**Subject:** Physical Education  
**Head of Department:** Mr T Durrant  
**Teachers in this department:** Mr S Bing, Mr J Foot, Miss J Groves, Mr C Mercer, Mrs V Wallis

## Year 7 Overview
In Year 7, students undergo a series of ABC (Agility, Balance, Co-ordination) and fitness tests to allow accurate and realistic levels to be set. Students then undertake a programme of study with the focus being on Competence, Performance, Creativity and Healthy, active lifestyles. The activities undertaken include: Football, Netball, Rugby, Flag Football, Handball, HRF (Health Related Fitness), Athletics, Trampolining, Dance, Cricket, Rounders, Gymnastics and Basketball. All students become responsible for their own warm up and cool down.

<table>
<thead>
<tr>
<th>TERM 1 INVASION GAMES</th>
<th>TERM 2 FITNESS TESTING</th>
<th>TERM 3 NET/WALL GAMES</th>
<th>TERM 4 INDIVIDUAL</th>
<th>TERM 5 STRIKE &amp; FIELDING</th>
<th>TERM 6 ATHLETICS</th>
</tr>
</thead>
</table>
| 1. To develop ball manipulation skills in order to successfully pass and receive the ball.  
2. To recognise movement with the ball to develop skills required for control.  
3. To explore methods of defending against opponent/s.  
4. To identify a range of ways to achieve points and apply strategies/tactics.  
5. To determine methods of attacking to outwit opponents.  
6. To become familiar with the rules and regulations of the game and be officials for the activity. | 1. To develop a sound knowledge of how different aspects of Health and Fitness that are required for any type of Physical activity.  
2. To determine individual cardiovascular endurance and its short term effects to the body.  
3. To gather ideas on how different fitness tests help determine long term benefits of exercise.  
4. To identify the benefits of circuit training to whole body activities.  
5. To recognise how interval training can help improve performance in a variety of activities  
6. To develop a short aerobic session to improve social wellbeing.  
7. To lead and take part in a mini indoor athletic championships. | 1. To develop ball familiarisation to gain basic control and properties of the ball.  
2. To develop initial skills within the game for consistency and accuracy.  
3. To develop movement on and off the ball to use correct action for effectiveness of performance.  
4. To incorporate methods to start the beginning of a game or when a point is scored.  
5. To recognise principles of attacking and defending in order to score points.  
6. To develop knowledge of the rules and regulations through competition. | 1. PERFORMANCES  
2. To develop individual success in the Repetition of sequences, phrases and movement of the body.  
3. To develop ½ and full twists and seat drop techniques.  
4. To refine techniques of Seat drop and progress into swivel hips  
5. To identify different body shapes by developing the Hands and knees drop and front drop techniques.  
6. To identify how performing the back drop incorporates flight.  
7. To be able to link skills and transfer them into a range of sequences. | 1. To consolidate and make consistent basic skills of receiving and releasing the ball.  
2. To develop skills required to catch and field with effect.  
3. To adapt and develop techniques to make consistent contact with ball.  
4. To develop positional awareness when fielding.  
5. To identify relationships with key positions to outwit opponents.  
6. To develop skills into specific techniques within a game and identify the rules required to play the game. | 1. To compete and compare in a range of activities where a range of techniques are acquired.  
2. To identify techniques required for short sprints.  
3. To explore methods required to jump effectively in different jumping events.  
4. To become familiar with techniques required for throwing.  
5. To demonstrate an ability to work as part of a team and an individual.  
6. To determine techniques needed for maintaining endurance and pace.  
7. To be able to transfer knowledge of all disciplines and  
8. Apply to sports day events. |
Learning to believe. Learning to succeed

KS3 overview – Year 8

Year 8 Overview - In Year 8 students build on transferable skills learnt in year 7 and undertake a programme of study with the focus being on higher Competence, Performance, Creativity and Healthy and Active Lifestyles. The activities undertaken include: Football, Netball, Rugby, Flag Football, Handball, HRF (Health Related Fitness), Athletics, Trampolining, Dance, Cricket, Rounders, Gymnastics and Basketball. All students become responsible for their own warm up and cool down. Students are expected to apply their acquired skills in games situations/pressurised situations. Students will build a knowledge of the benefits of leading a healthy and active lifestyle ready to take on the GCSE curriculum framework in year 9.

<table>
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<td>3. To gather ideas on how different fitness tests help determine long term benefits of exercise.</td>
<td>3. To develop movement on and off the ball to use correct action for effectiveness of performance.</td>
<td>3. To refine techniques of Seat drop and progress into swivel hips.</td>
<td>3. To adapt and develop techniques to make consistent contact with ball.</td>
<td>3. To explore methods required to jump effectively in different jumping events.</td>
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<td>4. To identify a range of ways to achieve points and apply strategies/tactics.</td>
<td>4. To identify the benefits of circuit training to whole body activities.</td>
<td>4. To incorporate methods to start the beginning of a game or when a point is scored.</td>
<td>4. To identify different body shapes by developing the Hands and knees drop and front drop techniques.</td>
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<td>5. To determine methods of attacking to outwit opponents.</td>
<td>5. To recognise how interval training can help improve performance in a variety of activities</td>
<td>5. To recognise principles of attacking and defending in order to score points.</td>
<td>5. To identify how performing the back drop incorporates flight.</td>
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<td>6. To become familiar with the rules and regulations of the game and be officials for the activity.</td>
<td>6. To develop a short aerobics session to improve social wellbeing.</td>
<td>6. To develop knowledge of the rules and regulations through competition.</td>
<td>6. To be able to link skills and transfer them into a range of sequences.</td>
<td>6. To develop skills into specific techniques within a game and identify the rules required to play the game.</td>
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<td>7. To lead and take part in a mini indoor athletic championships.</td>
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<td>8. To lead and take part in a mini indoor athletic championships.</td>
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</tr>
</tbody>
</table>
Learning to believe. Learning to succeed

KS3 overview – Year 8

Year 9 Overview - In Year 9 students opted into a new 2 Year GCSE Programme of Study with the focus being on Competence, Performance, Creativity and Healthy, Active Lifestyles. The activities undertaken include: Football, Netball, Rugby, Flag Football, Handball, HRF (Health Related Fitness), Athletics, Trampolining, Dance, and Cricket. All students become responsible for their own warm up and cool down. Students will choose 3 sports at the end of the course that they will be assessed on- as a participant, a leader/coach or as a referee/umpire, in both individual and team sports. Practical assessment will contribute to 40% of student's final grade and 60% weighted towards theory examination.

YEAR 1

<table>
<thead>
<tr>
<th>TERM 1</th>
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<th>TERM 4</th>
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<tbody>
<tr>
<td>Active and Healthy Lifestyles</td>
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</tr>
<tr>
<td>Health components of fitness</td>
<td>Skill components of fitness</td>
<td>Fitness testing and PAR-Q</td>
<td>Principles of training</td>
<td>Principles of training</td>
<td></td>
</tr>
<tr>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1</td>
</tr>
<tr>
<td>SMART targets</td>
<td>Investigating the 5 components of HEALTH related fitness and testing for each component: Health Exercise Fitness Performance</td>
<td>Investigating the 6 components of SKILL related fitness and testing for each component. Introduction to PEP</td>
<td>What is a PAR-Q? How is it used? Cooper run Hand grip dyno metre Sit and reach Harvard step test Illinois agility Reaction time ruler test Standing broad jump Stork test</td>
<td>SPORT- Specific, Progressive, Overload, Tedium</td>
<td>FITT-Frequency, Intensity, Type and Time Aerobic and anaerobic fitness PEP application</td>
</tr>
<tr>
<td>Influences Role Models Benefits Participation pyramid Opportunities</td>
<td>HWK – High Quality investigation relating to practical tests associated with each component of health related fitness</td>
<td>HWK – Define each skill related term and link to appropriate tests.</td>
<td>HWK – complete protocols on each fitness test</td>
<td>HWK – Define and Apply EACH Principle of training. Investigate heart rate zones, target zones and calculate max HR</td>
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</tr>
<tr>
<td>HWK – Research into each area, giving more detail to the areas covered in class. Use podcasts and revision book. Assessment – Unit 1 mini mock graded A-U (teacher area)</td>
<td>Assessment – Unit 1 Mini mock graded A-U (teacher area)</td>
<td>Assessment – Unit 1 full mock graded A-U (teacher area)</td>
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<td>Assessment – Unit 1 full mock graded A-U (teacher area)</td>
</tr>
</tbody>
</table>
## KS3 overview – Year 8

### Active and Healthy Lifestyles

<table>
<thead>
<tr>
<th>Methods of training</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 2</th>
<th>Unit 2</th>
<th>Unit 2</th>
<th>Unit 1 &amp; Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interval</td>
<td>Exercise, diet, work and rest</td>
<td>Performance enhancing and recreational drugs/alcohol and smoking</td>
<td>Full investigation into the following systems: Skeletal Muscular</td>
<td>Full investigation into the following systems: Cardiovascular Respiratory</td>
<td>Revision Programme How to revise Plan a revision timetable Go over coursework worksheet Revision topics list — Revise diagram for topics Revision tips Read through their PEP.</td>
</tr>
<tr>
<td></td>
<td>Continuous</td>
<td>Somatotypes</td>
<td>Risk to injury and readiness to take part REVISION/RECAP</td>
<td>HWK – High quality research tasks into each system</td>
<td>HWK – High quality research tasks into each system</td>
<td>HWK- Students to design and produce a one slide graphic organiser for each topic for each lesson. Prepare a presentation so that they would by this time have an excellent revision tool together with their Personal Exercise Programme to help them to revise and remember all the information they need for the examination.</td>
</tr>
<tr>
<td></td>
<td>Fartlek</td>
<td>Optimum weight and correct terms linked to this area</td>
<td>HWK – Recap topics covered so far knowledge gap analysis</td>
<td>Assessment – Unit 1&amp;2 Full mock graded A-U</td>
<td>Assessment – Unit 1&amp;2 Full mock graded A-U</td>
<td>Assessment – External exam</td>
</tr>
<tr>
<td></td>
<td>Circuit</td>
<td>HWK – definition and explanation of exercise, diet, work and rest. Plotting somatotypes, investigate optimum weights</td>
<td>Assessment – Unit 1&amp;2</td>
<td>Assessment – Unit 1&amp;2 Full mock graded A-U</td>
<td>Assessment – Unit 1&amp;2 Full mock graded A-U</td>
<td>Assessment – Unit 1&amp;2 Full mock graded A-U</td>
</tr>
<tr>
<td></td>
<td>Weight Cross</td>
<td>HWK – Investigate fitness training methods- apply to PEP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment** – Unit 1&2 full mock graded A-U (teacher area)

### Your Personal Health and Well being

|                              |                             |                             |                             |                             |                             |                             |

### Physical activity and your healthy mind and body

|                              |                             |                             |                             |                             |                             |                             |

### Body Systems

|                              |                             |                             |                             |                             |                             |                             |

### Body Systems

|                              |                             |                             |                             |                             |                             |                             |

### Revision Programme

|                              |                             |                             |                             |                             |                             |                             |

| How to revise                | Plan a revision timetable   | Go over coursework worksheet | Revision topics list — Revise diagram for topics Revision tips Read through their PEP. |                             |                             |                             |

HWK- Students to design and produce a one slide graphic organiser for each topic for each lesson. Prepare a presentation so that they would by this time have an excellent revision tool together with their Personal Exercise Programme to help them to revise and remember all the information they need for the examination.

**Assessment** – External exam

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**KS3 overview – Year 8**

*Active and Healthy Lifestyles*

- Methods of training
  - Interval
  - Continuous
  - Fartlek
  - Circuit
  - Weight
  - Cross

*Your Personal Health and Well being*

- Unit 1: Exercise, diet, work and rest
- Unit 2: Performance enhancing and recreational drugs/alcohol and smoking

*Physical activity and your healthy mind and body*

- Unit 2: Risk to injury and readiness to take part

*Body Systems*

- Unit 2: Full investigation into the following systems
  - Skeletal
  - Muscular
  - Cardiovascular
  - Respiratory

*Revision Programme*

- How to revise
- Plan a revision timetable
- Go over coursework worksheet
- Revision topics list — Revise diagram for topics
- Revision tips
- Read through their PEP.

hwk- Students to design and produce a one slide graphic organiser for each topic for each lesson. Prepare a presentation so that they would by this time have an excellent revision tool together with their Personal Exercise Programme to help them to revise and remember all the information they need for the examination.

**Assessment** – External exam
**Year 10 Overview - Course Content:** Students undertake a BTEC Level 2 First Award in sport. This course offers an engaging programme for those who are interested in sport; it is equivalent to one GCSE. Students will cover 4 units throughout the 2 year course which cover a variety of different topic areas: Year 1 Unit 2 Practical Sport Performance (25% internal coursework) and Unit 6 Leading Sports Activities Leading a sporting activity (25% internal coursework), Year 2 Unit 1 Fitness Sport and Exercise (25% external exam) and Unit 5 Training for Personal Fitness/Body in Action (25% internal coursework). Students will be assessed by a combination of 75% written and practically based assignments and a 25% external assessment. Students participate in a variety of classroom based lessons and practical sessions.

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<tr>
<td>Practical team sports</td>
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<td>Unit 6: Leading Sports Activities</td>
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</table>

**Learning aim A:** Understand the rules, regulations and scoring systems for selected sports

- Students to describe 8 rules and 6 regulations of a team and individual sport
- Students to explain the scoring system of 2 sports individual and team
- Students to describe 4 situations
- Students to describe 2 roles and 5 responsibilities of officials in 2 sports (team and individual)

HWK – Research into Rules and regulations of individual and team sports

**Assessment – UNIT 2** Marking of assignment 1

**Learning aim B:** practically demonstrate skills, techniques and tactics in selected sports

- HWK – Practice skills and techniques required in selected sport
- Create a sports performance review template

**Assessment – UNIT 2** Marking of assignment 2

**Learning aim C:** be able to review sports performance

- Students to create their own sports performance review table.
- HWK – Practice skills and techniques required in selected sport
- Create a sports performance review template

**Assessment – UNIT 2** Marking of assignment 3

**Unit 6**

**Learning aim A:** know the attributes associated with successful sports leadership

- Topic A.1 Sports leaders: e.g. Sports day leaders
- Topic A.2 Attributes:
- Topic A.3 Responsibilities:

HWK – ideas around activities to lead. (Sports day)

**Assessment – UNIT 6** Assignment 1 Tasks for Learning aim A

**Learning aim B:** undertake the planning and leading of sports activities

- Topic B.1 Sports activities:
- Topic B.2 Components of sports activity session:
  - Topic B.3 Plan:
  - Topic B.1 Sports activities:
  - Topic B.2 Components of sports activity session:
  - Topic B.4 Lead.

HWK – Plan a sports day event

**Assessment – UNIT 6** Marking of assignment 2 Tasks for learning aim B

**Learning aim C:** review the planning and leading

- Topic C1 Review of sports activities
- TOPIC C2 Targets for development:

HWK – Strengths and weaknesses of sports day event

**Assessment – UNIT 6** Marking of assignment 3 Tasks for learning aim C
Year 11 Overview - Course Content: Students undertake a BTEC Level 2 First Award in sport. This course offers an engaging programme for those who are interested in sport; it is equivalent to one GCSE. Students will cover 4 units throughout the 2 year course which cover a variety of different topic areas: Year 1 Unit 2 Practical Sport Performance (25% internal coursework) and Unit 6 Leading Sports Activities Leading a sporting activity (25% internal coursework), Year 2 Unit 1 Fitness Sport and Exercise (25% external exam) and Unit 5 Training for Personal Fitness/Body in Action (25% internal coursework). Students will be assessed by a combination of 75% written and practically based assignments and a 25% external assessment. Students participate in a variety of classroom based lessons and practical sessions.

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<td>The Sports Performer in Action</td>
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<td>EXAM Unit</td>
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<td><strong>Learning Aim A:</strong> Short-term effects of exercise on the musculoskeletal system: 1. Increased production of synovial fluid 2. Increased joint range of movement. <strong>Learning Aim B:</strong> Short-term effects of exercise on the cardiorespiratory system: 1. Increased heart rate 2. Increased breathing rate 3. Increased blood flow</td>
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