained and applied, as well as application of competition rules, respect and teamwork. Students will also be assessed on their ability to evaluate their own or other’s performance showing understanding of WWW and EBI in a range of situations</p> <p>Athletic Activities</p> <p>Students will be assessed through a range of specific activities which incorporate tactics and strategies of running, throwing and jumping. Assessment will include planning of tactics for individual personal best competition and pairs competition. Students will be assessed based on their ability to plan, apply and justify tactics within competition. They will also be assessed on their knowledge of the event rules, application of the event rules, respect and fair play. Students will also be assessed on their ability to evaluate their own or other’s performance showing understanding of WWW and EBI in a range of situations.</p>



The curriculum in PE will allow students to develop their knowledge and skills through an inclusive, individualised curriculum where students can make choices based upon their interests. It will enable all students to make progress and to achieve; leading to them becoming independent learners. All students will work cooperatively and competitively, and be physically active for sustained periods of time. All students will have opportunities to develop social, organisational and leadership skills, as well as a variety of core and advanced physical attributes with the desired outcome being a lifelong interest in sport, fitness or physical activity. Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

YEAR 10 CURRICULUM JOURNEY

Topic and learning focus	Competitive and Challenged Pathway; Healthy and Creative Pathway - Develop and apply informed choices towards lifelong participation					
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
	<p>The PE Department has thoroughly considered the different interests of students and how they develop into young adults post Key Stage 3. As a result, we have developed three pathways in which students are placed based on their own interests and skill set. The first group will be a GCSE practical cohort that develops the skills required for their practical assessment and collects evidence towards this. The other pathways, for the remaining students, are the Healthy and Creative pathway or the Competitive and Challenged pathway. Activities in each are designed to fit within these titles in order to provide opportunities for each student to partake in an activity that will suit them best.</p>					
	<p><u>GCSE Practical Cohort</u></p> <p><i>The type and order of sports will be based on the needs of each PE group. The most common sports selected for this mixed pathway will be badminton, table tennis, handball, trampolining.</i></p>					
	<p><u>Competitive and Challenged Pathway</u></p> <p><i>The Competitive and Challenged pathway aims to provide students with competitive sports experiences which build upon the skills learned in key stage three. It is hoped that these activities will fuel the students' competitive desire and also encourage them to join external clubs outside of school and beyond.</i></p>					
	<p><u>Teacher choice of learning route - 4 activities must include *</u> <i>Rugby, Netball, Handball, Football, Basketball, Tchoukball, Badminton, Table Tennis, Pickleball, *Trampolining, Alternative Activity/Sports</i></p>			<p><u>Teacher choice of learning route - 4 Activities must include *</u> <i>*Adventurous Activities, Cricket, Rounders, Softball, Ultimate Frisbee, Fitness, *Athletics, Alternative Activity/Sports</i></p>		
	<p><u>Healthy and Creative Pathway</u></p> <p><i>The Healthy and Creative pathway aims to provide an alternative to the traditional competitive sports activities usually offered in schools. Students will be able to experience a wide range of recreational and creative activities to facilitate both creativity and an enjoyment for recreational physical activity. It is hoped that these experiences will help students to find activities that they can continue with on their own or at local fitness centres outside of school and beyond.</i></p>					
	<p><u>Group choice of learning route - 4 activities must include *</u> <i>Fitness, **Dance, *Trampolining, Badminton, Table Tennis, Pickleball, Handball, Tchoukball, Netball, Alternative Activity/Sports</i></p>			<p><u>Group choice of learning route - 4 activities must include *</u> <i>*Adventurous Activities, Cricket, Rounders, Softball, Ultimate Frisbee, Fitness, *Athletics, Alternative Activity/Sports</i></p>		
<p>Foundational Knowledge Prior learning needed</p>	<ul style="list-style-type: none"> Be able to lead warm-ups incorporating and explaining which muscles are being used and the effect on different body systems in preparation for exercise. Based on previous knowledge and prior learning from KS3, students are able to make considered choices for their PE pathway. Understanding of different ways they can be involved in sport and physical activity (performer, coach, official, leader) Refinement of decision making to overcome challenging situations in a range of different activities. Refinement of application of skills and techniques from KS3 o be able to outwit opponents/perform skills in a range of competitive and non competitive situations Refining the planning and applying the use of tactics, strategies, composition and choreography - <i>apply techniques across different sports and physical activities with consistency and control</i> Develop and demonstrate use of the Ashlawn School values of - as well as commitment, resilience, respect & fair play Be able to analyse their own and others' performance, identifying the preparation, execution, recovery and feedback for a range of skills Be able to verbalise a considered and detailed evaluation of their own performance <i>e.g. my Discus performance was effective towards my goal because...</i> 					
<p>Core Knowledge and skills</p>	<ul style="list-style-type: none"> Can lead warm-ups confidently to a group of peers or the whole class, explaining the importance of warm-up and planned activities specific to the sport or activity Develop a clear understanding of the importance of lifelong participation. Apply different ways of being involved in sport and physical activity (performer, coach, official, leader) Consistently perform skills with a high level of execution and technique Be able to adapt and transfer skills from one sport/physical activity to another with accuracy and consistency 					



	<ul style="list-style-type: none"> ● Demonstrate creativity and innovation through a range of tactics, strategies and choreography ● Understand how to take responsibility for their own fitness progression - understand how to improve different components of fitness. ● Be a role model and demonstrate use of the Ashlawn School values of..... - as well as commitment, resilience, respect & fair play ● Demonstrate an ability to problem solve in challenging situations. ● Be able to verbalise a detailed evaluation of own or a peer's performance <i>e.g. their performance in the game of handball was effective because... it would have been even better if...</i>
Developmental Knowledge and Skills	<ul style="list-style-type: none"> ● Consistently leads warm-ups and skills drills confidently to a group of peers or the whole group, the warm-up contains all necessary parts to ensure students are prepared for the activity/lesson focus. ● Consistently demonstrates a positive attitude towards the importance of physical activity and lifelong participation. ● Actively engage and take on different roles of being involved in sport and physical activity (performer, coach, official, leader) ● Demonstrates ability to reflect and make changes to team/individual tactics or strategies within a variety of competitive and non competitive situations based on the current result/performance. ● Confidence to perform well individually and as part of a team to overcome challenging situations. ● Consistently be a role model of an independent and autonomous learner consistently demonstrating use of the Ashlawn School values - as well as commitment, resilience, respect & fair play ● Be able to verbalise a a very detailed analysis of performance, explaining how it impacts their own performance and the performance of others <i>and how it could be made even better</i>
Complex Knowledge and skills	<ul style="list-style-type: none"> ● Regularly leads warm-ups and skills drills confidently to a group of peers or the whole group, the warm-up contains all necessary parts to ensure students are prepared for the activity/lesson focus. ● Regularly take on different roles of being involved in sport and physical activity (performer, coach, official, leader) ● Consistently apply skills with a high level of execution and technique in all aspects of their performance ● Resilience and determination to overcome challenging situations in a range of activities. ● Is able to plan and apply their knowledge of fitness methods to help make progress towards living a healthy lifestyle. ● Demonstrates high levels of creativity and innovation through a range of tactics, strategies and choreography. Leads others confidently when applying tactics and strategies. ● Is a role model and demonstrates use of the Ashlawn School values of - as well as commitment, resilience, respect & fair play - <i>e.g. always congratulate the winning team, individual in badminton</i> ● Is able to provide an extremely detailed analysis of their own and others performances, explaining how it impacts their own performance and the performance of others <i>and in detail explain how to make it even better.</i>
Structure and Sequencing	<p>The sequencing and structure of these pathways will vary as some will be highly competitive, whilst others will provide opportunity for more fitness development. However, all will enable the students to progress their skill development and perform in the full sided version of the activity. The GCSE cohort will use these lessons as an additional opportunity to perform the required sports for their assessment.</p>
Links with the National Curriculum	<ul style="list-style-type: none"> ● Use and develop a variety of tactics and strategies to overcome opponents in team and individual games ● Develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance] ● Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group ● Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best ● continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.
Literacy (including reading)	<ul style="list-style-type: none"> ● Students will be expected to use specific technical vocabulary relating to specific sports/physical activities/exercise/fitness/PE concepts e.g, feinting, switching, somersault ● Students will speak accurately and critically when evaluating own and others work or performance
Cultural Capital	Cultural Capital within the Classroom



	<ul style="list-style-type: none"> • Students will have opportunities to take part in competition within PE lessons, students will be exposed to information about local, national and international sporting events through class discussion and links to specific sports within the curriculum - discussions around specific athletes/teams and their performances, achievements, records e.g. World Cup Rugby, Commonwealth/Olympic/Paralympic Games; world records and famous memorable performances. • Students may gain opportunities to work with local club coaches through curriculum activities. <p>Cultural capital beyond the classroom</p> <ul style="list-style-type: none"> • Students will have opportunities to take part in inter-college competitions (each term) and Sport Day activities (Summer term). • Students will have several opportunities per week to take part in ExtraCurricular sporting activities - this leads into inter school competitions in Rugby and the wider District. • Students will have opportunities to learn further and wider than PE lessons with opportunities of listening to Sport specific guest speakers (Sports Awards) and PE specific trips, • Students will have opportunities to learn about career guidance/links specific to PE and Sport through displays
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> • Working in pairs and as a team; working as a coach/leader • Analysing others performances and providing constructive feedback to help them improve. • Listening to others ideas & observations; working as a team to achieve a common goal. • Contribute to self-belief and esteem • Fair play in competitive situations
Fundamental British Values	<p>The Fundamental British Values of Democracy, The rule of law, Individual liberty, Mutual respect, Tolerance of those of different faiths and beliefs, link to the Ashlawn PE Values of Sportsmanship, Perseverance, Excellence, Leadership, Teamwork</p> <p>Sportsmanship - Understanding of fair play and playing to the rules of the game/sport during competitions. Demonstrating tolerance of others in your team and competitors teams.</p> <p>Leadership - Working as a coach/leader with a partner, team/group,</p> <p>Teamwork- Listening to others ideas & observations, Working as a team to achieve a common goal. Working in pairs and as a team, showing mutual respect to others in your team and to opponents..</p> <p>Perseverance - Contribute to self-belief and self-esteem, persevering towards a personal best. Students will be supported to work towards a range of challenges which will provide opportunities for working on their perseverance - practice will help them to improve, guidance and motivation to never give up.</p> <p>Excellence/Resilience - Students are encouraged and given opportunities to work towards personal goals and aim to achieve their personal best. They will also have experiences of being challenged in which they can develop characteristics of resilience.</p>
Assessment	<p>In Year 10 and 11 Core Physical Education lessons students will be assessed over the duration of the two years by using a number of different aspects of school sport, including performance, participation, attitude to learning and contribution to PE and school sport, through performance, coaching, leading and officiating within their personalised PE pathway choices.</p>

Key Stage 4 Curriculum Journey:

The curriculum in PE will allow students to develop their knowledge and skills through an inclusive, individualised curriculum where students can make choices based upon their interests. It will enable all students to make progress and to achieve; leading to them becoming independent learners. All students will work cooperatively and competitively, and be physically active for sustained periods of time. All students will have opportunities to develop social, organisational and leadership skills, as well as a variety of core and advanced physical attributes with the desired outcome being a lifelong interest in sport, fitness or physical activity.



Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

YEAR 10 CURRICULUM JOURNEY

Topic and learning focus	Competitive and Challenged Pathway; Healthy and Creative Pathway - Develop and apply informed choices towards lifelong participation					
	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
	<p>The PE Department has thoroughly considered the different interests of students and how they develop into young adults post Key Stage 3. As a result, we have developed three pathways in which students are placed based on their own interests and skill set. The first group will be a GCSE practical cohort that develops the skills required for their practical assessment and collects evidence towards this. The other pathways, for the remaining students, are the Healthy and Creative pathway or the Competitive and Challenged pathway. Activities in each are designed to fit within these titles in order to provide opportunities for each student to partake in an activity that will suit them best.</p>					
	<p style="text-align: center;">GCSE Practical Cohort</p> <p style="text-align: center;"><i>The type and order of sports will be based on the needs of each PE group. The most common sports selected for this mixed pathway will be badminton, table tennis, handball, trampolining.</i></p>					
	<p style="text-align: center;">Competitive and Challenged Pathway</p> <p style="text-align: center;"><i>The Competitive and Challenged pathway aims to provide students with competitive sports experiences which build upon the skills learned in key stage three. It is hoped that these activities will fuel the students' competitive desire and also encourage them to join external clubs outside of school and beyond.</i></p>					
	<p style="text-align: center;">Teacher choice of learning route - 4 activities must include *</p> <p style="text-align: center;"><i>Rugby, Netball, Handball, Football, Basketball, Tchoukball, Badminton, Table Tennis, Pickleball, *Trampolining, Alternative Activity/Sports</i></p>			<p style="text-align: center;">Teacher choice of learning route - 4 Activities must include *</p> <p style="text-align: center;"><i>*Adventurous Activities, Cricket, Rounders, Softball, Ultimate Frisbee, Fitness, *Athletics, Alternative Activity/Sports</i></p>		
	<p style="text-align: center;">Healthy and Creative Pathway</p> <p style="text-align: center;"><i>The Healthy and Creative pathway aims to provide an alternative to the traditional competitive sports activities usually offered in schools. Students will be able to experience a wide range of recreational and creative activities to facilitate both creativity and an enjoyment for recreational physical activity. It is hoped that these experiences will help students to find activities that they can continue with on their own or at local fitness centres outside of school and beyond.</i></p>					
	<p style="text-align: center;">Group choice of learning route - 4 activities must include *</p> <ul style="list-style-type: none"> ● <i>Fitness, **Dance, *Trampolining, Badminton, Table Tennis, Pickleball, Handball, Tchoukball, Netball, Alternative Activity/Sports</i> 			<p style="text-align: center;">Group choice of learning route - 4 activities must include *</p> <p style="text-align: center;"><i>*Adventurous Activities, Cricket, Rounders, Softball, Ultimate Frisbee, Fitness, *Athletics, Alternative Activity/Sports</i></p>		
<p>Core Knowledge and skills</p>	<ul style="list-style-type: none"> ● Apply their knowledge and understanding of different ways they can be involved in sport and physical activity (performer, coach, official, leader) ● Be able to apply themselves and engage in physical activity through CORE PE lessons in order to benefit their physical, mental and social health and wellbeing. ● Collaborate and communicate as part of a team or group to fully meet the demands of the activity. ● Demonstrate a lifelong love of learning of sport through finding one physical activity that they can take part in and enjoy beyond PE lessons. ● Understand how to reflect on their strengths and weaknesses within sport and make informed choices about the type of sport and physical activity they would like to take part in (Competitive, Recreational, Leadership, Creative or Fitness/Mindfulness) 					
<p>Developmental Knowledge and Skills</p>	<ul style="list-style-type: none"> ● Consistently apply their knowledge and understanding of different ways they can be involved in sport and physical activity (performer, coach, official, leader). ● Consistently apply a positive attitude in CORE PE lessons in order to benefit their physical, mental and social health and wellbeing. ● Consistently collaborate and communicate as part of a team or group to fully meet the demands of the activity. ● Demonstrate a lifelong love of learning of sport through taking opportunities to take part in sport and physical activities beyond PE lessons. ● Regularly reflect on their strengths and weaknesses within sport and make informed choices about the type of sport and physical activity they would like to take part in (Competitive, Recreational, Leadership, Creative or Fitness/Mindfulness) 					



<p>Complex Knowledge and skills</p>	<ul style="list-style-type: none"> ● Regularly and consistently apply their knowledge and understanding of different ways they can be involved in sport and physical activity (performer, coach, official, leader) taking on these roles with confidence. ● Regularly apply themselves and engage in physical activity through CORE PE lessons in order to benefit their physical, mental and social health and wellbeing. ● Regularly collaborate and communicate as part of a team or group to fully meet the demands of the activity. ● Regularly demonstrate a lifelong love of learning of sport and physical activity beyond PE lessons, taking part in clubs and recreationally outside of school. ● Effectively reflect on their strengths and weaknesses within sport and make informed choices about the type of sport and physical activity they would like to take part in (Competitive, Recreational, Leadership, Creative or Fitness/Mindfulness)
<p>Structure and Sequencing</p>	<p>The sequencing and structure of these pathways will vary as some will be highly competitive, whilst others will provide opportunity for more fitness development. However, all will enable the students to progress their skill development and perform in the full sided version of the activity. The GCSE cohort will use these lessons as an additional opportunity to perform the required sports for their assessment.</p>
<p>Links with the National Curriculum</p>	<ul style="list-style-type: none"> ● Use and develop a variety of tactics and strategies to overcome opponents in team and individual games ● Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance] ● Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group ● Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best ● continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.
<p>Literacy</p>	<ul style="list-style-type: none"> ● Students will be expected to use specific technical vocabulary relating to specific sports/physical activities/exercise/fitness/PE concepts e.g, feinting, switching, somersault ● Students will speak accurately and critically when evaluating own and others work or performance
<p>Cultural Capital</p>	<p>Cultural Capital within the Classroom</p> <ul style="list-style-type: none"> ● Students will have opportunities to take part in competition within PE lessons, students will be exposed to information about local, national and international sporting events through class discussion and links to specific sports within the curriculum - discussions around specific athletes/teams and their performances, achievements, records e.g. World Cup Rugby, Commonwealth/Olympic/Paralympic Games; world records and famous memorable performances. ● Students may gain opportunities to work with local club coaches through curriculum activities. <p>Cultural capital beyond the classroom</p> <ul style="list-style-type: none"> ● Students will have opportunities to take part in inter-college competitions (each term) and Sport Day activities (Summer term). ● Students will have several opportunities per week to take part in ExtraCurricular sporting activities - this leads into inter school competitions in Rugby and the wider District. ● Students will have opportunities to learn further and wider than PE lessons with opportunities of listening to Sport specific guest speakers (Sports Awards) and PE specific trips, ● Students will have opportunities to learn about career guidance/links specific to PE and Sport through displays
<p>Social, Moral, Spiritual and Cultural Development</p>	<ul style="list-style-type: none"> ● Working in pairs and as a team; working as a coach/leader ● Analysing others performances and providing constructive feedback to help them improve. ● Listening to others ideas & observations; working as a team to achieve a common goal. ● Contribute to self-belief and esteem ● Fair play in competitive situations
<p>Fundamental British Values</p>	<p>The Fundamental British Values of Democracy, The rule of law, Individual liberty, Mutual respect, Tolerance of those of different faiths and beliefs, link to the Ashlawn PE Values of Sportsmanship, Perseverance, Excellence, Leadership, Teamwork</p> <p>Sportsmanship - Understanding of fair play and playing to the rules of the game/sport during competitions. Demonstrating tolerance of others in your team and competitors teams.</p> <p>Leadership - Working as a coach/leader with a partner, team/group,</p> <p>Teamwork- Listening to others ideas & observations, Working as a team to achieve a common goal. Working in pairs and as a team, showing mutual respect to others in your team and to opponents..</p>








	<p>Perseverance - Contribute to self-belief and self-esteem, persevering towards a personal best. Students will be supported to work towards a range of challenges which will provide opportunities for working on their perseverance - practice will help them to improve, guidance and motivation to never give up.</p> <p>Excellence/Resilience - Students are encouraged and given opportunities to work towards personal goals and aim to achieve their personal best. They will also have experiences of being challenged in which they can develop characteristics of resilience.</p>
Assessment	<p>In Year 10 and 11 Core Physical Education lessons students will be assessed over the duration of the two years by using the PE 'learning journey'. This is based on a number of different aspects of school sport, including performance, participation, attitude to learning and contribution to PE and school sport, through performance, coaching, leading and officiating within their personalised PE pathway choices.</p>



Key Stage 4 Curriculum: PHYSICAL EDUCATION: AQA GCSE PE Year 10

The year 10 GCSE PE curriculum will understand how different areas of physical activity and sport can contribute towards optimum performance, through studying physical training, musculoskeletal and respiratory systems, sports psychology and components which contribute to health, fitness and well-being.

THE YEAR 10 CURRICULUM

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4 & 5	HALF TERM 6
Topic and learning focus	 <p>Section C: Physical Training Section 1 NEA: COF and Skill Strengths</p>	 <p>Section A: Anatomy and Physiology Musculoskeletal System Section 1 NEA: COF and Skill Strengths</p>	 <p>Section A: Anatomy and Physiology Cardiorespiratory System Section 1 NEA: COF and Skill Weakness</p>	 <p>Section E: Psychology NEA: COF and Skill Weakness & Action Plans</p>	 <p>Section G: Health, Fitness and Well-Being NEA: Action Plans</p>
Foundational Knowledge Prior learning needed	<p>Introduction to Physical Training</p> <p>Define health and fitness. Identify Components of fitness (COF), fitness tests, training seasons and components of a warm-up and cool down. NEA: Identify strengths</p>	<p>Identify where the major bones and muscles are located in the body. NEA: Identify strengths</p>	<p>Identifying the three types of blood vessels and the four main chambers of the heart. Understanding that the heart is a double circulatory pump. NEA:Identify weaknesses</p>	<p>Explain skill and ability, feedback and guidance. NEA:Identify weakness and training to improve.</p>	<p>Components of a healthy diet. define physical, mental and social well-being. NEA:Identify weakness and training to improve.</p>
Core Knowledge and skills	<p>Components of fitness link to sport, fitness tests, link to COF. Principles of training. Calculating intensities. Types of training. Data analysis. NEA: Explain why they are strengths.</p>	<p>All bones and muscles. Structure and function of the skeleton. Types of joints and movements. Contraction types. NEA: Explain why they are strengths.</p>	<p>Pathway of air, structure of the heart, blood vessels. Equation or definition for aerobic and anaerobic respiration. NEA:Explain reasons for weakness.</p>	<p>Skill continuums, types of goals, SMART targets, stages of basic information processing, types of guidance, feedback, arousal, inverted U theory and stress management techniques. NEA:Explain weakness and method to improve</p>	<p>Reasons for participation in physical activity. Sedentary lifestyle and obesity. Somatotypes. Hydration. NEA:Explain weakness and method to improve</p>
Developmental Knowledge and Skills	<p>Fitness test procedures. Limitations and reasons for testing. Sport application to training types. Training zones. Injury prevention NEA: Evaluate strengths</p>	<p>Sporting links to functions of skeleton, joints, movements. Antagonistic muscle pairs NEA: Evaluate strengths</p>	<p>Cardiac cycle, respiratory system. Gaseous exchange. Sporting links to aerobic and anaerobic respiration. NEA: Evaluate weaknesses.</p>	<p>Sporting application to skill continuums, goals, targets, basic information processing, feedback, guidance, arousal and stress management techniques. NEA: Evaluate weaknesses and improvement methods.</p>	<p>Energy use. Limitations of a sedentary lifestyle. Nutrition. Somatotypes sporting application. NEA: Evaluate weaknesses and improvement methods.</p>
Complex Knowledge	<p>Evaluate the suitability of certain COF for each sport. Evaluate the suitability of certain types of training for an athlete. NEA: Tactical impacts of strengths</p>	<p>correct joint, movement type and antagonistic muscle pair. sporting application to joint, movement and contraction.</p>	<p>Pressure gradients, systole and diastole phases. Evaluate whether a sport is aerobic or anaerobic and justify their reason NEA: Tactical limitations</p>	<p>Evaluate skill continuums, goals, targets, guidance and feedback, optimal arousal and stress management techniques. NEA: Tactical limitations, improvement methods and theory links.</p>	<p>Sporting application energy use, diet and hydration. NEA: Tactical limitations, improvement methods and theory links.</p>







		NEA: Tactical impacts of strengths			
Literacy (including reading)	Definitions, Command words, structuring answers correctly Essay structuring (6)	Definitions, Command words, structuring answers correctly Essay structuring (9)	Definitions, Command words, structuring answers correctly Essay structuring (9)	Definitions, Command words, structuring answers correctly Sports psychology articles Essay structuring (9)	Definitions, Command words, structuring answers correctly. Transition unit reading for socio-cultural issues. Essay structuring (9)
Cultural Capital	Analytical thinking skills in the wider arena of sport by the application of theory to the World of sport For example looking at different countries and the impact altitude has on performance.	Awe and wonder linked to outstanding sporting prowess through physiology knowledge. For example studying the different sports and the muscle contractions required.	Analytical thinking skills in the wider arena of sport by the application of theory to the World of sport. For example studying different athletic events and linking to respiratory and energy systems.	Awe and wonder linked to outstanding sporting prowess through application of psychology knowledge. For example studying the differences between beginners and elite athletes and how their psychological thought process is different in relation to performance.	Analytical thinking skills in the wider arena of sport by the application of theory to the World of sport. For example analysing why different countries may have differing BMI averages, as well as different athletes.
Social, Moral, Spiritual and Cultural Development	Embracing a range of different sports and a range of cultures in training methods. For example understanding that different cultures have a different dominant sport, which may require different types of training.	Application of physiology to a variety of sports embracing a range of cultures. For example understanding that in different cultures and locations altitude and environment impact the sports played.	Teamwork and cooperation in pairwork. For example, working together to develop each other's ability to answer extended questions.	Teamwork, co-operation in practical pair work. For example using SMART targets to set each other academic and sporting targets for the next year.	Working with others to provide feedback to better one another's knowledge. For example marking and providing feedback on exam questions and extended writing tasks.
Fundamental British Values	Trust, respect and work with others in groups.	Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.	Respect, constructive criticism in group work	Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.	Listening, resilience and constructive criticism in group work.
Assessment 1	Health, Fitness, Components of Fitness, Fitness Tests, Extended 6 mark Question. (MCQ/SAQ/EWQ) /48	Extended writing assessment 2x6 markers focusing on COF and types of training. (EWQ) /12	Synoptic Assessment Extended Writing 9 Marker focusing on COF. (EWQ) /9	Synoptic assessment COF, Fitness Testing, Muscle contractions, cardiorespiratory system, musculoskeletal system, skill continuums. (MCQ/SAQ/EWQ) /48	Extended writing psychology 6 and 9 marker. (EWQ) /15
Assessment 2 Feedback	Section C: Physical Training (MCQ/SAQ/EWQ) /48 Re-application of knowledge to similar questions, green pen adaptations to extended writing	Musculoskeletal system and extended 6 mark question. (MCQ/SAQ/EWQ) /48	Synoptic assessment Section C and A, including a 9 marker. (MCQ/SAQ/EWQ) /48	Synoptic assessment types of training, principles of training, cardiorespiratory system, musculoskeletal system, skill continuums, information processing, feedback and guidance. (MCQ/SAQ/EWQ) /48	Year 10 Mock Paper 1: Section A Anatomy and Physiology and Section C Physical Training (MCQ/SAQ/EWQ) /58 Paper 2: Section E Psychology and Section G Health, Fitness and Well-Being (MCQ/SAQ/EWQ) /58



Key Stage 4 Curriculum: PHYSICAL EDUCATION: AQA GCSE PE Year 11

The curriculum in Physical Education will understand the impact current and past socio-cultural issues have had on sport, the analysis of different movements to perform certain skills and the impact the respiratory system has on improving and monitoring performance.

THE YEAR 11 CURRICULUM

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4,5,6
Topic and learning focus	 Section F: Socio-Cultural Issues	 Section F: Socio-Cultural Issues Section B: Movement Analysis	 Section A: Anatomy and Physiology	 Paper 1 and 2: Exam Prep
	Introduction to Socio-cultural Issues	Section F: Socio-Cultural Issues Continued Introduction to Movement	Mechanics of Breathing	Exam Technique
Foundational Knowledge Prior learning needed	Player and Spectator Etiquette Technology Commercialisation.	Movement Types Joints Contractions	Pathway of Air Links to Cardiac cycle Types of joints	Command words Extended writing structure
Core Knowledge and skills	PEDS, Hooliganism, Social and Engagement groups, Golden Triangle, Sponsorship and Media	Levers Planes Axis	Synovial joints- structure and function Mechanics of breathing- rest and exercise How to conduct and read a spirometer trace.	Exam question annotation. Exam techniques. (Paper 1) Sections A/B/C/D (Paper 2) Sections E/F/G
Developmental Knowledge and Skills	Sporting application to PEDS, Etiquette, Golden Triangle, Social and Engagement groups. Positives and negatives for PEDS and Golden Triangle.	Mechanical Advantage Sporting Links	Sporting links to mechanics of breathing, EPOC, Spirometer traces and synovial joints	Understand using the command word the level of detail/ content/ technique required to answer correctly.
Complex Knowledge	Evaluate strategies for PEDS, Etiquette, Social and Engagement groups. Linking positives and negatives of PEDS, Commercialisation, Technology and Etiquette to the Sport, Performer, Sponsor and Official.	Evaluating mechanical advantage Analysis of movements/levers/ contractions in sporting movements	Evaluating the mechanics of breathing, EPOC and spirometer traces.	Ability to understand and make synoptic links. Evaluate/Justify/ Analyse fully during questions where required.
Literacy (including reading)	Definitions, Command words, structuring answers correctly. Essay structuring(9) Articles of socio-cultural issues.	Definitions, Command words, structuring answers correctly. Essay structuring (9)	Definitions, Command words, structuring answers correctly. A + P Journal reading Essay structuring (9)	Definitions, Command words, structuring answers correctly. Exam articles Essay structuring (6 + 9)
Cultural Capital	Awe and wonder linked to outstanding sporting prowess through case studies. Through looking at athletes and the different levels of sponsorship they receive due to performance.	Analytical thinking skills in the wider arena of sport by the application of theory to the World of sport. Studying different sporting	Awe and wonder linked to outstanding sporting prowess through case studies. Looking at how the differing levels of cardiovascular endurance and altitude	Analytical thinking skills in the wider arena of sport by the application of theory to the World of sport application of knowledge. For









		movements and understanding how Levers create specific sporting movements.	impact the performance of different athletes.	example using a wide body of sporting examples to help answer their AO2 questions.
Social, Moral, Spiritual and Cultural Development	Application of socio-cultural issues to a variety of sports embracing a range of cultures. In particular focusing on the way money is spent on sport in each country.	Teamwork, co-operation in pair work Sportsmanship in practical application of theoretical concepts. For example working in pairs to work out which sporting action uses each plane and axis.	Consideration of 'fairness' of support for sporting performance developments. For example understanding that different athletes levels of cardiovascular endurance impacts their performance.	Teamwork, co-operation in practical pair work. For example helping to mark and provide feedback to each other to develop their ability to answer exam questions.
Fundamental British Values	Co-operation, trust and respect in practical small group work.	Listening, respect in group activities	Respect, constructive criticism in group work	Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.
Assessment 1 Assessment 2 Feedback Re-application of knowledge to similar questions, green pen adaptations to extended writing	Recovery exam- covering content from year 10, physical training, musculoskeletal, psychology and health, fitness and well-being. (MCQ/SAQ/EWQ) /58 Synoptic extended writing- 2x 9 marks on socio-cultural issues. (EWQ) Year 11 Mock Paper 1: Section A Anatomy and Physiology, Section B Movement Analysis, Section C: Physical Training. (MCQ/SAQ/EWQ) /78 Paper 2: Section E Psychology, Section G Health, Fitness and Well-Being. (MCQ/SAQ/EWQ) /78	Synoptic: movement types, joints, contractions, levers, socio-cultural. (MCQ/SAQ/EWQ) /48 Synoptic: movement analysis, cardiovascular system, respiratory system, COF, fitness tests, training types, principles of training. (MCQ/SAQ/EWQ) /48	Year 11 Mock 2 Paper 1: Section A Anatomy and Physiology, Section B Movement Analysis, Section C: Physical Training. (MCQ/SAQ/EWQ) /78 Paper 2: Section E Psychology, Section F Socio-Cultural Issues, Section G Health, Fitness and Well-Being. (MCQ/SAQ/EWQ) /78 Synoptic: Physical Training extended writing 2x9 marks.	Paper 1: 1 hour paper Section A Anatomy and Physiology, Section B Movement Analysis, Section C: Physical Training. (MCQ/SAQ/EWQ) /58 Paper 2: 1 hour paper Section E Psychology, Section F Socio-Cultural Issues, Section G Health, Fitness and Well-Being. (MCQ/SAQ/EWQ) /58 Extended writing= 2x 6 & 2x9



Key Stage 5 Curriculum: PHYSICAL EDUCATION: PHYSIOLOGICAL FACTORS AFFECTING PERFORMANCE

The curriculum in Physical Education will understand the physiological factors that affect a sports performer through an understanding the structures of the body systems, how we adapt diet and training to affect these systems and the forces that work on the body to create sporting movements

THE YEAR 12 CURRICULUM

	HALF TERM 1	HALF TERM 2	TERM 2	TERM 3
Topic and learning focus	 Musco- skeletal system Cardiovascular system	 Respiratory system	   Aerobic Training Strength Training Flexibility Training	 Newton's Laws Force
	Introduction to Body Systems	Introduction to Body Systems	Training Methods	Introduction to Biomechanical Principles
Foundational Knowledge	Structures: skeleton, muscles, movement terminology, muscle fibre types. Cardiovascular values	Structure; respiratory system (breathing), respiration structures. Energy; aerobic, anaerobic formula, oxygen debt	What is altitude Aerobic respiration Principles of training	Definition of Newton's Laws Definition of force Definition of centre of mass
Prior learning needed				
Core Knowledge and skills	Labelling all muscles, identifying all movement terminology, identifying joints, role of muscles (agonist etc), types of contractions Recall of CV calculations affected by exercise	Label breathing structures Processes in three energy systems: ATP/PC, glycolytic, aerobic Energy continuum	Effect of training at altitude Effect of training in heat Definition: Aerobic/strength/ flexibility Evaluation method Methods of training Adaptations from training	Apply Newton's Laws to practical examples Factors affecting centre of mass Application of CoM to practical examples Force: net; balanced; unbalanced forces
Developmental Knowledge and Skills	Analysis of movement to include terminology Muscle fibre type recruitment and activity intensity Vascular shunt, venous return	Understand how breathing is affected by exercise intensity Regulation of breathing Energy continuum interchange	Periodisation cycles	CoM and stabilisation Manipulation of force to effect sporting movement
Complex Knowledge	Skeletal muscle contraction Movement analysis including planes Regulation of heart rate	Respiration & exercise (diffusion) EPOC application to sporting situations	Planning training programmes for aerobic, strength & flexibility	Calculations of force, momentum & acceleration Free body diagrams
Literacy (including reading)	Key vocabulary/definitions/spelling Essay structuring(10)	Key vocabulary/definitions/spelling Journal reading Essay structuring (20)	Key vocabulary/definitions/spelling Journal reading Essay structuring (20)	Key vocabulary/definitions/spelling Transition unit reading for biomechanical principles Essay structuring (20)









Cultural Capital	Analytical thinking skills in the wider arena of sport by the application of theory to the World of sport	Analytical thinking skills in the wider arena of sport by the application of theory to the World of sport	Awe and wonder linked to outstanding sporting prowess through case studies	Awe and wonder linked to outstanding sporting prowess through application of biomechanical knowledge
Social, Moral, Spiritual and Cultural Development	Application of physiology to a variety of sports embracing a range of cultures	Consideration of 'fairness' of support for sporting performance developments	Teamwork, co-operation in pair work Sportsmanship in practical application of theoretical concepts	Teamwork, co-operation in practical pair work
Fundamental British Values	Co-operation, trust and respect in practical small group work (movement analysis)	Listening, respect in group activities	Respect, constructive criticism in group work	Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.
Assessment 1	Movement analysis test	Synoptic: movement analysis, cardiovascular system, respiratory system, 10 mark exam essay	Synoptic: movement analysis, cardiovascular system, respiratory system, energy system, training in altitude and heat, 20 mark exam essay	Year 12 Exam
Assessment 2	Synoptic; cardiovascular & muscular system 10 mark assessed essay on movement analysis	Synoptic: movement analysis, cardiovascular system, respiratory system, energy system 20 mark exam essay	Synoptic: Training methods, 20 mark exam essay	SAQ, 20 mark essay covering all topics in Year 12.
Feedback Re-application of knowledge to similar questions, green pen adaptations to extended writing				

Key Stage 5 Curriculum: PHYSICAL EDUCATION: PHYSIOLOGICAL FACTORS AFFECTING PERFORMANCE

The curriculum in Physical Education will understand the physiological factors that affect a sports performer through an understanding the structures of the body systems, how we adapt diet and training to affect these systems and the forces that work on the body to create sporting movements



	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus						
	Diet and nutrition/Ergogenic Aids	Injury & Biomechanics	Biomechanics	Biomechanics	Biomechanics	Revision
Foundational Knowledge Prior learning needed	Components of a healthy diet Energy balance - underweight, overweight Types of ergogenic aids Risks and benefits of aids	Understanding basic types of sporting injuries Understanding basic treatment: RICE Warm up and cool down	Three types of levers and sporting examples Mechanical advantage of levers Concept of motion and Newton's Laws	Newton's laws Centre of mass Linear motion Axes of rotation: longitudinal, frontal, transverse	Free body diagrams Newton's laws Bernoulli	Year 12 A & P Year 13 Exercise Physiology Biomechanics
Core Knowledge and skills	1.Function and importance of the components of a healthy, balanced diet: Carbohydrates; proteins; fats; minerals; vitamins; fibre; water 2.Energy intake and expenditure and energy balance in physical activity and performance. 3. Use of ergogenic aids; Pharmacological aids: – anabolic steroids – erythropoietin (EPO) – human growth hormone (HGH) Physiological aids: – blood doping, – intermittent hypoxic training (IHT) cooling aids 4. Nutritional aids: – amount of food; composition of meals; timing of meals; hydration; glycogen/carbohydrate loading; creatine; caffeine; bicarbonate nitrate.	1.Acute injuries: hard tissue injuries; soft tissue injuries; concussion Chronic injuries: soft tissue injuries; hard tissue injuries. 2.Intrinsic risk factors: Individual variables; training effects Extrinsic risk factors: Poor technique/training; incorrect equipment/clothing; inappropriate intensity, duration or frequency of activity 3. Assessing sporting injuries using A)'SALTAPS' B)'.PRICE' C).Recognising concussion: D).6 R's 4. Treatment of common sporting injuries: treatments: – stretching – massage – heat, cold and contrast therapies – anti-inflammatory drugs physiotherapy – surgery	1. Components of a lever system: • load • effort • fulcrum • effort arm • load arm • 1st class lever • 2nd class lever • 3rd class lever • 2. Definitions and uses of: limb kinematics, force plates, wind tunnels 3.Definition of linear motion. 4. Definitions, calculations and units of measurement for each of the following quantities of linear motion: Distance; displacement; speed; velocity; acceleration/deceleration	1.Fluid mechanics: Factors that impact the magnitude of air resistance (on land) or drag (in water) on a body or object 2. Definition of angular motion 3. Creation of angular motion through the application of an eccentric force about one (or more) of the three axes of rotation 4. Definitions, calculations and units of measurement for each quantity of angular motion	1.Factors affecting the horizontal distance travelled by a projectile: a.Height of release; speed of release; angle of release Free body diagrams showing the forces acting on a projectile once in flight: b.Weight; air resistance; resolution of forces acting on a projectile in flight using the parallelogram of forces Design of equipment to create a downwards lift force: F1 racing cars; track cycling	Typical topics for revision due to students misconceptions: Skeletal muscle contraction Regulation of heart Vascular shunt Bohr shift Energy systems - all three EPOC Adaptations following training for strength, flexibility, aerobic capacity Forces Free body diagrams Bernoulli Magnus Conservation of MI Taught via revision through application to exam questions



<p>Developmental Knowledge and Skills</p>		<p>i) Debate surrounding effective warm up and cool down. ii) Looking at a variety of sporting contexts and making the correct judgement to the suitable assessment iii) Linking recognising sporting injuries to suitable treatment of them: fractures, joint injuries, cartilage, exercise-induced muscle damage</p>	<p>1. Mechanical advantage of a 2nd class lever 2. How each type of technology may be used to optimise performance in sport 3. Creation of linear motion</p>	<p>1. Moment of inertia; angular velocity; angular momentum 2. Factors affecting the size of the moment of inertia of a rotating body</p>	<p>2. Patterns of flight paths as a consequence of the relative size of air resistance and weight: Parabolic (symmetrical) flight path – shot put Non-parabolic (asymmetric) flight path – badminton shuttle 3. The addition of lift to a projectile through the application of Bernoulli's principle</p>	
<p>Complex Knowledge</p>	<p>Analysis of the impact of ergogenic aids on sporting performance</p>		<p>Plot and interpret graphs of linear motion: distance/time graphs; speed/time graphs; velocity/time graphs.</p>	<p>1. Calculations of force, momentum & acceleration 2. Free body diagrams 3. The relationship between moment of inertia and angular velocity the conservation of angular momentum during flight in relation to the angular analogue of Newton's first law of motion Interpret graphs of angular velocity, moment of inertia and angular momentum.</p>	<p>1. Use of spin in sport to create a Magnus force, causing deviations to expected flight paths: Types of spin: – top spin, side spin and back spin in tennis and table tennis – side spin in football – hook and slice in golf</p>	<p>Development of all 20 mark essays, physiology & biomechanical principles from complete specification</p>
<p>Literacy (including reading)</p>	<p>Key vocabulary/definitions/spelling Essay structuring(20)</p>	<p>Key vocabulary/definitions/spelling Journal reading Essay structuring (20)</p>	<p>Key vocabulary/definitions/spelling Reading for linear motion Essay structuring (20)</p>	<p>Key vocabulary/definitions/spelling Essay structuring (20)</p>	<p>Key vocabulary/definitions/spelling Essay structuring(20)</p>	<p>Key vocabulary/definitions/spelling Essay structuring(20)</p>
<p>Cultural Capital</p>	<p>Understanding of different cultures in sport and access to nutritional and ergogenic aids</p>	<p>Understanding of different situations where injury can be prevented in different societies</p>	<p>Biomechanical principles in different technological societies and how these are development based on where you live</p>	<p>Awe and wonder linked to outstanding sporting prowess through application of biomechanical knowledge</p>	<p>Awe and wonder linked to outstanding sporting prowess through application of biomechanical knowledge</p>	<p>Understanding of different cultures when looking at physiology and biomechanics in a variety of sports across the World</p>
<p>Social, Moral, Spiritual and Cultural Development</p>	<p>Ethics regarding ergogenic aids in sport Cultural consideration of issues regarding body image in sport</p>	<p>Ability to listen and constructively challenge, debate and opinion in the group</p>	<p>Teamwork, co-operation in pair work</p>	<p>Teamwork, co-operation in practical pair work</p>	<p>Awe and wonder linked to outstanding sporting prowess through application of biomechanical knowledge</p>	<p>Co-operation in creation of revision materials and adding onto each others, resilience and</p>



						perseverance with challenge
Fundamental British Values	Co-operation, trust and respect in practical small group work (movement analysis)	Listening, respect in group activities	Respect, constructive criticism in group work	Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.	Democracy when working on the various biomechanical situations	Mutual respect for peers work
Assessment 1	<p>October exam Full paper 90 marks to include all Year 12 topics plus Year 13 topics this term. SAQ and 20 mark essay</p> <p>Feedback Re-application of knowledge to similar questions, green pen adaptations to extended writing</p>	<p>Synoptic: Year 12 Biomechanical principles, injury SAQ, 10 mark essay</p> <p>Feedback Re-application of knowledge to similar questions, green pen adaptations to extended writing</p>	<p>Synoptic: Injury, biomechanical principles, levers, linear motion, SAQ and 20 mark essay</p> <p>Feedback Re-application of knowledge to similar questions, green pen adaptations to extended writing</p>	<p>Year 13 Mock exam Full paper 90 marks, SAQ 20 mark essay</p> <p>Feedback Re-application of knowledge to similar questions, green pen adaptations to extended writing</p>	<p>Full exam paper, 90 marks SAQ, 20 mark essay</p> <p>Feedback Re-application of knowledge to similar questions, green pen adaptations to extended writing</p>	A series of full past papers throughout the term, marked and fed back on



Key Stage 5 Curriculum Map: PHYSICAL EDUCATION: Psychological Factors Affecting Performance

The curriculum in Physical Education will develop learners' knowledge and understanding of the role of skill acquisition and psychological factors in performance of physical activities and sports.

THE YEAR 12 CURRICULUM MAP

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus	Skill Acquisition Classification of Skills; Types and Methods of Practice	Skill Acquisition Transfer of Skills, Stages of Learning	Skill Acquisition Principles and Theories of Learning Movement Skills	Skill Acquisition Guidance, Feedback	Skill Acquisition Memory Models Psychological Factors Individual Differences (Personality)	Psychological Factors Individual Differences (Personality continued & Attitudes)
Foundational Knowledge Prior learning needed	Identify and understand the six different Continua Identifying the characteristics and uses of each practice type x 8	Identifying the characteristics and uses of each different type of skill transfer x 5 Identify and understand the three stages of learning	Identify and understand the three different theories of learning	Identify and understand the four different types of guidance Identify and understand the six different types of feedback	Identify and understand the different memory model processes Define personality and attitudes	Identify and understand the different types of motivation Identify and understand how anxiety affects us in sport Identify and understand how aggression affects us in sport
Core Knowledge and skills	Placing a range of Skills on various Continua: Difficulty (Simplex/Complex); Environmental Influence	Describe characteristics and uses of each type of transfer:	Describe the different theories of learning: • operant conditioning	Describe the methods of Guidance:	Describe Atkinson and Shiffren's multi-store memory model	Describe Motivation: Definitions of:



	<p>(Open/Closed); Pacing (Self-paced/Externally Paced); Muscular Involvement (Gross/Fine); Continuity (Discrete/Serial/Continuous); Organisation (Low/High)</p> <p>Describe characteristics and uses of each:</p> <ul style="list-style-type: none"> • part practice • whole practice • whole/part-whole practice • progressive/part practice • massed practice • distributed practice • fixed practice • varied practice. 	<ul style="list-style-type: none"> • positive • negative • proactive • retroactive • bilateral <p>Describe the characteristics of the stages of learning:</p> <ul style="list-style-type: none"> • cognitive • associative • autonomous. 	<ul style="list-style-type: none"> • cognitive theory of learning • Bandura's theory of social/observational learning. 	<ul style="list-style-type: none"> • types and uses of guidance: <ul style="list-style-type: none"> • verbal guidance • visual guidance • manual guidance • mechanical guidance <p>Describe the types and uses of feedback:</p> <ul style="list-style-type: none"> • intrinsic • extrinsic • positive • negative • knowledge of performance • knowledge of results 	<p>Explain the use of selective attention</p> <p>Describe Craik and Lockhart's levels of processing model</p> <p>Personality:</p> <ul style="list-style-type: none"> • theories of personality: <ul style="list-style-type: none"> - trait - extroversion/introversion, - stable/unstable,- type a/type b - Social learning - interactionist <p>Describe the factors affecting attitude formation</p> <p>Describe the components of attitude: <ul style="list-style-type: none"> - cognitive - affective - behavioural </p>	<ul style="list-style-type: none"> - intrinsic motivation - extrinsic motivation • uses and effects of: <ul style="list-style-type: none"> - intrinsic motivation - extrinsic motivation <p>Describe Arousal:</p> <p>Definition of arousal:</p> <ul style="list-style-type: none"> • effects of arousal: <ul style="list-style-type: none"> - drive theory - inverted U theory - catastrophe theory <p>Describe Anxiety:</p> <p>Definition of anxiety</p> <p>Types of anxiety:</p> <ul style="list-style-type: none"> - state and trait <p>Response to anxiety:</p> <ul style="list-style-type: none"> - somatic and cognitive - zone of optimal functioning. <p>Describe Aggression:</p> <p>Definition of aggression</p> <p>Theories of aggression:</p>
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					<p>Describe the methods of attitude change:</p> <ul style="list-style-type: none"> -persuasive communication -cognitive dissonance 	<ul style="list-style-type: none"> - instinct - social learning - frustration-aggression hypothesis - aggressive cue hypothesis <p>Describe social facilitation:</p> <p>Definition of social facilitation and social inhibition</p> <p>The effect of an audience on: – introverts/extroverts</p> <ul style="list-style-type: none"> - beginners/experts - simple/complex skills - gross/fine skills
<p>Developmental Knowledge and Skills</p>	<p>Compare and contrast each of the continuum</p> <p>Link practical sporting examples to each practice method</p>	<p>know and understand the ways of optimising the effect of positive transfer</p> <p>know and understand the ways of limiting the effect of negative transfer.</p> <p>Link practical sporting examples to each of the three stages of learning</p>	<p>Link practical sporting examples to each theory of learning</p>	<p>Link practical sporting examples to each of the four types of guidance</p> <p>Explain the advantages and disadvantages of using each type of feedback.</p>	<p>Relate both models to learning and performing physical activity skills.</p> <p>Link practical sporting examples to each of the different personality types</p> <p>Link practical sporting examples to each of the different components of attitude</p>	<p>Explain the evaluative apprehension and strategies to minimise social inhibition.</p> <p>Relate the arousal theories to learning and performing physical activity skills.</p> <p>Relate the different types of anxiety to learning and performing physical activity skills.</p>



						Relate the different types of aggression to learning and performing physical activity skills.
Complex Knowledge	<p>Synoptically link each continuum to practice methods and types of guidance</p> <p>Critically evaluate the different practice methods</p>	<p>critically evaluate the different types of transfer</p> <p>Synoptically link stages of learning to the different types of practice</p>	<p>Critically evaluate the different theories of learning:</p> <ul style="list-style-type: none"> • operant conditioning • cognitive theory of learning • Bandura's theory of social/observational learning. 	<p>Critically evaluate the advantages and disadvantages of using each type of guidance.</p> <p>Synoptically link stages of learning to the different types of guidance</p>	<p>critically evaluate the different personality types</p> <p>Synoptically link personality with practice methods and guidance</p>	<p>Critically evaluate the three theories of arousal in sport:</p> <ul style="list-style-type: none"> – drive theory –inverted U theory – catastrophe theory <p>Critically evaluate the different theories of aggression in sport:</p> <ul style="list-style-type: none"> – instinct – social learning – frustration-aggression hypothesis – aggressive cue hypothesis
Literacy (including reading)	<p>Key vocabulary/definitions/spelling</p> <p>Journal Reading</p> <p>Essay structuring(10)</p>	<p>Key vocabulary/definitions/spelling</p> <p>Journal Reading</p> <p>Essay structuring(10)</p>	<p>Key vocabulary/definitions/spelling</p> <p>Journal Reading</p> <p>Essay structuring(10)</p>	<p>Key vocabulary/definitions/spelling</p> <p>Journal reading</p> <p>Essay structuring (10)</p>	<p>Key vocabulary/definitions/spelling</p> <p>Journal reading</p> <p>Essay structuring (10)</p>	<p>Key vocabulary/definitions/spelling</p> <p>Transition unit reading for biomechanical principles</p> <p>Essay structuring (10)</p>



<p>Social, Moral, Spiritual and Cultural Development</p>	<p>Application of skill acquisition to a variety of sports embracing a range of cultures</p> <p>Teamwork, co-operation in pair work</p>	<p>Teamwork, co-operation in pair and small group work</p>	<p>Teamwork, co-operation in pair and small group work</p> <p>Ability to listen and constructively challenge, debate and opinion in the group</p>	<p>Teamwork, co-operation in pair work</p>	<p>Teamwork, co-operation in small group and presentation work</p> <p>Application of sport psychology to embrace a range of cultures</p>	<p>Teamwork, co-operation in pair work</p> <p>Ability to listen and constructively challenge, debate and opinion in the group</p>
<p>Fundamental British Values</p>	<p>Co-operation, trust and respect in small group work</p> <p>Listening, respect in group activities</p>	<p>Co-operation, trust and respect in small group work</p> <p>Listening, respect in group activities</p>	<p>Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.</p>	<p>Respect, constructive criticism in group work</p>	<p>Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.</p>	<p>Co-operation in creation of revision materials and adding onto each others, resilience and perseverance with challenge</p>
	<p>Assessment 1 - short answer questions on the continuums and a 10 mark extended answer question on the different practice methods.</p> <p>OUT OF 25 MARKS</p>	<p>Assessment 2 - short answer questions on the stages of learning and a 10 mark extended answer question on the different types of transfer</p> <p>OUT OF 25 MARKS</p>	<p>Assessment 3 - short answer synoptic questions across all topics so far, and a 10 mark extended answer question on the different theories of learning</p> <p>OUT OF 50 MARKS</p>	<p>Assessment 4:</p> <p>Synoptic: all topics covered to-date , including 10 mark extended answer question on guidance</p> <p>OUT OF 50 MARKS</p>	<p>Assessment 5:</p> <p>Synoptic: all topics covered to-date , including 10 mark extended answer question on personality types</p> <p>OUT OF 60 MARKS</p>	<p>Year 12 Exam - Synoptic, including 10 mark extended exam question</p> <p>OUT OF 60 MARKS</p>
<p>Feedback</p>	<p>Re-application of knowledge to similar questions, green pen adaptations to extended writing</p>					



Key Stage 5 Curriculum Map: PHYSICAL EDUCATION: Psychological Factors Affecting Performance

The curriculum in Physical Education will develop learners' knowledge and understanding of the role of skill acquisition and psychological factors in performance of physical activities and sports.

THE YEAR 13 CURRICULUM MAP

	TERM 1	HALF TERM 3	HALF TERM 4 & HALF TERM 5	HALF TERM 6
Topic and learning focus	Group and Team Dynamics in Sport; Goal Setting in Sports Performance; Attribution	Confidence and Self-Efficacy in Sport; Leadership in Sport	Stress Management to Optimise Performance in Sport	



<p>Foundational Knowledge</p> <p>Prior learning needed</p>	<p>Know and understand the definition of a group</p> <p>Know and understand goal setting and how it is used within sport</p> <p>Know and understand the definition of attribution</p>	<p>Know and understand the definitions of sports confidence and self-efficacy</p> <p>Understand the characteristics of effective leaders</p>	<p>Know and understand the definition and causes of stress</p> <p><i>Revision Strategies for Knowledge of Content for SAQ's (AO1)</i></p>	
<p>Core Knowledge and skills</p>	<p>Describe the formation of groups and sports teams using stages of group development:</p> <ul style="list-style-type: none"> forming • storming • norming • performing <p>Describe Steiner's model of group effectiveness; the Ringelmann effect; and social loafing.</p> <p>Understand and describe the importance and effectiveness of goal setting:</p> <ul style="list-style-type: none"> for attentional focus • persistence on tasks • raising confidence and self-efficacy • control of arousal and anxiety • to monitor performance • the SMART principle (Specific, Measurable, Achievable, Recorded, Time phased). <p>Describe Weiner's model of attribution:</p> <ul style="list-style-type: none"> stability dimension (unstable and stable) • locus of causality dimension (internal and external) • controllability dimension • learned helplessness as a barrier to sports performance • mastery orientation to optimise sports performance 	<p>Explain the impact of sports confidence on:</p> <ul style="list-style-type: none"> performance • participation • self-esteem <p>Explain Vealey's model of sports confidence:</p> <ul style="list-style-type: none"> trait sports confidence • competitive orientation • state sports confidence subjective perceptions of outcome <p>Explain Bandura's theory of self efficacy:</p> <ul style="list-style-type: none"> performance accomplishments • vicarious experiences • verbal persuasion • emotional arousal. <p>Describe characteristics of effective leaders:</p> <ul style="list-style-type: none"> emergent or prescribed leaders • leadership styles • autocratic • democratic • laissez-faire theories of leadership • trait perspective 	<p>Describe the use of cognitive stress management techniques:</p> <ul style="list-style-type: none"> positive thinking/self-talk • negative thought stopping • rational thinking • mental rehearsal imagery • goal setting • mindfulness <p>Describe the use of somatic stress management techniques:</p> <ul style="list-style-type: none"> progressive muscular relaxation • biofeedback centring technique • breathing control. <p><i>Revision Strategies for Application of Knowledge for MAQ's (AO1 and AO2)</i></p>	



		<ul style="list-style-type: none"> • social learning • interactionist <p>Explain Chelladurai's multi-dimensional model of sports leadership.</p>		
Developmental Knowledge and Skills	<p>Explain the four stages • forming • storming • norming • performing</p> <p>linking in practical sporting examples</p> <p>Use practical sporting examples to explain Steiner's model of group effectiveness; the Ringelmann effect; and social loafing.</p> <p>Use practical sporting examples to explain the importance and effectiveness of goal setting</p> <p>Link the different elements of Weiners Model to practical sporting examples</p>	<p>Use practical sporting examples to explain Vealey's model of sports confidence:</p> <ul style="list-style-type: none"> • trait sports confidence • competitive orientation • state sports confidence • subjective perceptions of outcome <p>Use real-life examples of individuals in the sporting world to explain the characteristics of effective leaders</p>	<p>Explain both cognitive and somatic stress management techniques, using practical examples to achieve AO2 marks</p> <p>Revision Strategies for Sporting Examples linked to Knowledge and MAQ's/LAQ's (AO2)</p>	
Complex Knowledge	<p>Analyse and evaluate the factors that underpin group dynamics</p> <p>Analyse and evaluate the factors that underpin goal setting</p> <p>Analyse and evaluate the factors that underpin attribution</p>	<p>Analyse and evaluate the factors that underpin confidence and self-efficacy</p> <p>Analyse and evaluate the factors that underpin leadership styles in sport</p> <p>Synoptic Links between Skill Acquisition topics and Sport Psychology topics</p>	<p>Analyse and evaluate the factors that underpin stress management techniques to optimise performance in sport</p> <p>Synoptic Links between Skill Acquisition topics and Sport Psychology topics</p> <p>Revision Strategies for Analysis, Comparison and Justification of Knowledge for LAQ's (AO3)</p>	



	Synoptic Links between Skill Acquisition topics and Sport Psychology topics			
Literacy (including reading)	Key vocabulary/definitions/ spelling Reading about the development of certain sports across history. Journal Reading Essay structuring(10)	Key vocabulary/definitions/ spelling Reading about specific Olympic case studies Journal reading Essay structuring (10)	Key vocabulary/definitions/ spelling Journal reading around the developments of technology in sport Essay structuring (10)	
Social, Moral, Spiritual and Cultural Development	Teamwork, co-operation in pair and small group work Application of sport psychology to embrace a range of cultures	Ability to listen and constructively challenge, debate and opinion in the group Teamwork, co-operation in pair and small group work	Ability to listen and constructively challenge, debate and opinion in the group Teamwork, co-operation in pair and small group work	
Fundamental British Values	Co-operation, trust and respect in group work Listening, respect in group activities Respect, constructive criticism in group work	Listening Respect, constructive criticism in group work Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.	Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur. Co-operation in creation of revision materials and adding onto each others, resilience and perseverance with challenge	







Assessment	Assessment 1: AO1, AO2 and AO3 exam questions on: Group and Team Dynamics in Sport; Goal Setting in Sports Performance; Attribution OUT OF 50 MARKS	Assessment 2: AO1, AO2 and AO3 exam questions on: Confidence and Self-Efficacy in Sport; Leadership in Sport OUT OF 50 MARKS Mock exam: AO1, AO2 and AO3 exam questions on all topic areas covered so far OUT OF 60 MARKS	Assessment 3: AO1, AO2 and AO3 exam questions on: Stress Management Techniques OUT OF 30 MARKS JUNE 2023 A Level PE Final External Exam - Synoptic of all topics covered in Skill Acquisition and Sport Psychology , including 10 mark exam essay OUT OF 60 MARKS	
Feedback	Re-application of knowledge to similar questions, green pen adaptations to extended writing			



Key Stage 5 Curriculum Map: PHYSICAL EDUCATION: Socio-cultural issues in physical activity and sport

The curriculum in Physical Education will understand the socio-cultural factors that affect society, sport, performers, spectators and officials through an understanding of the historical and contemporary issues in society from Pre-Industrial Britain to present day Britain.

THE YEAR 12 CURRICULUM MAP

	TERM 1	HALF TERM 3	HALF TERM 4	TERM 3
Topic and learning focus	<p>Ethics and Deviance in Sport</p> 	<p>Commercialisation and Media</p> 	<p>Routes to Sporting Excellence in the UK</p> 	<p>Modern technology in Sport Its impact on Elite level sport, participation, fair outcomes and entertainment</p> 
Foundational Knowledge Prior learning needed	<p>The ethics involved in sport and deviance that affects sport and sporting behaviour will be understood and applied using practical examples Drugs and doping in Sport Violence in Sport Gambling in Sport</p>	<p>Factors leading to the commercialisation of contemporary physical activity and sport: • growing public interest and spectatorship • more media interest • professionalism • advertising • sponsorship</p>	<p>The routes to sporting excellence in the UK will be known and the roles of key organisations to develop excellence will also be understood</p>	<p>Understand the important and developing influences of modern technology in physical activities and sport, as well as its impact on participation, fair outcomes and entertainment.</p>
Core Knowledge and skills	<p>Legal supplements versus illegal drugs and doping • Reasons why elite performers use illegal drugs/doping Causes in relation to players and spectators • match fixing/bribery • illegal sports betting. causes in of violence relation to players and spectators</p>	<p>Positive and negative impacts of the commercialisation of physical activity and sport on: • society • individual sports • performers • spectators - giving relevant examples</p>	<p>Development routes from talent identification through to elite performance The role of school, clubs, universities in contributing to elite sporting success</p>	<p>The extent to which Modern Technology has affected general participation, fair outcomes, entertainment and elite level sport including increased/improved, being able to provide sporting examples of this.</p>
Developmental Knowledge and Skills	<p>Consequences/implications of illegal drugs, doping, violence and gambling to: society; sport; performer - give detailed examples and case studies</p>	<p>Be able to explain the coverage of sport by the media today and reasons for changes since the 1980s • television • radio • written press • internet - giving detailed examples positive and negative effects of the media on: • society • individual sports • performers • spectators - giving detailed examples</p>	<p>The role of UK Sport and National Institutes in developing sporting excellence/high performance sport - give detailed examples and case studies</p>	<p>Be able to explain the extent to which modern technology has both increased/improved general participation, fair outcomes, entertainment and elite level sport, or limited or reduced these. Be able to give detailed sporting examples of how modern technology has improved or limited these factors.</p>
Complex Knowledge	<p>Strategies to stop the use of illegal drugs and doping Strategies to prevent violence in relation to players and spectators - evaluate and analyse the impact of the strategies.</p>	<p>Relationship between sport and the media • sport as a commodity • links with advertising and sponsorship ('golden triangle') - evaluate and analyse the relationship.</p>	<p>Strategies to address drop-out/failure rates from elite development programmes/at elite level - evaluate and analyse the impact of the strategies.</p>	<p>Analyse the extent to which modern technology has improved or limited general participation, fair outcomes, entertainment and elite level sport, using appropriate examples or case studies.</p>



Literacy (including reading)	Key vocabulary/definitions/spelling Journal Reading Essay structuring(10)	Key vocabulary/definitions/spelling Journal reading Essay structuring (10)	Key vocabulary/definitions/spelling Journal reading Essay structuring (10)	Key vocabulary/definitions/spelling Transition unit reading for biomechanical principles Essay structuring (10)
Cultural Capital	Awe and wonder linked to sporting prowess and achievement through application of knowledge of ethics and deviance	Analytical thinking skills in the wider arena of sport, society and contemporary issues by the application of theory to the World of sport	Awe and wonder linked to historical and contemporary factors through case studies	Awe and wonder linked to the development of modern technology and the improvement of sports performance through case studies
Social, Moral, Spiritual and Cultural Development	Application of how ethics and deviance in sport has an impact and implications on wider society and vice versa. Consideration of 'fairness' and 'cheating' in support of sporting performance developments	Teamwork, co-operation in pair work	Teamwork, co-operation in small group and presentation work	Teamwork, co-operation in practical pair work
Fundamental British Values	Co-operation, trust and respect in practical small group work (movement analysis) Listening, respect in group activities	Respect, constructive criticism in group work	Respect, constructive criticism in group work	Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.
	Transition work Assessment Ethics and Deviance test Assessment 1 - Synoptic Assessment on Drugs and Doping - Baseline Assessment (LAQ and MAQ)	Commercialisation and Media Test Assessment 2: Synoptic: Ethics and Deviance and Commercialisation and Media , including 10 mark exam essay	Routes to Sporting Excellence in the UK test, including 10 mark exam essay Synoptic: Ethics and Deviance, Commercialisation and Media, and Routes to Sporting Excellence, including 10 mark exam essay (60 marks)	Modern Technology in Sport test, including 10 mark exam essay Year 12 Exam - Synoptic, including 10 mark exam essay (60 marks)
Feedback	Re-application of knowledge to similar questions, green pen adaptations to extended writing			




Key Stage 5 Curriculum Map: PHYSICAL EDUCATION: Socio-cultural issues in physical activity and sport

The curriculum in Physical Education will understand the socio-cultural factors that affect society, sport, performers, spectators and officials through an understanding of



the historical and contemporary issues in society from Pre-Industrial Britain to present day Britain.

THE YEAR 13 CURRICULUM MAP

	TERM 1	HALF TERM 3	HALF TERM 4 & HALF TERM 5	HALF TERM 6
Topic and learning focus	<p>Emergence and evolution of modern sport Pre-industrial Britain Post-industrial (1850 +) Britain Britain Influence of Public Schools</p> <p>20th Century 21st Century Britain</p> 	<p>Global sporting events The Modern Olympics</p> 	<p>Global sporting events Hosting Global Sporting Events</p> 	
Foundational Knowledge Prior learning needed	<p>Develop knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport Develop knowledge and understanding of how social and cultural factors shaped the characteristics of, and participation in, sport from pre-industrial Britain through to 21st century:</p>	<p>Develop knowledge and understanding of the background and aims (1896) of the Modern Olympics</p>	<p>Develop knowledge and understanding of the nature of global sporting events and how they reflect and are impacted upon by social issues</p> <p>Revision Strategies for Knowledge of Content for SAQ's (AO1)</p>	
Core Knowledge and skills	<p>Be able to explain how the following factors (GLACE-T) shape sport in pre-industrial Britain • Gender • Law and order • Availability of time & money • social Class • Education and literacy • availability of type and availability of Transport Be able to explain how GLACE-T and the following additional factors shape sport in post industrial Britain • amateurism and professionalism • changing status of women • changing work conditions in post industrial Britain Be able to explain how the GLACE-T factors shape sport in 20th and 21st century Britain and recognise the impact the changing • role of women in society has on sport • globalisation of sport media coverage • freedom of movement for performers • greater exposure of people to sport.</p>	<p>Understand and be able to explain ways in which political exploitation has affected the Olympic Games - case studies: • Berlin 1936, • Mexico City 1968 • Munich 1972 • Moscow 1980 • Los Angeles 1984</p>	<p>Be able to explain the positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup) - giving specific examples and case studies</p> <p>Revision Strategies for Application of Knowledge for MAQ's (AO1 and AO2)</p>	
Developmental Knowledge and Skills	<p>Evaluate how social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain through to 21st Century through the use of specific case studies. Identify and apply detailed sporting examples of how certain sports developed. Influence of public schools: • on the promotion and organisation of sports and games • on the promotion of ethics through sports and games • the 'cult' of athleticism – meaning, • nature and impact • on the spread and export of games and the games ethic</p>	<p>Evaluate the impacts of political exploitation at 5 major Olympic Games: • Berlin 1936, Third Reich Ideology • Mexico City 1968 'Black Power' demonstration • Munich 1972 Palestinian terrorism • Moscow 1980 boycott lead by USA • Los Angeles 1984 boycott by Soviet Union</p>	<p>Make connections between the social, economic and political impacts of hosting a global sporting event.</p> <p>Revision Strategies for Sporting Examples linked to Knowledge and MAQ's/LAQ's (AO2)</p>	



Complex Knowledge	Analyse and make connections between all factors of GLACE-T to explain the characteristics of sport in pre-industrial Britain through to 21st Century and the influence these had on sports development. Analyse the wider changes within society from pre-industrial to 21st Century.		Analyse the social, economic and political impacts of hosting a global sporting event.	Analyse how wider society is affected by the social, economic and political impacts of cities/countries hosting a global sporting event. <i>Revision Strategies for Analysis, Comparison and Justification of Knowledge for LAQ's (AO3)</i>	
Literacy (including reading)	Key vocabulary/definitions/spelling Reading about the development of certain sports across history. Journal Reading Essay structuring(10)		Key vocabulary/definitions/spelling Reading about specific Olympic case studies Journal reading Essay structuring (10)	Key vocabulary/definitions/spelling Journal reading around the developments of technology in sport Essay structuring (10)	
Cultural Capital	Awe and wonder linked to historical and contemporary factors through case studies Analytical thinking skills in the wider arena of sport, society and contemporary issues by the application of theory to the World of sport		Understanding of the values associated with the modern Olympics and the influence these had on society.	Awe and wonder linked to the development of modern technology and the improvement of sports performance through case studies	
Social, Moral, Spiritual and Cultural Development	Understanding of the differences within society from pre-industrial Britain to present day. Consideration of the impact social status has had on sport development. Teamwork, co-operation in pair work Consideration of the impact the status of women in society has had on female sport development. Application of how social class has developed from Pre-Industrial Britain to present day.		Understanding of political exploitation in society and how sports events are impacted. Teamwork, co-operation in small group and presentation work	Understand how society is affected both positively and negatively by Global Sporting Events. Teamwork, co-operation in practical pair work	
Fundamental British Values	Co-operation, trust and respect in practical small group work (movement analysis) Listening, respect in group activities	Tolerance of different social groups within society Respect, constructive criticism in group work	Respect for the changes in the status of women in society. Listening Respect, constructive criticism in group work	Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.	
Assessment	Pre-Industrial Britain test Assessment 1 - Synoptic Assessment on Pre-Industrial Britain (LAQ and MAQ)	Post-Industrial (1850) Britain test including the influence of public schools Synoptic: Pre-Post Industrial Britain, including 10 mark exam essay	20th Century Britain test 21st Century Britain test Assessment 2: Synoptic: Pre-Industrial Britain to 20th and 21st Century Britain,,	The Modern Olympics test, including 10 mark exam essay Synoptic: Emergence of sport in society and the modern Olympics, including 10 mark exam essay (60 marks) JUNE 2023 A Level PE Final External Exam - Synoptic of all topics covered in Socio-cultural issues in physical activity and sport , including 10 mark exam essay (60 marks)	



			including 10 mark exam essay (60 marks)		
Feedback	Re-application of knowledge to similar questions, green pen adaptations to extended writing				



Key Stage 5 Level 3 BTEC Sport Extended Certificate Curriculum Summary:

The Level 3 BTEC Extended Certificate in Sport embodies a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. The curriculum focuses on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment within the Sports industry, or on a sports based course within higher education . In Year 12 students will study Unit 1: Anatomy and Physiology and Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing.

YEAR 12 EXTENDED CERTIFICATE BTEC SPORT CURRICULUM SUMMARY 2022/2023

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6	
Topic and learning focus	Teacher 1 and Teacher 2: <u>Unit 1: Anatomy and Physiology</u> Externally Marked Exam - 1hr 30 minutes (80 marks)					Revision and external Exam May/June	Teacher 1, 2, & 3 <u>Unit 3: Professional Development within the Sports Industry</u>
	<i>Teacher 1: Skeletal System , Muscular System , Synoptic Links across all Body Systems</i> <i>Teacher 2: Respiratory System , Cardiovascular System, Energy Systems , Synoptic Links across all Body Systems</i>						
	Teacher 3: <u>Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing</u> Externally Marked Assessment/Exam - 2hr 30 minutes (60 marks)					Revision and external Exam May/June	
	<i>AO1 Demonstrate knowledge and understanding of the effects of lifestyle choices on an individual's health and well-being</i>	<i>AO2 Apply knowledge and understanding of fitness principles and theory, lifestyle modification techniques, nutritional requirements and training methods to an individual's needs and goals</i>	<i>AO3 Analyse and interpret screening information relating to an individual's lifestyle questionnaire and health monitoring tests</i>		<i>AO4 Evaluate qualitative and quantitative evidence to make informed judgements about how an individual's health and well-being could be improved</i> <i>AO5 Be able to develop a fitness training programme with appropriate justification</i>		
Foundational Knowledge Prior learning needed	Unit 1: Teacher 1 and Teacher 2 AO1 Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system Understand the structure and function of the skeletal system and joints, Understand the structure and function of the muscular system, antagonistic pairs and fibre types Understand the structure and function of the respiratory system, lung volumes and the control of breathing Understand the structure and function of the cardiovascular system and nervous control of the nervous system. Understand the effects of exercise and sports performance on the energy systems Understand the responses of the skeletal system muscular system; respiratory system; cardiovascular system to a single sport or exercise session. Understand the responses of the energy systems in exercise and sports performance Understand the adaptations of the skeletal system; muscular system; respiratory system; cardiovascular system and energy systems to exercise Understand the additional factors affecting the skeletal system; muscular system; respiratory system; cardiovascular system and energy systems.					Revision and external Exam May/June <i>Revision techniques and strategies for Unit 1 exam</i>	
	Unit 2: Positive and negative lifestyle factors and the main lifestyle modification techniques.	Unit 2: Understand the screening processes for training programming; screening processes; health monitoring tests	Unit 2: Understand programme-related nutritional needs; common terminology; balanced diet; nutritional strategies. Examine training methods for different components of fitness; skills related fitness and physical fitness; Understand training programme design		Revision and external Exam May/June <i>Pre-prep exam notes based on Part A Case Study</i> <i>Revision techniques and strategies for Unit 2 exam</i>		
	Unit 1: Teacher 1 and Teacher 2					Revision and external Exam	



Core Knowledge and skills	AO2 Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance How each body system is used in sporting techniques and actions Be able to describe the responses of each body system at rest and during exercise and during sporting performance. Be able to describe the adaptations of each body system to exercise - in the short and long term. Be able to describe the additional factors that affect each body system in exercise and sports performance.				May/June	Unit 3: Introduction to A2: Careers and jobs in the sports industry:
	Unit 2: recommendations to promote health and well-being.	Unit 2: Know how to administer health monitoring tests	Unit 2: Know the components of a balanced diet Be able to identify the components of fitness to be trained of a selected individual from a case study. Understand the principles of fitness training programming. Be able to select appropriate training methods for a selected individual.		Revision and external Exam May/June	
Developmental Knowledge and Skills	Unit 1: Teacher 1 and Teacher 2 AO3 Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system AO4 Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements The impact of long-term effects of exercise on sports performance and each body system Fibre type recruitment during exercise and sports performance The impact of adaptation of the system on exercise and sports performance. Understand additional factors affecting the energy systems and their impact on exercise and sports performance				Revision and external Exam May/June	Unit 3: Introduction to A3: Professional training routes, legislation, skills in the sports industry
	Unit 2: interpretation of lifestyle factors and screening information for an individual	Unit 2: Interpreting the results of health monitoring tests for an individual using appropriate screening documentation	Unit 2: Nutritional strategies for individuals taking part in training programmes and understanding of the use of ergogenic aids. Be able to interpret Apply knowledge of fitness training programming to a selected individual, selecting appropriate principles in training programme design.		Revision and external Exam May/June	
Complex Knowledge	Unit 1: Teacher 1 and Teacher 2 AO5 Make connections between body systems in response to short-term and long-term exercise and sport participation. Make connections between muscular and all other systems, cardiovascular and respiratory systems, energy and cardiovascular systems				Revision and external Exam May/June	Unit 3: Introduction to A4: Sources of continuing professional development (CPD):
	Unit 2: Evaluate and analysis key information within a case study and interpret information of an individual	Unit 2: interpret health monitoring tests of the selected individual using normative data and make appropriate recommendations and judgements	Unit 2: Interpret the nutritional needs for a selected individual and be able to suggest appropriate recommendations for an individual undertaking a training programme. Evaluate and analyse reasons for training programme design for a selected individual.		Revision and external Exam May/June	
Literacy (including reading)	Key vocabulary/definitions/ spelling MAQ structuring(6)	Key vocabulary/definitions/ spelling MAQ structuring (6)	Key vocabulary/definitions/ spelling LAQ structuring (8/9)	Key vocabulary/definitions/ spelling Journal reading LAQ structuring (8/9)	Key vocabulary/definitions/ spelling LAQ structuring(8/9)	Key vocabulary/definitions/ spelling Journal reading LAQ structuring (8/9)
Cultural Capital	Throughout this qualification students will be able to develop an appreciation for the body systems and how each body system is affected by sport and exercise, the adaptations that occur in each body system. They will be able to develop a thorough understanding of the diversity of our culture and how we can work professionally to respect all individuals based on their lifestyle choices and level of fitness. Students will use analytical thinking skills in the wider arena of sport by the application of theory to the World of sport. Awe and wonder will be linked to outstanding sporting prowess through case studies of specific sports performers.					
Social, Moral, Spiritual and Cultural Development	Students will understand a variety of job roles within the sports industry.	Co-operation, trust and respect in practical small group work (Administering Fitness Tests)	Teamwork, co-operation in pair/group work.	Students will take into consideration all factors including religion and beliefs when planning a training programme for a selected individual ensuring diversity.	Application of nutritional needs of individuals embracing a range of cultures	Students will understand a range of careers within the sports industry based around the scope and provision within the UK.



Fundamental British Values	Co-operation, trust and respect in small group work (movement analysis,)	Listening, respect in group activities	Respect, constructive criticism in group work	Excellence/Resilience - To use feedback effectively to work on areas of weakness to allow for improvement to occur.	Democracy - fairness in group discussions and debates.	
Assessment	Teacher 1: Unit 1: Anatomy and Physiology					
	<p><i>Mid Topic Test - Skeletal System - A1, A2, A3, A4 (30 marks)</i></p> <p><i>Mid Topic Test - Respiratory System - C1, C2, C3, C4 (30 marks)</i></p>	<p><i>End of Topic Test - Skeletal System - A1, A2, A3, A4, A5, A6 (60 marks)</i></p> <p><i>End of Topic Test - Respiratory System - B1, B2, B3, B4, B5, B6, B7 (60 marks)</i></p> <p><i>Mid Topic Test -Muscular System - A1, A2, A3, A4 (30 marks)</i></p> <p><i>Mid Topic Test - Cardiovascular System - D1, D2, D3, D4 (30 marks)</i></p> <p><i>Synoptic Assessment - A1, A2, A3, A4, A5, A6, C1, C2, C3, C4, C5, C6, C7 (80 marks)</i></p>	<p><i>End of Topic Test - Muscular System - B1, B2, B3, B4, B5, B6</i></p> <p><i>End of Topic Test - Cardiovascular System - D1, D2, D3, D4, D5, D6, D7</i></p> <p><i>End of Topic Test - Energy Systems - E1, E2, E3, E4, E5, E6</i></p> <p><i>Synoptic Assessment - B1, B2, B3, B4, B5, B6, D1, D2, D3, D4, D5, D6, D7</i></p> <p><i>Synoptic Assessment - All body systems and assessment criteria covered - (80 marks)</i></p>	<p>Exam Question practice in preparation for External Exam May/June</p>		
	Teacher 2: Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing					
AO1: End of topic test (12 marks)	AO2: End of topic test (12 marks)	AO3 : End of Topic Test (8 marks)	AO4: End of Topic Test (8 marks)	AO5: End of Topic Test (20 marks)	AO6: End of Topic Test (20 marks)	AO7: End of Topic Test (20 marks)
	Mock exam - Synoptic Assessment - AO1 and AO2 (24 marks)	Mock exam - Synoptic Assessment - AO1, AO2, AO3 and AO4 (40 marks)	Mock exam - Synoptic Assessment - AO1, AO2, AO3, AO4 and AO5 (60 marks)	Mock exam - Synoptic Assessment - AO1, AO2, AO3, AO4 and AO5 (60 marks)	Mock exam - Synoptic Assessment - AO1, AO2, AO3, AO4 and AO5 (60 marks)	Mock exam - Synoptic Assessment - AO1, AO2, AO3, AO4 and AO5 (60 marks)
						Exam Question practice in preparation for External Exam May/June



Key Stage 5 Level 3 BTEC Sport Extended Certificate Curriculum Summary:

The Level 3 BTEC Extended Certificate in Sport embodies a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. The curriculum focuses on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment within the Sports industry, or on a sports based course within higher education. In Year 13 Students will cover two internally assessed units of study: Unit 3: Professional Development in the Sports Industry and Unit 5: Application of Fitness Testing.

YEAR 13 EXTENDED CERTIFICATE BTEC SPORT CURRICULUM SUMMARY 2022/2023

	TERM 1	TERM 2	HALF TERM 5	HALF TERM 6	
Topic and learning focus	Teacher 1 and Teacher 2: <u>Unit 5: Application of Fitness Testing</u>				
	Internally Marked Assessment				
	<i>Teacher 1 - Learning Aim A: Understanding the principles of fitness testing.</i> <i>Teacher 2 - Learning Aim B: Explore fitness tests for different components of fitness</i>	Completion of Unit 5 Coursework - Assignment 1 "Investigating and implementing fitness testing practices"	<i>Teacher 1 & 2 - Learning Aim C: Undertake evaluation and feedback of fitness tests results</i>	Completion of Unit 5 Coursework - Assignment 2 "Fitness Profiling"	Final completion of Unit 5 Coursework - Assignment 1 & Assignment 2 Revision and external Exam May/June - Unit 1 / Unit 2
	Teacher 3: <u>Unit 3: Professional Development within the Sports Industry</u>				
	Internally Marked Assessment				
	<i>Learning Aim A: Understand the career and job opportunities in the sports industry</i> <i>Learning Aim B: Explore own skills using a skills audit to inform a career development action plan</i>	Completion of Unit 3 Coursework - Assignment 1 "Careers in the Sport"	<i>Learning Aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway</i> <i>Learning Aim D: Reflect on the recruitment and selection process and your individual performance</i>	Completion of Unit 3 Coursework - Assignment 2 "Applying for a job in the Sports Industry"	Final completion of Unit 3 Coursework Revision and external Exam May/June - Unit 1 / Unit 2
Foundational Knowledge Prior learning needed	Unit 5: A1: Validity of fitness tests	Unit 5: B1: Fitness tests to assess components of physical fitness	Unit 5: Understand the components of fitness required by a selected sports performer	Unit 5: Evaluate the fitness testing process	Final completion of Unit 3 and Unit 5 Coursework Revision and external Exam May/June <i>Revision techniques and strategies for Unit 1 exam</i>
	Unit 3: A1: Scope and provision of the sports industry:	Unit 3: B1: Personal skills audit for potential careers:	Unit 3: C1: Job applications: selection of a job role in a suitable career pathway:	Unit 3: D1: Review and evaluation of the application and interview process	
Core Knowledge and skills	Unit 5: A2: Reliability of fitness tests	Unit 5: B2: Fitness tests to assess components of skill-related fitness	Unit 5: C1: Produce a fitness profile for a selected sports performer	Unit 5: Interpret fitness test results	
	Unit 3: A2: Careers and jobs in the sports industry:	Unit 3: B2: Planning personal development towards a career in the sports industry:	Unit 3: C2: Interviews and selected career pathway-specific skill	Unit 3: D2: Updated SWOT and action plan:	



Developmental Knowledge and Skills	Unit 5: A3: Practicality and suitability of fitness tests	Unit 5: B3: Planning of tests	Unit 5: Analyse fitness test results of a selected sports performer	Unit 5: Evaluate fitness test results according to normative data	<i>Pre-prep exam notes based on Part A Case Study Revision techniques and strategies for Unit 2 exam</i>
	Unit 3: A3: Professional training routes, legislation, skills in the sports industry:	Unit 3: B3: Maintaining a personal portfolio/record of achievement and experience:	Unit 3: Plan how to show their personal skills and knowledge within an interview.	Unit 3: Reflection of Interview process - identify strengths and areas for improvement	
Complex Knowledge	Unit 5: A4: Ethical issues associated with fitness screening	Unit 5: B4: Administration of tests	Unit 5: C2: Providing feedback to a selected sports performer	Unit 5: Draw conclusions from fitness test data and be able to suggest appropriate fitness improvements to a selected sports performer	
	Unit 3: A4: Sources of continuing professional development (CPD):	Unit 3: Analyse appropriate training needs based on personal skills audit	Unit 3: Apply with confidence knowledge of personal skills and links to specific jobs/careers within an interview	Unit 3: Analysis and evaluate the interview process	
Literacy (including reading)	Key vocabulary/definitions/ spelling Reading	Key vocabulary/definitions/ spelling Assignment writing Analysing and evaluating Drawing Conclusions Report writing Bibliography and referencing	Key vocabulary/definitions/ spelling Reading	Key vocabulary/definitions/ spelling Assignment writing Analysing and evaluating Drawing Conclusions Reflective report writing Bibliography and referencing	Key vocabulary/definitions/ spelling Assignment writing Analysing and evaluating Drawing Conclusions Reflective report writing Bibliography and referencing
Cultural Capital	Throughout this qualification students will be able to develop an appreciation for the Sport and Leisure Industry. They will be able to develop a thorough understanding of the careers within sport and the relevance of fitness testing to improve sports performance. They will begin to understand how to work professionally to respect all individuals and protect them with working practices and legislation. Students will be taught factors, skills and qualities to take into account in the differing careers/job roles with the Sports Industry. Students will learn about how culture is celebrated within the Sports Industry and how we can offer mutual respect to every individual we work with. Students will be taught the consideration of 'ethical procedures' in relation to administering fitness tests.				
Social, Moral, Spiritual and Cultural Development	Students will understand a variety of job roles within the sports industry.	Co-operation, trust and respect in practical small group work (Administering Fitness Tests)	Ethical Procedures in the administration of fitness tests.	Feedback results and data of fitness testing to an individual providing appropriate advice to an individual.	Reflection on the professional development and how this may link to different areas of the community.
Fundamental British Values	Throughout the course we will cover all aspects of British Values. We will look at Democracy through the rights of informed consent and data protection that are taught throughout Unit 5. We will focus on the rule of law and individual liberty when looking at types of legislation associated with differing jobs roles within the Sports Industry. The understanding and development of mutual respect will be addressed consistently through all topic areas by using examples of welfare and effective communication with individuals undertaking fitness tests. Throughout the whole course we will develop and focus on respect of individuals and the adaptations necessary to meet the needs of individuals in relation to their ability, level of fitness or specific sport.				
Assessment	Teacher 1: Unit 1: Anatomy and Physiology				
	Completion of Unit 5 Coursework - Assignment 1 "Investigating and implementing fitness testing practices" <i>P1, P2, P3, P4, P5, M1, M2, M3, M4, D1</i>		Completion of Unit 5 Coursework - Assignment 2 "Fitness Profiling" <i>P6, M5, D2, D3</i>		Exam Question practice in preparation for External Exam May/June
	Teacher 3: Unit 3: Professional Development in the Sports Industry				



	<p>Completion of Unit 3 Coursework - Assignment 1 "Careers in the Sport"</p> <p><i>P1, P2, P3, P4, M1, M2, M3, D1</i></p>	<p>Completion of Unit 3 Coursework - Assignment 2 "Applying for a job in the Sports Industry"</p> <p><i>P5, P6, P7, M4, M5, D2, D3</i></p>	<p>Exam Question practice in preparation for External Exam May/June</p>	
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