

# Learning to believe. Learning to succeed



**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**

## KS3 overview – Year 7

**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.

TERM 1 INVASION GAMES	TERM 2 FITNESS TESTING	TERM 3 NET/WALL GAMES	TERM 4 INDIVIDUAL	TERM 5 STRIKE & FIELDING	TERM 6 ATHLETICS
<ol style="list-style-type: none"> <li>To develop ball manipulation skills in order to successfully pass and receive the ball.</li> <li>To recognise movement with the ball to develop skills required for control.</li> <li>To explore methods of defending against opponent/s.</li> <li>To identify a range of ways to achieve points and apply strategies/ tactics.</li> <li>To determine methods of attacking to outwit opponents.</li> <li>To become familiar with the rules and regulations of the game and be officials for the activity.</li> </ol>	<ol style="list-style-type: none"> <li>To develop a sound knowledge of how different aspects of Health and Fitness that are required for any type of Physical activity.</li> <li>To determine individual cardiovascular endurance and its short term effects to the body.</li> <li>To gather ideas on how different fitness tests help determine long term benefits of exercise.</li> <li>To identify the benefits of circuit training to whole body activities.</li> <li>To recognise how interval training can help improve performance in a variety of activities</li> <li>To develop a short aerobics session to improve social wellbeing.</li> <li>To lead and take part in a mini indoor athletic championships.</li> </ol>	<ol style="list-style-type: none"> <li>To develop ball familiarisation to gain basic control and properties of the ball.</li> <li>To develop initial skills within the game for consistency and accuracy.</li> <li>To develop movement on and off the ball to use correct action for effectiveness of performance.</li> <li>To incorporate methods to start the beginning of a game or when</li> <li>A point is scored.</li> <li>To recognise principles of attacking and defending in order to score points.</li> <li>To develop knowledge of the rules and regulations through competition.</li> </ol>	<ol style="list-style-type: none"> <li>PERFORMANCES</li> <li>To develop individual success in the Repetition of sequences, phrases and movement of the body.</li> <li>To develop ½ and full twists and seat drop techniques.</li> <li>To refine techniques of Seat drop and progress into swivel hips</li> <li>To identify different body shapes by developing the Hands and knees drop and front drop techniques.</li> <li>To identify how performing the back drop incorporates flight.</li> <li>To be able to link skills and transfer them into a range of sequences.</li> </ol>	<ol style="list-style-type: none"> <li>To consolidate and make consistent basic skills of receiving and releasing the ball.</li> <li>To develop skills required to catch and field with effect.</li> <li>To adapt and develop techniques to make consistent contact with ball.</li> <li>To develop positional awareness when fielding.</li> <li>To identify relationships with key positions to outwit opponents.</li> <li>To develop skills into specific techniques within a game and identify the rules required to play the game.</li> </ol>	<ol style="list-style-type: none"> <li>To compete and compare in a range of activities where a range of techniques are acquired.</li> <li>To identify techniques required for short sprints.</li> <li>To explore methods required to jump effectively in different jumping events.</li> <li>To become familiar with techniques required for throwing.</li> <li>To demonstrate an ability to work as part of a team and an individual.</li> <li>To determine techniques needed for maintaining endurance and pace.</li> <li>To be able to</li> <li>Transfer knowledge of all disciplines and</li> <li>Apply to sports day events.</li> </ol>

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## 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

TERM 1 INVASION GAMES	TERM 2 FITNESS TESTING	TERM 3 NET/WALL GAMES	TERM 4 INDIVIDUAL PERFORMANCES	TERM 5 STRIKE & FIELDING	TERM 6 ATHLETICS
<ol style="list-style-type: none"> <li>To develop ball manipulation skills in order to successfully pass and receive the ball.</li> <li>To recognise movement with the ball to develop skills required for control.</li> <li>To explore methods of defending against opponent/s.</li> <li>To identify a range of ways to achieve points and apply strategies/ tactics.</li> <li>To determine methods of attacking to outwit opponents.</li> <li>To become familiar with the rules and regulations of the game and be officials for the activity.</li> </ol>	<ol style="list-style-type: none"> <li>To develop a sound knowledge of how different aspects of Health and Fitness that are required for any type of Physical activity.</li> <li>To determine individual cardiovascular endurance and its short term effects to the body.</li> <li>To gather ideas on how different fitness tests help determine long term benefits of exercise.</li> <li>To identify the benefits of circuit training to whole body activities.</li> <li>To recognise how interval training can help improve performance in a variety of activities</li> <li>To develop a short aerobics session to improve social wellbeing.</li> <li>To lead and take part in a mini indoor athletic championships.</li> </ol>	<ol style="list-style-type: none"> <li>To develop ball familiarisation in order to gain basic control and properties of the ball.</li> <li>To develop initial skills within the game for consistency and accuracy.</li> <li>To develop movement on and off the ball to use correct action for effectiveness of performance.</li> <li>To incorporate methods to start the beginning of a game or when</li> <li>a point is scored.</li> <li>To recognise principles of attacking and defending in order to score points.</li> <li>To develop knowledge of the rules and regulations through competition.</li> </ol>	<ol style="list-style-type: none"> <li>To develop individual success in the Repetition of sequences, phrases and movement of the body.</li> <li>To develop ½ and full twists and seat drop techniques.</li> <li>To refine techniques of Seat drop and progress into swivel hips</li> <li>To identify different body shapes by developing the Hands and knees drop and front drop techniques.</li> <li>To identify how performing the back drop incorporates flight.</li> <li>To be able to link skills and transfer them into a range of sequences.</li> </ol>	<ol style="list-style-type: none"> <li>To consolidate and make consistent basic skills of receiving and releasing the ball.</li> <li>To develop skills required to catch and field with effect.</li> <li>To adapt and develop techniques to make consistent contact with ball.</li> <li>To develop positional awareness when fielding.</li> <li>To identify relationships with key positions to outwit opponents.</li> <li>To develop skills into specific techniques within a game and identify the rules required to play the game.</li> </ol>	<ol style="list-style-type: none"> <li>To compete and compare in a range of activities where a range of techniques are acquired.</li> <li>To identify techniques required for short sprints.</li> <li>To explore methods required to jump effectively in different jumping events.</li> <li>To become familiar with techniques required for throwing.</li> <li>To demonstrate an ability to work as part of a team and an individual.</li> <li>To determine techniques needed for maintaining endurance and pace.</li> <li>To be able to transfer knowledge of all disciplines and apply to sports day events.</li> </ol>

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## 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, Trampoline, 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

<b>TERM 1</b> <b>Active and Healthy Lifestyles</b>	<b>TERM 2</b> <b>Active and Healthy Lifestyles</b> <b>Health components of fitness</b>	<b>TERM 3</b> <b>Active and Healthy Lifestyles</b> <b>Skill components of fitness</b>	<b>TERM 4</b> <b>Active and Healthy Lifestyles</b> <b>Fitness testing and PAR-Q</b>	<b>TERM 5</b> <b>Active and Healthy Lifestyles</b> <b>Principles of training</b>	<b>TERM 6</b> <b>Active and Healthy Lifestyles</b> <b>Principles of training</b>
<p style="text-align: center;"><b>Unit 1</b></p> <p>SMART targets Influences Role Models Benefits Participation pyramid Opportunities</p> <p>HWK – Research into each area, giving more detail to the areas covered in class. Use podcasts and revision book.</p> <p><b>Assessment – Unit 1 mini mock graded A-U (teacher area)</b></p>	<p style="text-align: center;"><b>Unit 1</b></p> <p>Investigating the 5 components of HEALTH related fitness and testing for each component: Health Exercise Fitness Performance</p> <p>HWK – High Quality investigation relating to practical tests associated with each component of health related fitness</p> <p><b>Assessment – Unit 1 Mini mock graded A-U (teacher area)</b></p>	<p style="text-align: center;"><b>Unit 1</b></p> <p>Investigating the 6 components of SKILL related fitness and testing for each component. Introduction to PEP</p> <p>HWK – Define each skill related term and link to appropriate tests.</p> <p><b>Assessment – Unit 1 full mock graded A-U (teacher area)</b></p>	<p style="text-align: center;"><b>Unit 1</b></p> <p>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</p> <p>HWK – complete protocols on each fitness test</p> <p><b>Assessment – Unit 1 full mock graded A-U (teacher area)</b></p>	<p style="text-align: center;"><b>Unit 1</b></p> <p>SPORT- Specific, Progressive, Overload, Tedium</p> <p>HWK – Define and Apply EACH Principle of training. Investigate heart rate zones, target zones and calculate max HR</p> <p><b>Assessment – Unit 1 full mock graded A-U (teacher area)</b></p>	<p style="text-align: center;"><b>Unit 1</b></p> <p>FITT-Frequency, Intensity, Type and Time Aerobic and anaerobic fitness PEP application</p> <p>HWK – Define and Apply EACH Principle of training. Investigate heart rate zones, target zones and calculate max HR</p> <p><b>Assessment – Unit 1 full mock graded A-U (teacher area)</b></p>

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## KS3 overview – Year 8

### YEAR 2

Active and Healthy Lifestyles Methods of training	Your Personal Health and Well being	Physical activity and your healthy mind and body	Body Systems	Body Systems	Active and Healthy Lifestyles Your Personal Health and Well being
<p><b>Unit 1</b></p> <p>Interval Continuous Fartlek Circuit Weight Cross</p> <p>HWK – Investigate fitness training methods- apply to PEP</p> <p><b>Assessment – Unit 1&amp;2 full mock graded A-U (teacher area)</b></p>	<p><b>Unit 2</b></p> <p>Exercise, diet, work and rest. Somatotypes Optimum weight and correct terms linked to this area</p> <p>HWK – definition and explanation of exercise, diet, work and rest. Plotting somatotypes, investigate optimum weights</p> <p><b>Assessment – Unit 1&amp;2 Full mock graded A-U</b></p>	<p><b>Unit 2</b></p> <p>Performance enhancing and recreational drugs/alcohol and smoking Risk to injury and readiness to take part REVISION/RECAP</p> <p>HWK – Recap topics covered so far- knowledge gap analysis</p> <p><b>Assessment – Unit 1&amp;2 Full mock graded A-U</b></p>	<p><b>Unit 2</b></p> <p>Full investigation into the following systems: Skeletal Muscular</p> <p>HWK – High quality research tasks into each system</p> <p><b>Assessment – Unit 1&amp;2 Full mock graded A-U</b></p>	<p><b>Unit 2</b></p> <p>Full investigation into the following systems: Cardiovascular Respiratory</p> <p>HWK – High quality research tasks into each system</p> <p><b>Assessment – Unit 1&amp;2 Full mock graded A-U</b></p>	<p><b>Unit 1 &amp; Unit 2</b></p> <p>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.</p> <p>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.</p> <p><b>Assessment – External exam</b></p>

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## KS4 overview – Year 10

**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.

TERM 1 Practical team sports	TERM 2 Practical team sports	TERM 3 Practical team sports	TERM 4 Unit 6: Leading Sports Activities	TERM 5 Unit 6: Leading Sports Activities	TERM 6 Unit 6: Leading Sports Activities
<p><b>Unit 2</b></p> <p><b>Learning aim A:</b> Understand the rules, regulations and scoring systems for selected sports</p> <p>Students to describe 8 rules and 6 regulations of a team and individual sport</p> <p>Students to explain the scoring system of 2 sports individual and team</p> <p>Students to describe 4 situations</p> <p>Students to describe 2 roles and 5 responsibilities of officials in 2 sports (team and individual)</p> <p>HWK – Research into Rules and regulations of individual and team sports</p> <p><b>Assessment – UNIT 2</b> Marking of assignment 1</p>	<p><b>Unit 2</b></p> <p><b>Learning aim B:</b> practically demonstrate skills, techniques and tactics in selected sports</p> <p>HWK – Practice skills and techniques required in selected sport Create a sports performance review template</p> <p><b>Assessment – UNIT 2</b> Marking of assignment 2</p>	<p><b>Unit 2</b></p> <p><b>Learning aim C:</b> be able to review sports performance</p> <p>Students to create their own sports performance review table.</p> <p>HWK – Practice skills and techniques required in selected sport Create a sports performance review template</p> <p><b>Assessment – UNIT 2</b> Marking of assignment 3</p>	<p><b>Unit 6</b></p> <p><b>Learning aim A:</b> know the attributes associated with successful sports leadership</p> <p><b>Topic A.1 Sports leaders:</b> e.g. Sports day leaders</p> <p><b>Topic B.2 Components of sports activity session:</b> main component/components of activity.</p> <p><b>Topic A.2 Attributes:</b> <b>Topic A.3 Responsibilities:</b></p> <p>HWK – ideas around activities to lead. (Sports day)</p> <p><b>Assessment – UNIT 6</b> <b>Assignment 1</b> Tasks for Learning aim A</p>	<p><b>Unit 6</b></p> <p><b>Learning aim B:</b> undertake the planning and leading of sports activities</p> <p><b>Topic B.2 Components of sports activity session:</b></p> <p><b>Topic B.3 Plan:</b></p> <p><b>Topic B.1 Sports activities:</b></p> <p><b>Topic B.2 Components of sports activity session:</b></p> <p><b>Topic B.4 Lead.</b></p> <p><b>Topic B.5 Measures of success:</b></p> <p>HWK – Plan a sports day event</p> <p><b>Assessment – UNIT 6</b> Marking of assignment 2 Tasks for learning aim B</p>	<p><b>Unit 6</b></p> <p><b>Learning aim C:</b> review the planning and leading</p> <p>Topic C1 Review of sports activities TOPIC C2 Targets for development:</p> <p>HWK – Strengths and weaknesses of sports day event</p> <p><b>Assessment – UNIT 6</b> Marking of assignment 3 Tasks for learning aim C</p>

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## KS4 overview – Year 11

**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.

TERM 1 Fitness for sport and exercise	TERM 2 Fitness for sport and exercise	TERM 3 The Sports Performer in Action	TERM 4 The Sports Performer in Action	TERM 5 Sports performer in Action	TERM 6
<p><b>Unit 1</b></p> <p>EXAM Unit <b>Learning Aim A:</b> Know the fitness and training requirements necessary to achieve excellence in a selected sport</p> <ol style="list-style-type: none"> <li>1. Components of fitness (physical and skill)</li> <li>2. Fitness testing</li> </ol> <p>HWK – Work Booklet</p> <p><b>Assessment – UNIT 1</b> ONLINE EXAM MOCK U-LVL 2 PASS P, M, D</p>	<p><b>Unit 1</b></p> <p>EXAM Unit <b>Learning Aim A:</b> Know the fitness and training requirements necessary to achieve excellence in a selected sport</p> <ol style="list-style-type: none"> <li>1. BORG scale</li> <li>2. RPE</li> <li>3. Maximum HR</li> <li>4. BMI</li> <li>5. Principles of training</li> </ol> <p>HWK – Work Booklet</p> <p><b>Assessment – UNIT 1</b> EXTERNAL ONLINE EXAM U-LVL 2 PASS P, M, D</p>	<p><b>Unit 4</b></p> <p><b>Learning Aim A:</b> Short-term effects of exercise on the musculoskeletal system:</p> <ol style="list-style-type: none"> <li>1. Increased production of synovial fluid</li> <li>2. Increased joint range of movement.</li> </ol> <p><b>Learning Aim B:</b> Short-term effects of exercise on the cardiorespiratory system:</p> <ol style="list-style-type: none"> <li>1. Increased heart rate</li> <li>2. Increased breathing rate</li> <li>3. Increased blood flow</li> </ol> <p>HWK- Investigate Body Systems</p> <p><b>Assessment – UNIT 4</b> <b>Assignment 1</b> Tasks for Learning aim A&amp;B P, M, D</p>	<p><b>Unit 4</b></p> <p><b>Learning Aim B: Long-term adaptations of the musculoskeletal system:</b></p> <ol style="list-style-type: none"> <li>1. Hypertrophy (increased muscle size)</li> <li>2. Increased number of mitochondria</li> </ol> <p><b>Learning Aim C</b> Long-term adaptations of the cardiorespiratory system:</p> <ol style="list-style-type: none"> <li>1. decrease in resting heart rate</li> <li>2. increase in heart size and strength</li> <li>3. increase in stroke volume</li> <li>4. decreased risk of hypertension (high blood pressure)</li> </ol> <p>HWK- Investigate Body Systems</p> <p><b>Assessment – UNIT 4</b> <b>Assignment 2</b> Tasks for Learning aim B&amp;C P, M, D</p>	<p><b>Unit 4</b></p> <p><b>Topic B.2</b> ATP-CP/lactic acid anaerobic system:</p> <p><b>Topic B.3</b> Glycolysis/lactic acid anaerobic system</p> <p>HWK - Work Sheets And Booklet</p> <p><b>Assessment – UNIT 4</b> Marking of assignment</p>	<p><b>Course completion/Catch up/ Intervention</b></p>