

Year 7

Physical Education Curriculum Intent

In Year 7 pupils should build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

The rationale for the subject is extended beyond the curriculum, where students are encouraged to pursue excellence in performance, engage in competition and experience new activities.

Physical Education National Curriculum aims:

- lead healthy lives
- be physically active for sustained periods
- develop competence to excel in a broad range of physical activities
- engage in competitive sports and activities.

Aims associated with the needs of our pupils:

- be able to work cooperatively and as a leader.
- grow in self confidence to lead and share their ideas
- Be inclusive of others and respect all our differences.
- to be self-reflective and think critically.
- to have a positive attitude towards learning and enjoy PE.

Subject: Year 7 Physical Education

- Each PE class will spend 4 weeks and therefore 6 lessons on each activity.
- At least 4 of the 6 lessons are spent on developing a technical or tactical area within that sport/activity.
- The last lesson will be an assessment lesson with pupils applying the skills they have learnt into a competitive situation.
- In the last lesson of each activity students will identify 1 key area within their performance which they would like to improve on. They must then look to focus on this area throughout the assessment lesson.
- Within each of the activities students are being rewarded for demonstrating "The PE Department Standards/Values": **Challenge, Persist, Pride, Lead, Respect**. These values run through the heart of all lessons.

- Pupils will take part in three 'Standards and Exspectations' lesson at the start of the school year. Pupils will be introduced to the PE Standards/Values (Challenge, Persist, Pride, Lead, Respect), be shown the changing and teaching areas as well as a reminder of the schools Pe kit policy. This unit is also to embed and reward students early on into the expectations we are looking for as a department.

The order in which pupils take part in the sporting activities will vary depending on the timetabling of classes.

	Unit 1: Standards and Expectations.	Unit 2: Rugby (Boys)	Unit 3: Football	Unit 4: Netball (Girls)	Unit 5: Badminton	Unit 6: OAA
Acquire	- Introduction talk -End-zone activity. -Cross -Country	-Handling Skills -Passing/receiving -Tackling -Running with the ball -Rucking -Match Play (Analysis & Assessment)	-Ball Skills -Passing/Receiving -Running with the Ball -Turns -Shooting -Match Play (Analysis & Assessment)	-Handling Skills -Passing/receiving -Pivoting -Shooting -Defending -Match Play (Analysis & Assessment)	-Serving -Net-shot -Overhead Clears -Drop Shot -Smash -Match Play (Analysis & Assessment)	- Team building activities (Communication) - Team building continued (Communication) - Map orientation - Football orienteering (Map work/ Team work) - Orienteering around the school premises (Working the map/ communication) - Competitive orienteering (Analysis and assessment)
Apply	Demonstrating the core PE values. Demonstrating good hand eye coordination. Demonstration of good cardiovascular	How to create space in attack. How to defend effectively as a team to stop the opposition.	How to create space in attack and keep possession as a team. How to defend effectively as a team to stop the opposition.	How to create space in attack and keep possession as a team. How to defend effectively as a team to stop the opposition.	How to outwit opponent by moving them around the court using different shots.	Demonstrate the core values of PE. Demonstrate team building skills and good communication with others. - Planning ideas to overcome changes.

	fitness and resilience.	How to form a ruck to keep possession of the ball.	Work as a team to create a scoring opportunity.	Work as a team to create a scoring opportunity.	Decision making and shot selection. Demonstrating an understanding of the rules of Badminton.	Working together to solve problems. Improving general fitness through competition.
Vocabulary	PE Values Respect Challenge Pride Persist Leadership Resilience Cardiovascular fitness Coordination	Rucking Evading Attack Defence Draw Scrum Line out Scrumhalf Backs forwards	Passing Possession Control Accuracy Power Tackling Jockeying Formation Dribbling	Chest pass Bounce pass Shoulder pass Pivot Footwork Goal shooter Goalkeeper Wing attack Wing defence Goal Attack Goal Defence Centre	Serve Forehand Backhand Court Baseline Service line Overhead Clear Net Shot Drop Shot	Communication Non-verbal 'thumbing' the map. control points landmarks map
Assessment	-The main focus is to get students actively engaged and assess their baseline ability. -The PE Standards are introduced and rewarded when seen during these activities.)	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and	Formative assessment through questioning and observation in final lesson competition of orienteering. Pupils will apply their acquired OAA skills and knowledge to outwit and overcome the other pupils.

		gameplay and isolated drills. Summative assessment during gameplay.	gameplay and isolated drills. Summative assessment during gameplay.	gameplay and isolated drills. Summative assessment during gameplay.	observation in gameplay and isolated drills. Summative assessment during gameplay.	
	Unit 7 : Table Tennis	Unit 8: Fitness	Unit 9: Athletics	Unit 10: Cricket (Boys)	Unit 11: Rounders (Girls)	Unit 12: Basketball
Acquire	<ul style="list-style-type: none"> - Serving (Forehand and backhand push) - Push shots - Drive shots - Application of spin (Forehand and backhand) - Match Play (Analysis & Assessment) 	<ul style="list-style-type: none"> - Bleep test/ 12 minute cooper run. - Circuit training - Continuous training - Interval training (HIIT) - Cardio suite/ weights room lesson. - Assessment of strengths and weaknesses. 	<ul style="list-style-type: none"> - Shot put - Javelin - Long Jump - 800m - 100m - Relay Additional: <ul style="list-style-type: none"> - 200m - Triple jump - Discus - Indoor athletics 	<ul style="list-style-type: none"> - Throwing/Catching - Fielding - Bowling - Front Foot batting - Batting & Bowling - Match Play (Analysis & Assessment) 	<ul style="list-style-type: none"> - Throwing/Catching - Fielding - Bowling - Batting - rules of the game/how to score a game - Match Play (Analysis & Assessment) 	<ul style="list-style-type: none"> - Ball familiarisation (dribbling) - Passing (chest/bounce) - Set shot - Lay up - Defensive plays (man on man/ zonal) - Match play (analysis & Assessment)
Apply	<p>Demonstration of a number of shots to outwit an opponent based on their strengths and weaknesses.</p> <p>Use the correct technique with accuracy and control.</p>	<p>Completion of a range of training methods.</p> <p>Applying the principles of training.</p> <p>Understanding components of fitness.</p>	<p>How to safely and effectively complete a number of field events.</p> <p>Using the correct throwing technique.</p> <p>Demonstrate good long jumping technique.</p> <p>Demonstrating good sprinting technique.</p>	<p>How to bowl legally in cricket.</p> <p>Demonstrate good stance and grip when batting.</p> <p>Catching and throwing the ball when fielding.</p> <p>Applying knowledge and skills to a conditioned game.</p>	<p>Demonstrate how to bowl effectively and legally.</p> <p>Demonstrate a good batting stance and technique.</p> <p>Show good coordination and effectiveness when fielding.</p>	<p>How to create space in attack and keep possession as a team.</p> <p>How to defend effectively as a team to stop the opposition.</p> <p>Work as a team to create a scoring opportunity.</p> <p>How to work as a team to create a scoring opportunity.</p>

			Demonstrating pacing in 800m.			
Vocabulary	Push shot Drive shot Serve Backhand Forehand Let Spin Slice	Coardiovascular fitness Muscular strength Muscular endurance Resting Heart rate (RHR) Max Heart rate (MHR)	Take off Acceleration Power Flight 'on your marks, set, go' Strength Changeover Baton	Leg side Off side Forward defensive Backward defensive Stright drive Cover drive Line and length. Wicket keeper Stumps	Base Pitch Donkey drop Rounder Half rounder Loaded Backstop	Set Shot Dribble Tip Off Travel Lay up Pivot contact
Assessment	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	-Students look to incorporate the knowledge learnt about fitness from their previous lesson(s) into their current lesson to complete a type of training or training programme. Formative assessment through questioning and observation in performance of training methods.. Summative assessment.	Formative assessment through questioning and observation in completion of events and skills. Summative assessment during class competition at the end of each event.	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	Students develop new skill area each lesson. - Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations.

Year 8

Physical Education Curriculum Intent

In Year 8 pupils should build on and embed the physical development and skills learned in year 7, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Some sports and activities may vary from year group to year group, this is to allow the pupils to experience a broader range of physical activity.

The rationale for the subject is extended beyond the curriculum, where students are encouraged to pursue excellence in performance, engage in competition and experience new activities.

Physical Education National Curriculum aims:

- lead healthy lives
- be physically active for sustained periods
- develop competence to excel in a broad range of physical activities
- engage in competitive sports and activities.

Aims associated with the needs of our pupils:

- be able to work cooperatively and as a leader.
- grow in self confidence to lead and share their ideas
- Be inclusive of others and respect all our differences.
- to be self-reflective and think critically.
- to have a positive attitude towards learning and enjoy PE.

In year 8 we aim to build on the core values demonstrated in year 7 and have more focus on developing independence and leadership skills throughout the year.

Subject:Year 8 Physical Education

- Each PE class will spend 4 weeks and therefore 6 lessons on each activity.
- At least 4 of the 6 lessons are spent on developing a technical or tactical area within that sport/activity.
- The last lesson will be an assessment lesson with pupils applying the skills they have learnt into a competitive situation.

- In the last lesson of each activity students will identify 1 key area within their performance which they would like to improve on. They must then look to focus on this area throughout the assessment lesson.
- Within each of the activities students are being rewarded for demonstrating “The PE Department Standards/Values”: **Challenge, Persist, Pride, Lead, Respect**. These values run through the heart of all lessons.
- Pupils will take part in three ‘Standards and Exspectations’ lesson at the start of the school year. Pupils will be introduced to the PE Standards/Values (Challenge, Persist, Pride, Lead, Respect), be shown the changing and teaching areas as well as a reminder of the schools Pe kit policy. This unit is also to embed and reward students early on into the expectations we are looking for as a department.

The order in which pupils take part in the sporting activities will vary depending on the timetabling of classes.

	Unit 1: Standards and Expectations.	Unit 2: Rugby (Boys)	Unit 3: Football	Unit 4: Netball (Girls)	Unit 5: Badminton	Unit 6: OAA
Acquire	Lesson 1: Introduction talk Lesson 2: Cross-Country Lesson 3 Tag Rugby activity.	-Handling Skills (recap) -Passing and movement -Tackling (re-cap) -Running with the ball and supporting team mates -Rucking -Match Play (Analysis & Assessment)	-Ball Skills (control and possession) -Passing/Receiving (recap) -passing /Receiving over varying distances -Dribbling with the ball at speed -Shooting -Match Play (Analysis & Assessment)	-Recap basic ball handling skills -Passing/receiving -1 /2 handed/on the move -Pivoting /turning in the air -Shooting- accuracy /under pressure -Defending- marking/different types of dodge -Match Play (Analysis & Assessment)	-Serving (flick and lob) -Net-shot -Overhead Clears -Drop Shot -Smash -Match Play (Analysis & Assessment)	- Team building activities (Communication) - Team building continued (Communication) - Map orientation - Football orienteering (Map work/ Team work) - Orienteering around the school premises (Working the map/ communication) - Competitive orienteering (Analysis and assessment)

Apply	<p>Demonstrating a good attitude towards PE</p> <p>Demonstrating good hand eye coordination.</p> <p>Demonstration of good cardiovascular fitness and resilience.</p>	<p>-Students build on skills learned in the previous year each lesson.</p> <p>-Greater emphasis on tackling and keeping possession of the ball by rucking.</p> <p>-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations.</p> <p>CC- South Africa (first sporting event after apartheid)</p>	<p>How to create space in attack and keep possession as a team.</p> <p>How to defend effectively as a team to stop the opposition.</p> <p>Work as a team to create a scoring opportunity.</p> <p>CC- Viv Anderson (first black England player)</p>	<p>How to create space in attack and keep possession as a team.</p> <p>How to defend effectively as a team to stop the opposition.</p> <p>Work as a team to create a scoring opportunity.</p>	<p>How to outwit opponent by moving them around the court using different shots.</p> <p>Decision making and shot selection.</p> <p>Demonstrating an understanding of the rules of Badminton.</p> <p>CC- China's dominance of the sport</p>	<p>Demonstrate the core values of PE.</p> <p>Demonstrate team building skills and good communication with others.</p> <p>- Planning ideas to overcome changes.</p> <p>Working together to solve problems.</p> <p>Improving general fitness through competition.</p>
Vocabulary	<p>PE Values</p> <p>Respect</p> <p>Challenge</p> <p>Pride</p> <p>Persist</p> <p>Leadership</p> <p>Resilience</p> <p>Cardio vascular fitness</p> <p>Co ordination</p>	<p>Rucking</p> <p>Evading</p> <p>Attack</p> <p>Defence</p> <p>Draw</p> <p>Scrum</p> <p>Line out</p> <p>Scrumhalf</p> <p>Backs</p> <p>forwards</p>	<p>Passing</p> <p>Possession</p> <p>Control</p> <p>Accuracy</p> <p>Power</p> <p>Tackling</p> <p>Jockeying</p> <p>Formation</p> <p>Dribbling</p>	<p>Chest pass</p> <p>Bounce pass</p> <p>Shoulder pass</p> <p>Pivot</p> <p>Footwork</p> <p>Goal shooter</p> <p>Goalkeeper</p> <p>Wing attack</p> <p>Wing defence</p> <p>Goal Attack</p> <p>Goal Defence</p> <p>Centre</p>	<p>Serve</p> <p>Forehand</p> <p>Backhand</p> <p>Court</p> <p>Baseline</p> <p>Service line</p> <p>Overhead Clear</p> <p>Net Shot</p> <p>Drop Shot</p>	<p>Communication</p> <p>Non-verbal</p> <p>'thumbing' the map.</p> <p>control points</p> <p>landmarks</p> <p>map</p>

<p>Assessment</p>	<p>-The main focus is to get students actively engaged and assess their baseline ability. -The PE Standards are introduced and rewarded when seen during these activities.)</p>	<p>--Students build on skills learned in the previous year each lesson. - Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. CC- South Africa (first sporting event after apartheid) Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.</p>	<p>-Students build on skills learned in the previous year each lesson. -Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. CC- Viv Anderson (first black England player) Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.</p>	<p>--Students build on skills learned in the previous year each lesson. - Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.</p>	<p>-Students build on skills learned in the previous year each lesson. -Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. CC- China's dominance of the sport Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.</p>	<p>Formative assessment through questioning and observation in final lesson competition of orienteering. Pupils will apply their acquired OAA skills and knowledge to outwit and overcome the other pupils.</p>
	<p>Unit 7: Table Tennis</p>	<p>Unit 8: Fitness</p>	<p>Unit 9: Athletics</p>	<p>Unit 10: Cricket (Boys)</p>	<p>Unit 11: Rounders (Girls)</p>	<p>Unit 12: Basketball</p>

<p>Acquire</p>	<ul style="list-style-type: none"> -Serving (recap) -Forehand (push and smash) -Backhand (push) -Slices -Spins -Match Play (Analysis & Assessment) 	<ul style="list-style-type: none"> - Introduction to equipment (try all equipment) - Increasing heart rate - Circuit training (measuring heart rate) - Continuous training (Aerobic activities) - Sprint. plyometric training (Anaerobic activities) - Strength activities (Circuit training) - Assessment (design a personal training programme) 	<ul style="list-style-type: none"> - Shot put - Javelin - Long Jump - 800m/ Pacing - 100m/ Sprint starts - Relay / Baton changeover. <p>Additional:</p> <ul style="list-style-type: none"> - 200m - Triple jump - Discus - Indoor athletics 	<p>Throwing/Catching (recap)</p> <ul style="list-style-type: none"> -Fielding (long and short barrier) -Bowling (slow to medium pace) -Front (defensive shot/block) -Batting/Bowling/fielding positions -Match Play (Analysis & Assessment) 	<ul style="list-style-type: none"> -Throwing/Catching- 1/2 handed, underarm/overarm -Fielding- long barrier -Bowling –introduce top spin, donkey drop -Batting – placement of hit - rules of the game/how to score a game/tactics/strategies -Match Play (Analysis & Assessment) 	<ul style="list-style-type: none"> - Ball familiarisation (dribbling) - Passing (chest/bounce) - Set shot - Layup shot - Attack and defence - Match play (analysis & Assessment)
<p>Apply</p>	<p>Demonstration of a number of shots to outwit an opponent based on their strengths and weaknesses.</p> <p>Use the correct technique with accuracy and control.</p>	<p>Completion of a range of training methods.</p> <p>Applying the principles of training.</p> <p>Understanding components of fitness.</p> <p>Students learn the health and safety of the cardio equipment.</p> <p>-Students begin to learn about body</p>	<p>How to safely and effectively complete a number of field events.</p> <p>Using the correct throwing technique.</p> <p>Demonstrate good long jumping technique.</p> <p>Demonstrating good sprinting technique.</p> <p>Demonstrating pacing in 800m.</p> <p>-Students are recapping the</p>	<p>How to bowl legally in cricket.</p> <p>Demonstrate good stance and grip when batting.</p> <p>Catching and throwing the ball when fielding.</p> <p>Applying knowledge and skills to a conditioned game.</p> <p>CC- England cricket (players born in different countries).</p>	<p>Demonstrate how to bowl effectively and legally.</p> <p>Demonstrate a good batting stance and technique.</p> <p>Show good coordination and effectiveness when fielding.</p>	<p>How to create space in attack and keep possession as a team.</p> <p>How to defend effectively as a team to stop the opposition.</p> <p>Work as a team to create a scoring opportunity.</p> <p>How to work as a team to create a scoring opportunity.</p>

		<p>systems and their role in exercise</p> <p>CC- Racheal McKinnon (transgender woman cyclist).</p>	<p>fundamentals and health and safety of each Athletics discipline.</p> <p>-Each lesson allows the students to demonstrate the ability to perform each activity in a competitive situation.</p> <p>CC – London 2012 Paralympic games.</p>			
Vocabulary	<p>Push shot</p> <p>Drive shot</p> <p>Serve</p> <p>Backhand</p> <p>Forehand</p> <p>Let</p> <p>Spin</p> <p>Slice</p>	<p>Coardiovascular fitness</p> <p>Muscular strength</p> <p>Muscular endurance</p> <p>Resting Heart rate (RHR)</p> <p>Max Heart rate (MHR)</p>	<p>Take off</p> <p>Acceleration</p> <p>Power</p> <p>Flight</p> <p>‘on your marks, set, go’</p> <p>Strength</p> <p>Changeover</p> <p>Baton</p>	<p>Leg side</p> <p>Off side</p> <p>Forward defensive</p> <p>Backward defensive</p> <p>Stright drive</p> <p>Cover drive</p> <p>Line and length.</p> <p>Wicket keeper</p> <p>Stumps</p>	<p>Base</p> <p>Pitch</p> <p>Donkey drop</p> <p>Rounder</p> <p>Half rounder</p> <p>Loaded</p> <p>Backstop</p>	<p>Chest pass</p> <p>Bounce pass</p> <p>Shoulder pass</p> <p>Pivot</p> <p>Footwork</p> <p>Travel</p> <p>Double dribble</p> <p>Set Shot</p> <p>Tip off</p> <p>Lay- up</p> <p>blocking</p> <p>contact</p> <p>Shot clocl</p>
Assessment	<p>-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations.</p>	<p>-Students look to incorporate the knowledgelearnt about fitnessl from their previous lesson(s) into their current lesson to complete a type of</p>	<p>Formative assessment through questioning and observation in completion of events and skills. Summative assessment during class competition at</p>	<p>-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations.</p>	<p>-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations.</p>	<p>Students develop new skill area each lesson.</p> <p>- Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply</p>

	Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	training or training programme. Formative assessment through questioning and observation in performance of training methods.. Summative assessment.	the end of each event.	Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.	them in to competitive situations. CC- Harlem globetrotter (NBAs First African American Players).
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Subject:Year 9 Physical Education						
<ul style="list-style-type: none"> ● Each PE class will spend 4 weeks and therefore 6 lessons on each activity. ● At least 4 of the 6 lessons are spent on developing a technical or tactical area within that sport/activity. ● The last lesson will be an assessment lesson with pupils applying the skills they have learnt into a competitive situation. ● In the last lesson of each activity students will identify 1 key area within their performance which they would like to improve on. They must then look to focus on this area throughout the assessment lesson. ● Within each of the activities students are being rewarded for demonstrating “The PE Department Standards/Values”: Challenge, Persist, Pride, Lead, Respect. These values run through the heart of all lessons. ● Pupils will take part in three ‘Standards and Exspectations’ lesson at the start of the school year. Pupils will be introduced to the PE Standards/Values (Challenge, Persist, Pride, Lead, Respect), be shown the changing and teaching areas as well as a reminder of the schools Pe kit policy. This unit is also to embed and reward students early on into the expectations we are looking for as a department. <p>The order in which pupils take part in the sporting activities will vary depending on the timetabling of classes.</p>						
	Unit 1: Standards and Expectations.	Unit 2: Rugby (Boys)	Unit 3: Football	Unit 4: Netball (Girls)	Unit 5: Badminton	Unit 6: Trampolining

Acquire	Lesson 1: Introduction talk Lesson 2: Cross-Country Lesson 3 Tag Rugby activity.	Handling Skills /Passing and movement (Loop/Miss/Switch) -Tackling (re-cap) -Rucking (recap)/Counter ruck and turnovers - Scrummaging/line outs -Mauling -Match Play (Analysis & Assessment)- Attacking plays introduced into match play. - Kicks? – Skill (Drop/Punt/Grubber) - Kicks in a game (Correct rules applied)	-Ball Skills (control and possession) - Passing/Receiving/ Movement. -Passing /Receiving over varying distances. -Dribbling with the ball at speed -Shooting/Goalkeeping -Match Play (Analysis & Assessment)- Opportunities for officiating – developing their knowledge and confidence in officiating (not all pupils will enjoy Football as much as others but might enjoy taking part in an officiating role and this could grow their interest in the game)	-Handling Skills (advanced) -Passing/receiving (one handed) -Pivoting/turning in the air -Shooting (advanced) -Defending (types of/styles) -Footwork skills on the move -types of penalty -Match Play (Analysis & Assessment)	-Serving (flick and lob) - Overhead Clears/Drop Shot (re-cap) - Net-shot - Smash - Doubles or Singles positioning and game play. -Match Play (Analysis & Assessment) /Opportunity to officiate.	-shaped jumps and twists -seat drops, with twist and swivel hips -Front drops linked to other skills -back drops linked to other skills -body landing combinations e.g. cradle, catwist, roller, turntable - somersaults -Final routine Performance
Apply	Demonstrating a good attitude towards PE Demonstrating good hand eye coordination.	-Students build on skills learned in the previous year each lesson. -Greater emphasis on tackling and	How to create space in attack and keep possession as a team. How to defend effectively as a team	How to create space in attack and keep possession as a team. How to defend effectively as a team	How to outwit opponent by moving them around the court using different shots.	-Students are introduced to more advanced skills and techniques each lesson and then challenged to

	Demonstration of good cardiovascular fitness and resilience.	keeping possession of the ball by rucking. -Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. CC- South Africa (first sporting event after apartheid)	to stop the opposition. Work as a team to create a scoring opportunity. CC- Viv Anderson (first black England player)	to stop the opposition. Work as a team to create a scoring opportunity.	Decision making and shot selection. Demonstrating an understanding of the rules of Badminton. CC- China's dominance of the sport	combine them to make ever increasing sequences which ultimately lead to the performance of a 10 bounce routine.
Vocabulary	PE Values Respect Challenge Pride Persist Leadership Resilience Cardio vascular fitness Co ordination	Rucking Evading Attack Defence Draw Scrum Line out Scrumhalf Backs forwards	Passing Possession Control Accuracy Power Tackling Jockeying Formation Dribbling	Chest pass Bounce pass Shoulder pass Pivot Footwork Goal shooter Goalkeeper Wing attack Wing defence Goal Attack Goal Defence Centre	Serve Forehand Backhand Court Baseline Service line Overhead Clear Net Shot Drop Shot	Tuck Pike Straddle Extend Aestically pleasing Seat landing swivel hips Front landing Back landing Power
Assessment	-The main focus is to get students actively engaged and assess their baseline ability. -The PE Standards are introduced and	Students recap and build on skills learned in the previous year each lesson- Active handling drills	Students build on skills learned in the previous year each lesson. -Students look to incorporate each	--Students build on skills learned in the previous year each lesson. - Students look to incorporate each	Students build on skills learned in the previous year each lesson. -Students look to incorporate each	-Students are introduced to more advanced skills and techniques each lesson and then challenged to

	<p>rewarded when seen during these activities.)</p>	<p>-Greater emphasis on tackling and keeping possession of the ball by rucking and counter rucking – game play -Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. - Students to build on their skill level as well as understanding of the rules and apply them to a match situation. - Basic skills such as passing to be recapped in more game based/competitive situations that can focus on other areas of the game e.g. tackling and attacking plays Formative assessment through questioning and</p>	<p>skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. - Positional plays/drills so pupils experience attack/midfield/defence/goalkeeper etc Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.</p>	<p>skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.</p>	<p>skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. - Analysis of shots and technique. Formative assessment through questioning and observation in gameplay and isolated drills. Summative assessment during gameplay.</p>	<p>combine them to make ever increasing sequences which ultimately lead to the performance of a 10 bounce routine.</p>
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		observation in gameplay and isolated drills. Summative assessment during gameplay.				
	Unit 7: Table Tennis	Unit 8: Fitness	Unit 9: Athletics	Unit 10: Cricket (Boys)	Unit 11: Rounders (Girls)	Unit 12: Basketball
Acquire	<ul style="list-style-type: none"> -Serving (Forehand and backhand) – recap on rules, technique and body positioning. -Forehand (push, drive and smash) -Backhand (push and drive) -Slices -Spins -Match Play (Analysis & Assessment) 	<ul style="list-style-type: none"> - a variety of different activities undertaken e.g. circuit training for a component of fitness/skills improvement, interval training session, GCSE recognised fitness tests, heart rate focus, HIIT sessions, fitness class sessions. - Circuit training - Increasing heart rate (measuring heart rate/Target zones) - Aerobic activities – Fitness challenges/Heart rate/calories/distances etc. 	<ul style="list-style-type: none"> -Sprinting – Start position and technique -Middle Distance-Pacing / Improving time from previous years. -Jumping – recap technique -Throwing – Javelin – recap technique -Throwing – Shot – recap technique -Team Relays 	<ul style="list-style-type: none"> -Throwing/Catching /Fielding (long and short barrier) -Bowling (slow to medium pace) -Batting (defensive shot/block) - Batting (attacking drive/cut/pull) - Batting/Bowling/fielding positions (Conditioned games – Self officiated) -Match Play (Analysis & Assessment) – Small sided games - self officiated game) 	<ul style="list-style-type: none"> -Throwing/Catching (one handed/greater distance/running backwards) -Fielding (long barrier/single hand pick up) -Bowling development (consistent/speed/spin/donkey drop) -Batting (placement of hit) - officiating (more intricate rules covered) -officiating -Match Play (Analysis & Assessment) 	<ul style="list-style-type: none"> - Dribbling (recap) - Passing (chest/bounce) – Dynamic practices - Set shot – Include passing (Dynamic) - Layup shot – Include dribbling (Dynamic) - Attack and defence - 3-man weave and types of defence. - Match play (analysis & Assessment)

		<p>- Strength activities - Teacher lead/Youtube video. - Skill based fitness – Sport specific fitness session (Football/Rugby etc) - Assessment (design a personal training programme)</p>				
Apply	<p>Demonstration of a number of shots to outwit an opponent based on their strengths and weaknesses.</p> <p>Use the correct technique with accuracy and control.</p>	<p>Completion of a range of training methods. Applying the principles of training. Understanding components of fitness. Students learn the health and safety of the cardio equipment. -Students begin to learn about body systems and their role in exercise CC- Racheal McKinnon (transgender woman cyclist).</p>	<p>How to safely and effectively complete a number of field events. Using the correct throwing technique. Demonstrate good long jumping technique. Demonstrating good sprinting technique. Demonstrating pacing in 800m. -Students are recapping the fundamentals and health and safety of each Athletics discipline. -Each lesson allows the students to demonstrate the ability to perform</p>	<p>How to bowl legally in cricket. Demonstrate good stance and grip when batting. Catching and throwing the ball when fielding. Applying knowledge and skills to a conditioned game. CC- England cricket (players born in different countries).</p>	<p>Demonstrate how to bowl effectively and legally. Demonstrate a good batting stance and technique. Show good coordination and effectiveness when fielding.</p>	<p>How to create space in attack and keep possession as a team. How to defend effectively as a team to stop the opposition. Work as a team to create a scoring opportunity. How to work as a team to create a scoring opportunity.</p>

			each activity in a competitive situation. CC – London 2012 Paralympic games.			
Vocabulary	Push shot Drive shot Serve Backhand Forehand Let Spin Slice	Coardiovascular fitness Muscular strength Muscular endurance Resting Heart rate (RHR) Max Heart rate (MHR)	Take off Acceleration Power Flight 'on your marks, set, go' Strength Changeover Baton	Leg side Off side Forward defensive Backward defensive Stright drive Cover drive Line and length. Wicket keeper Stumps	Base Pitch Donkey drop Rounder Half rounder Loaded Backstop	Chest pass Bounce pass Shoulder pass Pivot Footwork Travel Double dribble Set Shot Tip off Lay- up blocking contact Shot clocl
Assessment	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills.	-Students look to incorporate the knowledgelearnt about fitnessl from their previous lesson(s) into their current lesson to complete a type of training or training programme. -Students learn the health and safety of the cardio equipment. -Students begin to learn about body	Formative assessment through questioning and observation in completion of events and skills. Summative assessment during class competition at the end of each event.	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills.	-Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. Formative assessment through questioning and observation in gameplay and isolated drills.	Students develop new skill area each lesson. - Students look to incorporate each skill from their previous lesson(s) into their current lesson and apply them in to competitive situations. CC- Harlem globetrotter (NBAs First African American Players).

	Summative assessment during gameplay.	systems and their role in exercise - Discuss fitness links to the GCSE PE coursework element. Learning about components of fitness and methods of training etc ready for PEP. - Fitness tests linked to GCSE PE.		Summative assessment during gameplay.	Summative assessment during gameplay.	
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Year 10 and 11 Edexcel GCSE Physical Education Curriculum Intent

The Physical Education department aims to provide year 10 and 11 students with a challenging and diverse curriculum that not only meets the needs of the Edexcel GCSE PE curriculum, but also develops a wide range of skills to assist further studies as well as employability.

To enable students to develop a holistic understanding of physical education – stimulating content is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

To enable students to develop a holistic understanding of physical education – stimulating content is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and wellbeing
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport

- Students will develop a multitude of skills, including numeracy, communication and an understanding of practical performances in order to support progression to the next level of study. The blend of scientific and social knowledge positions students to access a range of qualifications.

Year 10 and 11 GCSE Physical Education

- Students will take part in both classroom based, theory lessons and practical lessons.
- Students will need to be assessed practical in three different sports (1 team, 1 individual and 1 more of choice) - 40% of the overall course mark.
- Students need to plan, complete and evaluate a Personalised Exercise Plan (PEP) - 10% of the overall mark.
- Students will complete two written exam papers - 60% of your overall mark.

Year 10 GCSE PE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acquire	<p>The Skeletal system:</p> <ul style="list-style-type: none"> ● Functions of Skeleton ● Classification of bones, naming and application in sport ● Classification of joints, ligaments and tendons ● Movement at joints <p>The Muscular system:</p> <ul style="list-style-type: none"> ● Classification of muscle types ● Location and role of voluntary muscles ● Antagonistic pairs 	<p>The Cardiovascular system:</p> <ul style="list-style-type: none"> ● Functions of CV system and blood vessels ● Structure of CV system ● Structure of blood vessels Vascular shunt mechanism ● Components of blood ● Key terms for CV system – SV, BP, HR, Q ● Short and long term effects of 	<p>The Respiratory system:</p> <ul style="list-style-type: none"> ● Structure of respiratory system, including alveoli and gaseous exchange. ● Key terms for respiratory system, inhaled and exhaled air. ● Short and long term effects of exercise on respiratory system. ● How the respiratory and CV systems work together ● Health, exercise, 	<p>Fitness, training and injury:</p> <ul style="list-style-type: none"> ● Methods of training ● Principles of training ● Training thresholds ● Warm-up / cool down ● Injuries and RICE ● Injury prevention and PARQ 	<p>Health and Lifestyle choices:</p> <ul style="list-style-type: none"> ● Physical, Social and Emotional Health ● Lifestyle choices ● Consequences of sedentary lifestyle and Trends ● Diet: Macro, micro nutrients, water, fibre. Energy balance ● Factors affecting optimum weight 	<p>Personalised exercise plan completion.</p> <p>Work through coursework.</p> <p>Analyse data for fitness testing and improvements.</p>

	<p>of muscles</p> <ul style="list-style-type: none"> • Fast and slow twitch muscle fibres • Aerobic and anaerobic exercise 	<p>exercise on CV system</p> <ul style="list-style-type: none"> • Graphical interpretation of SV and Q 	<p>fitness and performance.</p> <ul style="list-style-type: none"> • Components fitness (health and skill). • Fitness tests 			
Apply	<p>Understanding the functions of the skeleton and how it relates to sport and exercise. Know the different movement types and be able to give a sporting example for each.</p> <p>Understand the muscle types and how it relates to physical activity.</p> <p>Explain how the Skeletal and muscular system are working together. Explain the Long term training effects and benefits on muscular and skeletal systems and how this can benefit performance.</p>	<p>Explain how the CV system works during sport and exercise.</p> <p>What are the long term and short term benefits on the CV to exercise?</p> <p>How does this effect performance?</p> <p>The route blood takes through the heart and names of the valves and chambers.</p>	<p>Identify the roles of the respiratory system.</p> <p>Explain the mechanics of breathing.</p> <p>Explain gaseous exchange and its role within sport and exercise. How does the cardio vascular and respiratory system work together?</p> <p>Explain aerobic and anaerobic exercise and how it benefits performance.</p> <p>Understand the short term effects of exercise on stroke volume</p> <p>Understand the short term effects of exercise on Heart Rate</p> <p>Short term effect of exercise on cardiac output.</p>	<p>Understand the different types o training and link them to components of fitness.</p> <p>How to apply the principles of training to improve performance and apply to the PEP.</p>	Understand	
Vocabulary	<p>Type I Type IIa Type IIx Antagonistic muscle pair</p>	<p>Red blood cells White blood cells Plasma Platelets</p>	<p>Inhalation /Exhalation Diaphragm Trachea Bronchi</p>			

	Agonist Antagonist Deltoid Triceps Biceps Pectoralis major Lattissimus dorsi External obliques Gluteals hamstring hip flexors quadriceps Tibialis major	Tricuspid valve Bicuspid valve Semi- Lunar valve Aorta Vena cava Pulmonary artery Pulmonary vein Blood vessels Arteries Veins Capillaries	Bronchioles Lungs Ribs Intercostal muscles Alveoli Gaseous Exchange Diffusion Heart rate Cardiac Output Stroke Volume Tidal Volume Vasodilation Vasoconstriction			
Assessment	Milestone 1: Questions on skeletal system and Muscular system.	Milestone 2: Questions on the Cardiovascular system.	Milestone 3: Questions on the respiratory system.	Milestone 4: Questions on fitness training and sports injuries. Planning and completion of PEP.	Milestone 5: PEP Completion PPE Exam of year 10 content	Milestone 6: PEP Completion and write up.
Year 11 GCSE PE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acquire	<ul style="list-style-type: none"> Classification of skills Practice structures and choices Goal setting principles (SMART) setting and reviewing 	<ul style="list-style-type: none"> Guidance Feedback Mental preparation Impact on participation Data interpretation Commercialism, advantages and disadvantages	Sporting behaviour and deviance <ul style="list-style-type: none"> Performance enhancing drugs Practical Moderation practice in lessons.	<ul style="list-style-type: none"> First, second and third class levers Mechanical advantage and disadvantage Planes and axes Practical Moderation (2 day moderation with Edexcel moderator visit)	Revision <ul style="list-style-type: none"> Exam technique and use of past paper questions and Exam Component 1	Exam Component 2
Apply						

Vocabulary						
Assessment			PEP exam (Paper 1 and 2) Practice practical moderations of practical sports.	Practical Moderation of 3 highest scoring sports.	Final GCSE Exam.	Final GCSE Exam.