



Curriculum Area:

Physical Education (Active)

Intent

Curriculum Statement:

The Physical Education Department will develop self-esteem, confidence and respect in all students at the Academy. We believe Physical Education can be the foundation to student development; it can contribute to spiritual, moral, social and cultural experiences, and most importantly physical development.

Students will be given opportunities to participate in a wide range of sporting activities, but first and foremost they will learn to lead a healthy and active lifestyles that benefit young people through life; this will include guidance and support for pathways that are external to the Academy. Students will also develop the qualities of team work, problem solving, commitment, self-discipline and resilience.

The Physical Education curriculum has been developed to fulfil the whole school vision and to meet the requirements of the National Curriculum. It is of an educational, competitive nature, requiring individual effort and co-operation. This enables a diverse range of options, including student leadership and the values of the Academy.

Theoretical and practical knowledge at Key Stage 3 will support transitions, as students study accreditation or participate in core lessons. This not only educates students' understanding, but also prepares and inspires for the many career pathways that sport offers.



Implementation

Year 7 - Content		Assessments		CEIAG	Personal Development	
		Topics	Assessment type			
Term 1	BOYS	<ul style="list-style-type: none"> Rugby 	<ul style="list-style-type: none"> Handling Passing Tackling Rucking Mauling Scrummaging 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 	<p>A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport.</p>	<p>Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum:</p> <ul style="list-style-type: none"> Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation
	GIRLS	<ul style="list-style-type: none"> Netball 	<ul style="list-style-type: none"> Catching Passing Footwork/Pivoting Positioning Shooting Movement 			
Term 2	BOYS	<ul style="list-style-type: none"> Football Basketball 	<p>Football:</p> <ul style="list-style-type: none"> Control Passing Tackling Dribbling Shooting Crossing Heading <p>Basketball</p> <ul style="list-style-type: none"> Passing Dribbling Set/Jump shots Lay ups Marking Triple threat 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 	<p>Although the sports industry is highly competitive, there's a wide range of careers to choose from and, with the right qualifications and dedication, a career in sport is achievable.</p> <p>Becoming a PE Teacher or a Sports Coach are often the most obvious choices for those looking for a way into the sports sector, but they're not the only options.</p> <p>These are just some of the many other career pathways in sport:</p>	<ul style="list-style-type: none"> Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation
	GIRLS	<ul style="list-style-type: none"> Basketball Hockey 	<p>Basketball:</p> <ul style="list-style-type: none"> Passing Dribbling Set/Jump shots Lay ups Marking Triple threat <p>Hockey</p> <ul style="list-style-type: none"> Dribbling Passing and reverse stop Attacking principles Defending/jab tackle Shooting 			
Term 3	BOYS	<ul style="list-style-type: none"> Table Tennis Hockey 	<p>Table Tennis:</p> <ul style="list-style-type: none"> Forehand Push Backhand Push Serving Backhand/Forehand Drive Smash Lob Singles/Doubles play <p>Hockey:</p> <ul style="list-style-type: none"> Dribbling Passing and reverse stop Attacking principles Defending/jab tackle Shooting 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 	<ul style="list-style-type: none"> Sports Journalism Sports Nutritionist Strength and Conditioning Coach Sport specific coach Personal Trainer Leisure Centre Manager Sports Photographer 	<ul style="list-style-type: none"> Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation
	GIRLS	<ul style="list-style-type: none"> Dodgeball Health Related Fitness 	<p>Dodgeball:</p> <ul style="list-style-type: none"> Catching Basic throws Rules of Dodgeball Dodging skills <p>HRF:</p> <ul style="list-style-type: none"> Continuous Training Fartlek Training Interval Training Plyometrics 			

			<ul style="list-style-type: none"> Attacking strategies Defending strategies 	<ul style="list-style-type: none"> Circuit Training HIIT training 		
Term 4	BOYS	<ul style="list-style-type: none"> Volleyball Futsal 	Volleyball <ul style="list-style-type: none"> Set/Volley Dig Spike Overhead Serves Blocking Tactics 	Futsal: <ul style="list-style-type: none"> Ball Control Passing Shooting Tactics/Positioning Defending Attacking 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 	
	GIRLS	<ul style="list-style-type: none"> Football Gymnastics 	Football: <ul style="list-style-type: none"> Control Passing Tackling Dribbling Shooting Crossing Heading 	Gymnastics: <ul style="list-style-type: none"> Locomotion Balance (Individual) Balance (Partner/Group) Group Balance Development Rotation Routine Development 		
Term 5	BOYS	<ul style="list-style-type: none"> Athletics Badminton 	Athletics <ul style="list-style-type: none"> Shot Put Javelin Discus Sprinting (100m/200m) Middle Distance Running (800m/1500m) High Jump Long/Triple Jump 	Badminton: <ul style="list-style-type: none"> Serving (forehand and flick) Overhead Clear Drop Shot Smash Net Shots (Kill, Drop and Lift) Singles/Doubles Play 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 	
	GIRLS	<ul style="list-style-type: none"> Athletics Tennis 	Athletics: <ul style="list-style-type: none"> Shot Put Javelin Discus Sprinting (100m/200m) Middle Distance Running (800m/1500m) High Jump Long/Triple Jump 	Tennis: <ul style="list-style-type: none"> Forehand Backhand Forehand/Backhand Volley Lob Overhead shot Service Singles/Doubles Play 		
Term 6	BOYS	<ul style="list-style-type: none"> Cricket Tennis 	Cricket: <ul style="list-style-type: none"> Ball familiarisation/catching Fielding Bowling Batting 	Tennis: <ul style="list-style-type: none"> Forehand Backhand Forehand/Backhand Volley Lob Overhead shot Service 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported 	



			<ul style="list-style-type: none"> • Batting Strategies/Fielding Strategies • Game play 	<ul style="list-style-type: none"> • Singles/Doubles Play 	home via a personal learning checklist after each big term.		
	GIRLS	<ul style="list-style-type: none"> • Rounders • Volleyball 	Rounders: <ul style="list-style-type: none"> • Throwing/Catching • Fielding • Bowling • Batting • Fielding Strategies • Batting Strategies • Game play 	Volleyball: <ul style="list-style-type: none"> • Set/Volley • Dig • Spike • Overhead Serves • Blocking • Tactics 			



Implementation

Year 8 - Content		Assessments		CEIAG	Personal Development		
		Topics	Assessment type				
Term 1	BOYS	<ul style="list-style-type: none"> Rugby Health Related Fitness 	Rugby: <ul style="list-style-type: none"> Handling Passing Tackling Rucking Mauling Scrummaging 	HRF: <ul style="list-style-type: none"> Continuous Training Fartlek Training Interval Training Plyometrics Circuit Training HIIT training 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 	A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport.	Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum:
	GIRLS	<ul style="list-style-type: none"> Netball Badminton 	Netball: <ul style="list-style-type: none"> Catching Passing Footwork/Pivoting Positioning Shooting Movement 	Badminton: <ul style="list-style-type: none"> Serving (forehand and flick) Overhead Clear Drop Shot Smash Net Shots (Kill, Drop and Lift) Singles/Doubles Play 			
Term 2	BOYS	<ul style="list-style-type: none"> Football Basketball 	Football: <ul style="list-style-type: none"> Control Passing Tackling Dribbling Shooting Crossing Heading 	Basketball <ul style="list-style-type: none"> Passing Dribbling Set/Jump shots Lay ups Marking Triple threat 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 	Becoming a PE Teacher or a Sports Coach are often the most obvious choices for those looking for a way into the sports sector, but they're not the only options.	These are just some of the many other career pathways in sport:
	GIRLS	<ul style="list-style-type: none"> Basketball Hockey 	Basketball: <ul style="list-style-type: none"> Passing Dribbling Set/Jump shots Lay ups Marking Triple threat 	Hockey <ul style="list-style-type: none"> Dribbling Passing and reverse stop Attacking principles Defending/jab tackle Shooting 			
Term 3	BOYS	<ul style="list-style-type: none"> Table Tennis Hockey 	Table Tennis: <ul style="list-style-type: none"> Forehand Push Backhand Push Serving Backhand/Forehand Drive Smash Lob Singles/Doubles play 	Hockey: <ul style="list-style-type: none"> Dribbling Passing and reverse stop Attacking principles Defending/jab tackle Shooting 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal 	<ul style="list-style-type: none"> Sports Journalism Sports Nutritionist Strength and Conditioning Coach Sport specific coach Personal Trainer Leisure Centre Manager Sports Photographer 	

	GIRLS	<ul style="list-style-type: none"> • Dodgeball • Health Related Fitness 	<p>Dodgeball:</p> <ul style="list-style-type: none"> • Catching • Basic throws • Rules of Dodgeball • Dodging skills • Attacking strategies • Defending strategies 	<p>HRF:</p> <ul style="list-style-type: none"> • Continuous Training • Fartlek Training • Interval Training • Plyometrics • Circuit Training • HIIT training 	<p>learning checklist after each big term.</p>		
Term 4	BOYS	<ul style="list-style-type: none"> • Volleyball • Futsal 	<p>Volleyball</p> <ul style="list-style-type: none"> • Set/Volley • Dig • Spike • Overhead Serves • Blocking • Tactics 	<p>Futsal:</p> <ul style="list-style-type: none"> • Ball Control • Passing • Shooting • Tactics/Positioning • Defending • Attacking 	<ul style="list-style-type: none"> • Differentiated learning objectives for students to be assessed against every lesson. • End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 		
	GIRLS	<ul style="list-style-type: none"> • Football • Gymnastics 	<p>Football:</p> <ul style="list-style-type: none"> • Control • Passing • Tackling • Dribbling • Shooting • Crossing • Heading 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Locomotion • Balance (Individual) • Balance (Partner/Group) • Group Balance Development • Rotation • Routine Development 			
Term 5	BOYS	<ul style="list-style-type: none"> • Athletics • Badminton 	<p>Athletics</p> <ul style="list-style-type: none"> • Shot Put • Javelin • Discus • Sprinting (100m/200m) • Middle Distance Running (800m/1500m) • High Jump • Long/Triple Jump 	<p>Badminton:</p> <ul style="list-style-type: none"> • Serving (forehand and flick) • Overhead Clear • Drop Shot • Smash • Net Shots (Kill, Drop and Lift) • Singles/Doubles Play 	<ul style="list-style-type: none"> • Differentiated learning objectives for students to be assessed against every lesson. • End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 		
	GIRLS	<ul style="list-style-type: none"> • Athletics • Tennis 	<p>Athletics:</p> <ul style="list-style-type: none"> • Shot Put • Javelin • Discus • Sprinting (100m/200m) • Middle Distance Running (800m/1500m) • High Jump • Long/Triple Jump 	<p>Tennis:</p> <ul style="list-style-type: none"> • Forehand • Backhand • Forehand/Backhand Volley • Lob • Overhead shot • Service • Singles/Doubles Play 			
Term 6	BOYS	<ul style="list-style-type: none"> • Cricket • Tennis 	<p>Cricket:</p> <ul style="list-style-type: none"> • Ball familiarisation/catching 	<p>Tennis:</p> <ul style="list-style-type: none"> • Forehand • Backhand 	<ul style="list-style-type: none"> • Differentiated learning objectives for students to 		

		<ul style="list-style-type: none"> • Fielding • Bowling • Batting • Batting Strategies/Fielding Strategies • Game play 	<ul style="list-style-type: none"> • Forehand/Backhand Volley • Lob • Overhead shot • Service • Singles/Doubles Play 	<ul style="list-style-type: none"> • be assessed against every lesson. • End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 		
	GIRLS	<ul style="list-style-type: none"> • Rounders • Volleyball 	<p>Rounders:</p> <ul style="list-style-type: none"> • Throwing/Catching • Fielding • Bowling • Batting • Fielding Strategies • Batting Strategies • Game play 		<p>Volleyball:</p> <ul style="list-style-type: none"> • Set/Volley • Dig • Spike • Overhead Serves • Blocking • Tactics 	



Implementation

Year 9- Content		Assessments		CEIAG	Personal Development		
		Topics	Assessment type				
Term 1	BOYS	<ul style="list-style-type: none"> Rugby Health Related Fitness 	Rugby: <ul style="list-style-type: none"> Handling Passing Tackling Rucking Mauling Scrummaging 	HRF: <ul style="list-style-type: none"> Continuous Training Fartlek Training Interval Training Plyometrics Circuit Training HIIT training 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 	A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport. Although the sports industry is highly competitive, there's a wide range of careers to choose from and, with the right qualifications and dedication, a career in sport is achievable. Becoming a PE Teacher or a Sports Coach are often the most obvious choices for those looking for a way into the sports sector, but they're not the only options. These are just some of the many other career pathways in sport: <ul style="list-style-type: none"> Sports Journalism Sports Nutritionist Strength and Conditioning Coach Sport specific coach Personal Trainer Leisure Centre Manager Sports Photographer 	Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum: <ul style="list-style-type: none"> Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation
	GIRLS	<ul style="list-style-type: none"> Netball Badminton 	Netball: <ul style="list-style-type: none"> Catching Passing Footwork/Pivoting Positioning Shooting Movement 	Badminton: <ul style="list-style-type: none"> Serving (forehand and flick) Overhead Clear Drop Shot Smash Net Shots (Kill, Drop and Lift) Singles/Doubles Play 			
Term 2	BOYS	<ul style="list-style-type: none"> Football Basketball 	Football: <ul style="list-style-type: none"> Control Passing Tackling Dribbling Shooting Crossing Heading 	Basketball <ul style="list-style-type: none"> Passing Dribbling Set/Jump shots Lay ups Marking Triple threat 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 	These are just some of the many other career pathways in sport: <ul style="list-style-type: none"> Sports Journalism Sports Nutritionist Strength and Conditioning Coach Sport specific coach Personal Trainer Leisure Centre Manager Sports Photographer 	Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum: <ul style="list-style-type: none"> Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation
	GIRLS	<ul style="list-style-type: none"> Basketball Hockey 	Basketball: <ul style="list-style-type: none"> Passing Dribbling Set/Jump shots Lay ups Marking Triple threat 	Hockey <ul style="list-style-type: none"> Dribbling Passing and reverse stop Attacking principles Defending/jab tackle Shooting 			
Term 3	BOYS	<ul style="list-style-type: none"> Table Tennis Hockey 	Table Tennis: <ul style="list-style-type: none"> Forehand Push Backhand Push Serving Backhand/Forehand Drive Smash Lob Singles/Doubles play 	Hockey: <ul style="list-style-type: none"> Dribbling Passing and reverse stop Attacking principles Defending/jab tackle Shooting 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal 	These are just some of the many other career pathways in sport: <ul style="list-style-type: none"> Sports Journalism Sports Nutritionist Strength and Conditioning Coach Sport specific coach Personal Trainer Leisure Centre Manager Sports Photographer 	Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum: <ul style="list-style-type: none"> Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation

	GIRLS	<ul style="list-style-type: none"> Dodgeball Health Related Fitness 	<p>Dodgeball:</p> <ul style="list-style-type: none"> Catching Basic throws Rules of Dodgeball Dodging skills Attacking strategies Defending strategies 	<p>HRF:</p> <ul style="list-style-type: none"> Continuous Training Fartlek Training Interval Training Plyometrics Circuit Training HIIT training 	<p>learning checklist after each big term.</p>		
Term 4	BOYS	<ul style="list-style-type: none"> Volleyball Futsal 	<p>Volleyball</p> <ul style="list-style-type: none"> Set/Volley Dig Spike Overhead Serves Blocking Tactics 	<p>Futsal:</p> <ul style="list-style-type: none"> Ball Control Passing Shooting Tactics/Positioning Defending Attacking 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 		
	GIRLS	<ul style="list-style-type: none"> Football Gymnastics 	<p>Football:</p> <ul style="list-style-type: none"> Control Passing Tackling Dribbling Shooting Crossing Heading 	<p>Gymnastics:</p> <ul style="list-style-type: none"> Locomotion Balance (Individual) Balance (Partner/Group) Group Balance Development Rotation Routine Development 			
Term 5	BOYS	<ul style="list-style-type: none"> Athletics Badminton 	<p>Athletics</p> <ul style="list-style-type: none"> Shot Put Javelin Discus Sprinting (100m/200m) Middle Distance Running (800m/1500m) High Jump Long/Triple Jump 	<p>Badminton:</p> <ul style="list-style-type: none"> Serving (forehand and flick) Overhead Clear Drop Shot Smash Net Shots (Kill, Drop and Lift) Singles/Doubles Play 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 		
	GIRLS	<ul style="list-style-type: none"> Athletics Tennis 	<p>Athletics:</p> <ul style="list-style-type: none"> Shot Put Javelin Discus Sprinting (100m/200m) Middle Distance Running (800m/1500m) High Jump Long/Triple Jump 	<p>Tennis:</p> <ul style="list-style-type: none"> Forehand Backhand Forehand/Backhand Volley Lob Overhead shot Service Singles/Doubles Play 			
Term 6	BOYS	<ul style="list-style-type: none"> Cricket Tennis 	<p>Cricket:</p> <ul style="list-style-type: none"> Ball familiarisation/catching 	<p>Tennis:</p> <ul style="list-style-type: none"> Forehand Backhand 	<ul style="list-style-type: none"> Differentiated learning objectives for students to 		



		<ul style="list-style-type: none"> Fielding Bowling Batting Batting Strategies/Fielding Strategies Game play 	<ul style="list-style-type: none"> Forehand/Backhand Volley Lob Overhead shot Service Singles/Doubles Play 	<ul style="list-style-type: none"> be assessed against every lesson. End of unit formal assessment for each sport where students are given an overall grade. Reported home via a personal learning checklist after each big term. 		
	GIRLS	<ul style="list-style-type: none"> Rounders Volleyball 	<p>Rounders:</p> <ul style="list-style-type: none"> Throwing/Catching Fielding Bowling Batting Fielding Strategies Batting Strategies Game play 		<p>Volleyball:</p> <ul style="list-style-type: none"> Set/Volley Dig Spike Overhead Serves Blocking Tactics 	



Implementation

Year 10 - Content		Assessments		CEIAG	Personal Development	
		Topics	Assessment type			
Term 1	GCSE	<ul style="list-style-type: none"> The structure and functions of the musculoskeletal system 	<ul style="list-style-type: none"> Bones Structure of the skeleton Functions of the skeleton Muscles of the body Structure of a synovial joint Types of freely movable joints that allow different movement How joints differ in design to allow certain types of movement at a joint How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joint 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 	<p>A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport.</p>	<p>Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum:</p> <ul style="list-style-type: none"> Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation
	BTEC	<ul style="list-style-type: none"> Unit 2- Practical Sport 	<p>Learning aim A: Understand the rules, regulations and scoring systems for selected sports</p> <ul style="list-style-type: none"> The Rules (or laws) Regulations Scoring systems Application of the rules/laws of sports in different situations. Roles of officials. Responsibilities of officials. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. 	<p>Although the sports industry is highly competitive, there's a wide range of careers to choose from and, with the right qualifications and dedication, a career in sport is achievable.</p> <p>Becoming a PE Teacher or a Sports Coach are often the most obvious choices for those looking for a way into the sports sector, but they're not the only options.</p>	
Term 2	GCSE	<ul style="list-style-type: none"> The structure and functions of the cardio-respiratory system 	<ul style="list-style-type: none"> The pathway of air Gaseous exchange Blood vessels Structure of the heart The cardiac cycle and the pathway of the blood Cardiac output, stroke volume and heart rate Mechanics of breathing – the interaction of the intercostal muscles, ribs and diaphragm in breathing. Interpretation of a spirometer trace Understanding the terms aerobic exercise (in the presence of oxygen) and anaerobic exercise (in the absence of enough oxygen). The use of aerobic and anaerobic exercise in practical examples of differing intensities. Excess post-exercise oxygen consumption (EPOC)/oxygen debt as the result of muscles 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 	<p>These are just some of the many other career pathways in sport:</p> <ul style="list-style-type: none"> Sports Journalism Sports Nutritionist Strength and Conditioning Coach Sport specific coach Personal Trainer 	

	BTEC		<ul style="list-style-type: none"> respiring anaerobically during vigorous exercise and producing lactic acid. The recovery process from vigorous exercise. 		<ul style="list-style-type: none"> Leisure Centre Manager Sports Photographer
		<ul style="list-style-type: none"> Unit 2: Practical Sport 	<p>Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports:</p> <ul style="list-style-type: none"> Components of physical fitness. Technical demands. Tactical demands. Safe and appropriate participation. Relevant skills and techniques. Relevant tactics. Effective use of skills and techniques, and the correct application of each component. Effective use of skills, techniques and tactics/ Isolated practices/conditioned practices/ competitive situations. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. 	
Term 3	GCSE	<ul style="list-style-type: none"> Movement analysis 	<ul style="list-style-type: none"> Lever systems, examples of their use in activity and the mechanical advantage they provide in movement. First, second- and third-class lever systems within sporting examples. Mechanical advantage – an understanding of mechanical advantage in relation to the three lever systems Analysis of basic movements in sporting examples. Planes and axes of movement. Identification of the relevant planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) of movement used whilst performing sporting actions. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 	
		<ul style="list-style-type: none"> Unit 2: Practical Sport 	<p>Learning aim C: Be able to review sports performance:</p> <ul style="list-style-type: none"> Observation checklist Review performance 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. 	
Term 4	GCSE	<ul style="list-style-type: none"> Physical training 	<ul style="list-style-type: none"> Health and fitness The relationship between health and fitness The components of fitness Linking sports and physical activity to the required components of fitness. Reasons for and limitations of fitness testing. Measuring the components of fitness. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 	

			<ul style="list-style-type: none"> • Demonstration of how data is collected for fitness testing. • The principles of training and overload. • Application of the principles of training. • Types of training. • How to optimise training and prevent injury. • Effective use of warm up and cool down. • Demonstrate an understanding of how data are collected – both qualitative and quantitative. • Present data (including tables and graphs). • Analyse and evaluate data 	<ul style="list-style-type: none"> • 10-point end of lesson testing. • End of unit formal assessment for each unit of work where students are given an overall grade. 		
	BTEC	<ul style="list-style-type: none"> • Unit 6: Leading Sports Activities 	Learning aim A: Know the attributes associated with successful sports leadership: <ul style="list-style-type: none"> • Sports Leaders • Attributes • Responsibilities 	<ul style="list-style-type: none"> • Differentiated learning objectives for students to be assessed against every lesson. • Questioning and answering throughout lessons. • Formal Pearson accredited assignments. 		
Term 5	GCSE	<ul style="list-style-type: none"> • Non-Examination Assessment (written work 10%) 	<ul style="list-style-type: none"> • Performance analysis assessment (analysis and evaluation) – 25 marks • Students are required to analyse and evaluate a performance in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification. • Students are required to analyse and evaluate a performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified. • This work can be completed in a written format. 	<ul style="list-style-type: none"> • Verbal feedback can be given to students when working in a controlled environment. • No formal written feedback is permitted in the non-examination assessment. 		
	BTEC	<ul style="list-style-type: none"> • Unit 6: Leading Sports Activities 	Learning aim B: Undertake the planning and leading of sports activities: <ul style="list-style-type: none"> • Sports activities • Plan • Lead • Measures of success 	<ul style="list-style-type: none"> • Differentiated learning objectives for students to be assessed against every lesson. • Questioning and answering throughout lessons. • Formal Pearson accredited assignments. • Observation of practical elements. 		
Term 6	GCSE	<ul style="list-style-type: none"> • Paper 1 Revision/Preparation 	<ul style="list-style-type: none"> • Weekly work shops on each unit of work covered in terms 1-4. 	<ul style="list-style-type: none"> • Differentiated learning objectives for students to 		

			<ul style="list-style-type: none"> • Examination paper sat in normal exam conditions and teacher marked. • Students to analyse examination papers and identify gaps in knowledge. • Gaps of knowledge tasks set for each individual student. 	<p>be assessed against every lesson.</p> <ul style="list-style-type: none"> • Paper 1 formal assessment where students are given an overall grade. • Closing the gap tasks designed for each individual student. 		
	<p>BTEC</p>	<ul style="list-style-type: none"> • Unit 6: Leading Sports Activities 	<p>Learning aim C: Review the planning and leading of sports activities:</p> <ul style="list-style-type: none"> • Review • Targets for development. 	<ul style="list-style-type: none"> • Differentiated learning objectives for students to be assessed against every lesson. • Questioning and answering throughout lessons. • Formal Pearson accredited assignments. 		



Implementation

Year 11 - Content		Assessments		CEIAG	Personal Development	
		Topics	Assessment type			
Term 1	GCSE	<ul style="list-style-type: none"> Sports Psychology 	<ul style="list-style-type: none"> Classification of skills (basic/complex, open/closed) The use of goal setting and SMART targets to improve and/or optimise performance Basic information processing Guidance and feedback on performance Mental preparation for performance 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 	<p>A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport.</p> <p>Although the sports industry is highly competitive, there's a wide range of careers to choose from and, with the right qualifications and dedication, a career in sport is achievable.</p> <p>Becoming a PE Teacher or a Sports Coach are often the most obvious choices for those looking for a way into the sports sector, but they're not the only options.</p> <p>These are just some of the many other career pathways in sport:</p> <ul style="list-style-type: none"> Sports Journalism Sports Nutritionist Strength and Conditioning Coach Sport specific coach Personal Trainer Leisure Centre Manager 	<p>Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum:</p> <ul style="list-style-type: none"> Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation
	BTEC	<ul style="list-style-type: none"> UNIT 1: FITNESS FOR SPORT AND EXERCISE 	<p>Learning aim A: Know about the components of fitness and the principles of training The Rules (or laws)</p> <ul style="list-style-type: none"> Components of physical fitness Components of skill-related fitness Why fitness components are important for successful participation in given sports Exercise intensity and how it can be determined. The basic principles of training (FITT) Additional principles of training 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination. 		
Term 2	GCSE	<ul style="list-style-type: none"> Socio-cultural influences 	<ul style="list-style-type: none"> Engagement patterns of different social groups in physical activity and sport Commercialisation of physical activity and sport. Ethical and socio-cultural issues in physical activity and sport. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 		
	BTEC	<ul style="list-style-type: none"> UNIT 1: FITNESS FOR SPORT AND EXERCISE 	<p>Learning aim B: Explore different fitness training methods:</p> <ul style="list-style-type: none"> Requirements for each of the fitness training methods. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. 		

		<ul style="list-style-type: none"> Additional requirements for each of the fitness training method. Fitness training methods. <p>Learning aim C: Investigate fitness testing to determine fitness levels:</p> <ul style="list-style-type: none"> Fitness test methods for the 10 components of fitness. Importance of fitness testing to sports performers and coaches. Requirements for administration of each fitness test. Interpretation of fitness test results. 	<ul style="list-style-type: none"> Questioning and answering throughout lessons. Formal Pearson accredited examination.. 	<ul style="list-style-type: none"> Sports Photographer 	
Term 3	GCSE	<ul style="list-style-type: none"> Health, fitness and wellbeing. 	<ul style="list-style-type: none"> Physical, emotional and social health, fitness and wellbeing. The consequences of a sedentary lifestyle. Energy use, diet, nutrition and hydration. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 10-point end of lesson testing. End of unit formal assessment for each unit of work where students are given an overall grade. 	
	BTEC	<ul style="list-style-type: none"> Unit 3: Applying the principles of personal training. 	<p>Learning aim A: Design a personal fitness training programme:</p> <ul style="list-style-type: none"> Personal information to aid training programme design. Programme design. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. 	
Term 4	GCSE	<ul style="list-style-type: none"> Paper 1 Revision/Preparation 	<ul style="list-style-type: none"> Weekly work shops on each unit of work covered in terms 1-4. Examination paper sat in normal exam conditions and teacher marked. Students to analyse examination papers and identify gaps in knowledge. Gaps of knowledge tasks set for each individual student. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Paper 1 formal assessment where students are given an overall grade. Closing the gap tasks designed for each individual student. 	
	BTEC	<ul style="list-style-type: none"> Unit 3: Applying the principles of personal training. 	<p>Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training:</p>	<ul style="list-style-type: none"> Differentiated learning objectives for students to 	

			<ul style="list-style-type: none"> Musculoskeletal system Cardiorespiratory system 	<ul style="list-style-type: none"> be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. 		
Term 5	GCSE	<ul style="list-style-type: none"> Paper 2 Revision/Preparation 	<ul style="list-style-type: none"> Weekly workshops on each unit of work covered in terms 1-4. Examination paper sat in normal exam conditions and teacher marked. Students to analyse examination papers and identify gaps in knowledge. Gaps of knowledge tasks set for each individual student. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Paper 1 formal assessment where students are given an overall grade. Closing the gap tasks designed for each individual student. 		
	BTEC	<ul style="list-style-type: none"> Unit 3: Applying the principles of personal training. 	<p>Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives:</p> <ul style="list-style-type: none"> Safely implement a personal fitness training programme. Training diary for each session recording. Measures for success. <p>Learning aim D: Review a personal fitness training programme:</p> <ul style="list-style-type: none"> Review programme. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited assignments. Observation of practical elements. 		
Term 6	GCSE	EXAMS	EXAMS	EXAMS		
	BTEC	EXAMS	EXAMS	EXAMS		



Implementation

Year 12 - Content		Assessments		CEIAG	Personal Development	
		Topics	Assessment type			
Term 1	<ul style="list-style-type: none"> Unit 1: Anatomy and Physiology Unit 5: Application of Fitness Testing 	Unit 1: <ul style="list-style-type: none"> The effects of exercise and sports performance on the skeletal system. 	Unit 5: <ul style="list-style-type: none"> Understand the principles of fitness testing 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 	<p>A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport.</p> <p>Although the sports industry is highly competitive, there's a wide range of careers to choose from and, with the right qualifications and dedication, a career in sport is achievable.</p>	<p>Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum:</p> <ul style="list-style-type: none"> Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy Motivating others Innovation Evaluation
Term 2	<ul style="list-style-type: none"> Unit 1: Anatomy and Physiology Unit 5: Application of Fitness Testing 	Unit 1: <ul style="list-style-type: none"> The effects of exercise and sports performance on the muscular system. 	Unit 5: <ul style="list-style-type: none"> Explore fitness tests for different components of fitness. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 	<p>Becoming a PE Teacher or a Sports Coach are often the most obvious choices for those looking for a way into the sports sector, but they're not the only options.</p> <p>These are just some of the many other career pathways in sport:</p> <ul style="list-style-type: none"> Sports Journalism Sports Nutritionist Strength and Conditioning Coach Sport specific coach Personal Trainer Leisure Centre Manager Physiotherapist 	
Term 3	<ul style="list-style-type: none"> Unit 1: Anatomy and Physiology Unit 5: Application of Fitness Testing 	Unit 1: <ul style="list-style-type: none"> The effects of exercise and sports performance on the respiratory system. 	Unit 5: <ul style="list-style-type: none"> Explore fitness tests for different components of fitness. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination. 		
Term 4	<ul style="list-style-type: none"> Unit 1: Anatomy and Physiology Unit 5: Application of Fitness Testing 	Unit 1: <ul style="list-style-type: none"> The effects of sport and exercise performance on the cardiovascular system The effects of exercise and sports performance on 	Unit 5: <ul style="list-style-type: none"> Undertake evaluation and feedback of fitness test results 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 		

		the energy systems.				
Term 5	<ul style="list-style-type: none"> Unit 1: Anatomy and Physiology Unit 5: Application of Fitness Testing 	Unit 1: <ul style="list-style-type: none"> Examination preparation and revision. 	Unit 5: <ul style="list-style-type: none"> Resubmission work to get work up to required standards. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination. 		
Term 6	<ul style="list-style-type: none"> Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	Unit 2: <ul style="list-style-type: none"> Examine lifestyle factors and their effect on health and well-being. 	Unit 3: <ul style="list-style-type: none"> Understand the career and job opportunities in the sports industry 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 		

Year 13- Content		Assessments		CEIAG	Personal Development	
		Topics	Assessment type			
Term 1	<ul style="list-style-type: none"> Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	Unit 2: <ul style="list-style-type: none"> Understand the screening processes for training programming. 	Unit 3: <ul style="list-style-type: none"> Professional training routes, legislation, skills in the sports industry 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 	A career in sport allows many to find a job that combines something you love with a promising, rewarding job. This curriculum will allow students to develop a passion for sports, opening many wide-ranging career opportunities in sport. Although the sports industry is highly competitive, there's a wide range of careers to choose from and, with the right qualifications and dedication, a career in sport is achievable.	Physical education and sport do not only develop our physical abilities it helps with our social and personal development too. The list below demonstrates the many areas of personal development students will improve within the Physical Education curriculum: <ul style="list-style-type: none"> Resilience Responsibility Self-motivation Integrity Self-management Communication skills Collaboration Empathy
Term 2	<ul style="list-style-type: none"> Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	Unit 2: <ul style="list-style-type: none"> Understand programme-related nutritional needs 	Unit 3: <ul style="list-style-type: none"> Explore own skills using a skills audit to inform a career development action plan 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. 	Becoming a PE Teacher or a Sports Coach are often the most obvious	

				<ul style="list-style-type: none"> Formal Pearson accredited examination/assignments. 	<p>choices for those looking for a way into the sports sector, but they're not the only options.</p>	<ul style="list-style-type: none"> Motivating others Innovation Evaluation
Term 3	<ul style="list-style-type: none"> Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	<p>Unit 2:</p> <ul style="list-style-type: none"> Examine training methods for different components of fitness. 	<p>Unit 3:</p> <ul style="list-style-type: none"> Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway. 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 	<p>These are just some of the many other career pathways in sport:</p> <ul style="list-style-type: none"> Sports Journalism Sports Nutritionist Strength and Conditioning Coach Sport specific coach Personal Trainer Leisure Centre Manager Physiotherapist 	
Term 4	<ul style="list-style-type: none"> Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	<p>Unit 2:</p> <ul style="list-style-type: none"> Understand training programme design. 	<p>Unit 3:</p> <ul style="list-style-type: none"> Interviews and selected career pathway-specific skills 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 		
Term 5	<ul style="list-style-type: none"> Unit 2: Fitness Training and Programming for Health, Sport and Well-being Unit 3: Professional Development in the Sports Industry 	<p>Unit 2:</p> <ul style="list-style-type: none"> Examination preparation and revision. 	<p>Unit 3:</p> <ul style="list-style-type: none"> Reflect on the recruitment and selection process and your individual performance 	<ul style="list-style-type: none"> Differentiated learning objectives for students to be assessed against every lesson. Questioning and answering throughout lessons. Formal Pearson accredited examination/assignments. 		
Term 6	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS	EXAMS