

PE Faculty Curriculum Overview

Year	Skill Development. Cognitive, Physical and Social Skill focused curriculum.	Personal Development	Sport Specific Knowledge Areas - COVID APPROPRIATE	Knowledge Development Theoretical Cross curricular links T&L - Disciplinary Literacy Focus and Topic Links (featured on Schemes of Learning) T2T (KS3 and CORE)	Lesson allocation per fortnight
7	Physical, Social and Cognitive skills are developed across the curriculum building depth each year. See below age related expectations of skill progress each term.	Resilience, Friendship, Fairplay, Respect	Gymnastics/Raise the Bar Football, Basketball, Rugby, Handball, Dance, Netball, Fitness, Athletics, S&F and Tennis.	Activity 1 - Warm up Activity 2 - Health Components of Fitness Activity 3 - Skill Components of Fitness Activity 4 - Muscular System - Names and Locations Activity 5 - Skeletal System - Names and Locations Activity 6 - Short Term Effects of Exercise Activity 7 - Precision, Control and Accuracy Activity 8 - Health and Safety in Sport Activity 9 - Role of the Official Activity 10 - Tournament and Competition Design	4
8		Teamwork, Tolerance, Communication, Honesty.	Gymnastics/ Raise the Bar, Football, Basketball, Rugby, Dance, Netball, Fitness, Handball, Athletics, S&F, Tennis.	Activity 1 -Injuries in Sport Activity 2 - Excellence in performance; skills, technical/tactful Activity 3 - Technology in Sport Activity 4 - Sport and the Media Activity 5 -Sport Specific Fitness Testing Activity 6 - Barriers to Participation Activity 7 - Sport Analysis Activity 8 - Role of the Official Activity 9 - Sportsmanship Activity 10 - Cultural Concepts in Sport	4
9		Creativity, Equality, Curiosity, Reflectiveness, Empath	Basketball, Rugby, Netball, Gymnastics, Football, Fitness, Handball, Athletics, S&F, Tennis, table tennis, badminton.	**Mini Option delivered within CORE PE time** Term 1 - Knowledge links to Mini Option content RO52 Term 2 - Knowledge Links to Mini Option content RO54 Term 3 - Knowledge Links to Mini Option Content RO51	3/ (4 MO)



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Learning Journey

Our curriculum is designed to continuously lever recalled knowledge and skills in order to build and develop new knowledge and skills, to establish depth and transfer through facilitating sports and curriculum concepts.

<u>Recalled Knowledge</u>	<u>New Knowledge</u>	<u>Recalled Skills</u>	<u>New Skills</u>	<u>Assessment in PE</u>
<p>Students will recall their knowledge within topics, sports and activities from previous learning and use this to establish starting points in new activities to build upon.</p> <p>Knowledge will consist of – theory Activity links, sport and activity concepts – highlighted on SOL</p>	<p>Students will develop greater depth of knowledge within and across topics/ sports and activities</p> <p>Knowledge will consist of – theory Activity links, sport and activity concepts – highlighted on SOL</p>	<p>Students will continually develop and deepen their skill bases in Cognition, Physical and Social Skills, leveraging previous learning to build new learning upon, incorporating academic skills</p> <p>Skill development will consist of transferable and cumulative processes, term on term, year on year development of skills in cognition, social and physical skills – highlighted in red</p> <p>Recalled skill will be all that have preceded the current learning point.</p>	<p>Students will progress their skills, building upon previous in line with Key stage expectations. Skills will be developed to access academic qualification requirements.</p> <p>Skill development will consist of transferable and cumulative processes, term on term, year on year development of skills in cognition, social and physical skills – and academic skills highlighted in red.</p>	<p>Assessment in PE will include</p> <p>3 x core tasks per practical</p> <p>Q and A throughout</p> <p>Homework – 30/30</p> <p>Exam Questions</p> <p>Assignments</p> <p>FORMAL – Exam and Coursework units.</p>

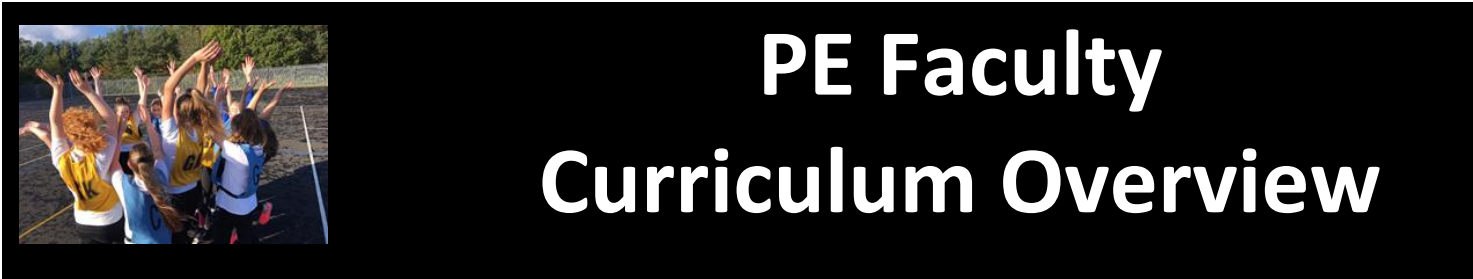
The National Curriculum in our PE Curriculum

<u>National Curriculum</u>	<u>Biddick Academy</u>
<p>Purpose of study: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>Aims</p>	<p>The offer at Biddick Academy meets the needs of the national curriculum via:</p> <ul style="list-style-type: none"> • Impact of our Curriculum Philosophy evidenced in our outcomes • Holistic education for students -cognitive, social and physical • Curriculum concepts to support character development and values • A Curriculum design based on skill-based transfer to promote progress and links across a broad range of physical activities and wider subjects. • A Curriculum framework consisting of a variety of facilitating sports and activities to depend and transfer learning. • Efficiency in systems to promote maximum engagement, participation and pace. • Inter school and with school competition, School Games, District and County Sport.




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<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 	<ul style="list-style-type: none"> • Education of PE in practical application to educate students on healthy active lifestyles. • Lunch time activities and extra-curricular.
<p>Key stage 3 Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 	<p>Key Stage 3 at Biddick Academy; The curriculum is sequential, building upon, recall of previous learning and skills to promote progress of new skills and knowledge. The framework of the curriculum is structured around Cognitive, Social and Physical development; allowing students to master physical techniques, develop understanding in performance analysis and work with others confidently.</p> <p>Pupils meet the taught criteria via:</p> <ul style="list-style-type: none"> • Curriculum activities to promote learning and transfer of strategies and tactics across a range of sports with sequential logic to promote progress • A focus on physical skills across the curriculum as part of our holistic framework • Dance throughout the curriculum, with a specialist Dance teacher • Climbing groups and opportunities in extra-curricular and qualification PE • A focus on cognitive skill development across the curriculum • Extra-curricular and sports leadership programmes • A focus on social skills across the curriculum



- Perform dances using advanced dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.

<u>Curriculum Concepts</u>	<u>Here at Biddick we.....</u>	<u>You'll see impact of this in.....</u>
SMSC	Ensure through sport and teaching strategies that students develop moral reasoning; exploring tolerance, empathy and respect. Spiritually we focus on willpower, determination, acceptance of beliefs and values in sport and participation. Socially we work together, in teams and as individuals, where sports leadership provides practical on experience of this; along with the study of norms, trends, barriers and influences on leading a healthy active lifestyle. Culturally our students take part in a broad range of activities originating from around the world and study cultural norms, beliefs and traditions within this.	<ul style="list-style-type: none"> • Behavior of our students, where challenges are reducing and attitude to learning is improving over time, reflected in our praise points and behavior system • In our lessons you will see students developing themselves as resilient, ready, reflective learners in their response to teaching and learning • Positive, productive, co-operative climates for learning




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CEIAG	Ensure that students develop the skills and knowledge to transfer to the world of work and in order to lead an informed healthy happy life. Our courses and topics of study include links to further education and careers, along with our extra-curricular and visits. Our schemes of learning contain specific careers inclusion, bespoke to particular topics.	<ul style="list-style-type: none"> • Students progressing to post 16 and beyond in confidently and informed, specifically in sport related areas. • Students explore a range of careers as they progress form year 7-11 • Various placement students requesting and obtaining work experience here at Biddick from a number of universities - Sunderland, collages and Dance City 	
Cultural Capital	Ensure our curriculum is a key facilitator in cultural capital education, our provision is holistic, aimed at developing across cognitive, social and physical skills. Sports leadership is significant in meeting this aim as the impact of our curriculum Personal development themes for example – confidence, resilience and reflection, along with Academy values – readiness, resilience, curiosity and aspiration.	<ul style="list-style-type: none"> • Improved aspirations and confidence • Success in lessons focused around leadership • Students volunteering their time in leadership roles for example table tennis lunch club 	
Promote Progress for 'groups' DS/ SEND	Promote positive progress for groups via - <ul style="list-style-type: none"> • Access and achievement for across a holistic curriculum and assessment framework. • High standards and expectation • Parental relationships • Use of positive rewards systems • Invitation/ target clubs and groups • Effective use of TA support • Use of dept teaching to the top lesson structure and strategies. 	<ul style="list-style-type: none"> • All students have higher chances and opportunities to learn more and succeed in more. • Calm starts and ends to lessons. • Improving partnership with parents. • Increased de-escalated situations, improved relationships. • Building of resilience, success and character. • Bespoke support for key students. • Students improving in school, knowing more, learning more, remembering more – books, Q and A. 	
	Term 1	Term 2	Term 3
Year 7 T2T	<p>Recalled Knowledge KS2: Students will recall their KS2 PE curriculum knowledge base and prior knowledge. Exploring a range of multisport, skill and exercise activities.</p> <p>New Knowledge ACTIVITY 1 – Quality Warm Ups ACTIVITY 2 - Health Components of Fitness ACTIVITY 3 – Skill Components of Fitness</p>	<p>Recalled Knowledge ACTIVITY 1 – Quality Warm Ups ACTIVITY 2 - Health Components of Fitness ACTIVITY 3 – Skill Components of Fitness ACTIVITY 4 – Muscular System – names and bones</p> <p>New Knowledge ACTIVITY 5– Skeletal System – names and location ACTIVITY 6 – Short Term Effects of Exercise</p>	<p>Recalled Knowledge ACTIVITY 1 – Quality Warm Ups ACTIVITY 2 - Health components of Fitness ACTIVITY 3 – Skill Components of fitness ACTIVITY 4 – Muscular System – names and bones ACTIVITY 5– Skeletal System – names and location ACTIVITY 7 – Precision, Accuracy and Control</p> <p>New Knowledge</p>




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<p>ACTIVITY 4 – Muscular System – names and bones</p> <p>Plus sport specific knowledge via a carousel of rugby, basketball, gymnastics, netball and dance</p> <p>Recalled Skills from KS2. In the following areas the student can:</p> <p>Physical Students running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Cognitive Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Social Students should enjoy communicating, collaborating and competing with each other</p> <p>New Skills Cognitive The student has learnt 3 skills, this is demonstrated by verbally describing how to use 3</p>	<p>ACTIVITY 7 – Precision, Accuracy and Control</p> <p>Plus sport specific knowledge via a carousel of handball, fitness, gymnastics, dance and basketball.</p> <p>Recalled Skills Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for 'New Skills'.</p> <p>New Skills Cognitive The student has learnt how to use a range of 5 learned skills. The student can link skills in 3 different ways (demonstrated verbally/ observed in their output). The student has developed an understanding of how to improve in different activities in that they can identify 1 area of EBI. They have also learnt how to compare 2 performances, evaluate and recognise their own success.</p> <p>Social The student takes opportunities to grow in confidence and foster interest in sport and other activities - evidenced in attending clubs and/or their demonstration of confidence in the lesson. The student shows commitment to participation in activities where they engage in all activities within the lesson.</p> <p>Physical The student has continued to acquire and develop a broader range of skills and apply skills in isolation and in basic</p>	<p>ACTIVITY 8 – Health and Safety in Sport ACTIVITY 9 – Role of the Official ACTIVITY 10 – Tournament and Competition Design.</p> <p>Plus sport specific knowledge via carousel of activities including athletics, Striking and Fielding events and Tennis.</p> <p>Recalled Skills Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for 'New Skills'.</p> <p>New Skills Cognitive The student has learnt and demonstrated a broad range of skills (6 or more) and can link them to make actions / sequences in 4 or more different ways (evidence in their explanations and/or output). The student has developed an understanding of how they can develop in that they can describe 2 ways to improve, they know how to analyse and recognise their own and others success. (2 WWW and 2 EBI) The student can use basic strategies in the activity. (evident in verbal explanation/ performance output)</p> <p>Social The student has started to build character and resilience across a selection (2 or more) of physical activities/tasks. The student demonstrates the 'community feel' in our lessons at the academy.</p> <p>Physical</p>
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	<p>skills in 1 or more different ways/situations. The student can begin to link the skills to make actions and sequences of movements successfully (verbal description/evident in their output). The student can apply the basic principles of thought for the activity shown in simple decisions making (observation or identifying verbally).</p> <p>Social The student has taken up the opportunities to compete/participate in sport or clubs and other activities in order to build their character and help embed values of respect -evidence in attendance to clubs and students able to identify and show the importance of respect.</p> <p>Physical The student can acquire and develop a range of basic skills in isolation and in basic combinations during the activity.</p>	<p>combinations where they can link skills in 3 ways showing limited control.</p>	<p>The student can acquire, develop and apply a broader range of 6 or more skills linking skills in 4 or more different ways showing limited control in both isolation and combination tasks.</p>
<p>Year 8 T2T</p>	<p><u>Recalled Knowledge</u> <u>Year 7</u> ACTIVITY 3 – Skill Components of Fitness ACTIVITY 4 – Muscular System ACTIVITY 5 – Skeletal System ACTIVITY 6 – Short term effects of exercise ACTIVITY 7- Precision, control and accuracy ACTIVITY 8 – Health and Safety in Sport</p> <p><u>New Knowledge</u> ACTIVITY 1 - Injuries in Sport ACTIVITY 2 - Excellence in Performance – Skills, Technical/Tactful Demands.</p>	<p><u>Recalled Knowledge</u> <u>Year 7</u> ACTIVITY 2 – Health Related Components of Fitness ACTIVITY 3 – Skill Related Components of Fitness ACTIVITY 7 – Precision Control and Accuracy ACTIVITY 8 - Health and Safety in Sport</p> <p><u>Year 8</u> ACTIVITY 2 – Excellence in Performance ACTIVITY 3 – Technology in Sport ACTIVITY 4- Sport and the Media</p> <p><u>New Knowledge</u></p>	<p><u>Recalled Knowledge</u> <u>Year 7</u> ACTIVITY 9 – Role of the Official ACTIVITY 10 – Tournament and Competition Design</p> <p><u>Year 8</u> ACTIVITY 6 – Barriers to Participation ACTIVITY 3- Technology in Sport ACTIVITY 4 – Sport and the Media</p> <p><u>New Knowledge</u> ACTIVITY 8 – Role if the Official ACTIVITY 8 -Sportsmanship</p>



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<p>ACTIVITY 3 - Technology in Sport ACTIVITY 4 - Sport and the Media</p> <p>Plus sport specific knowledge across a carousel of activities; rugby, basketball, football, gymnastics/core multis-skills, netball, dance, basketball</p> <p>Recalled Skills Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for ‘New Skills’.</p> <p>New Skills Cognitive The student can identify and communicate what makes a performance effective and can apply this to their own and others work. The student can show consideration for others in the activity. Students can evaluate and use their evaluation to improve their own work. (3 WWW and EBI)</p> <p>Social The student shows growing confidence and interest in sport and other activities. The student can now demonstrate resilience in a selection of testing situation.</p> <p>Physical The student can demonstrate and apply 3 advanced skills in isolation and combinations with</p>	<p>ACTIVITY 5 – Sport Specific Fitness Testing ACTIVITY 6 – Barriers to Sporting Participation ACTIVITY 7 - Sport Analysis</p> <p>Plus sport specific knowledge across a carousel of activities; fitness, handball, gymnastics, football, dance and basketball.</p> <p>Recalled Skills Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for ‘New Skills’.</p> <p>New Skills Cognitive The student can communicate using PEE literacy what makes a performance effective and what could be improved for both their own and other’s work. The student can suggest and/or demonstrate simple strategies to overcome opponents in a game situation/competitive situation - evident in performance observation and/or verbal discussions.</p> <p>Social The student shows evidence of a good character and resilience across a range of physical activities and a growing rate.</p> <p>Physical The student can apply 5 skills with good accuracy and/or control across a range of sports. The student can perform using a range of movements in a game/ modified situations or activity using some/limited advanced skills and techniques.</p>	<p>ACTIVITY 9 – Cultural Concepts In Sport</p> <p>Plus sport specific knowledge across a carousel of activities; athletics and striking and fielding.</p> <p>Recalled Skills Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for ‘New Skills’.</p> <p>New Skills Cognitive The student can analyse their performance compared to previous performances and show understanding of why the performance has improved. The student can begin to lead the decision-making process in a game/activity and use some (3) simple tactics and strategies to successfully overcome opponents/competition. The student shows good improvisation in the activity.</p> <p>Social The student show confidence and effective participation, they also show resilience and character across a broad range of activities.</p> <p>Physical The student can apply skill (6 or more) with good control, accuracy and precision in a game/modified situation or activity. Their performance is often aesthetic and successful.</p>
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	<p>basic control and accuracy within an activity/sport.</p>		
<p>Year 9 T2T/ MINI opt link</p>	<p>Recalled Knowledge <u>Year 7</u> ACTIVITY 7 – Precision, Control and Accuracy. ACTIVITY 9 – Role of the Official in Sport</p> <p>Year 8 ACTIVITY 2 – Excellent in Performance – skill – technical/ tactful ACTIVITY 3 – Technology in Sport ACTIVITY 7 – Sport Analysis ACTIVITY 8 – Role of the Official ACTIVITY 9 - Sportsmanship</p> <p>New Knowledge RO52 Knowledge Mini Links Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/ compositional ideas as an individual performer in a sporting activity. Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/ compositional ideas as a team performer in sporting activity Learning Outcome 3: Be able to officiate in a sporting activity Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity</p>	<p>Recalled Knowledge <u>Year 7</u> ACTIVITY 10 – Tournament, Competition Design.</p> <p><u>Year 8</u> ACTIVITY 4- Sport and the Media ACTIVITY 6 – Barriers to Participation ACTIVITY 9 – Sportsmanship ACTIVITY 10 – Cultural Concepts in Sport</p> <p>New Knowledge RO51 – Knowledge Mini Links **introduced Nov** Learning Outcome 1: Understand the issues which affect participation in sport Learning Outcome 2: Know about the role of sport in promoting values Learning Outcome 3: Understand the importance of hosting major sporting events Learning Outcome 4: Know about the role of national governing bodies in sport</p> <p>Plus sport specific knowledge via a carousel of sports including; fitness, handball, tennis, striking and fielding.</p> <p>Recalled Skills Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for 'New Skills'.</p>	<p>Recalled Knowledge <u>Year 7</u> ACTIVITY 10 – Tournament and Competition Design.</p> <p>Year 8 ACTIVITY 3 -Technology in Sport ACTIVITY 4 – Sport and the Media ACTIVITY 6 – Barriers to Participation ACTIVITY 9 - Sportsmanship</p> <p>New Knowledge RO54 Knowledge Mini links **Introduced May** Learning Outcome 1: Know how sport is covered across the media Learning Outcome 2: Understand positive effects that the media can have on sport Learning Outcome 3: Understand negative effects that the media can have on sport Learning Outcome 4: Understand the relationship between sport and the media Learning Outcome 5: Be able to evaluate media coverage of sport</p> <p>Plus sport specific knowledge via a carousel of sports including; athletics, leadership, Striking and Fielding and Tennis.</p> <p>Recalled Skills</p>



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<p>Plus sport specific knowledge via a carousel of sports including; rugby, basketball, table tennis, netball, dance and Badminton.</p> <p>Recalled Skills Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for 'New Skills'.</p> <p>New Skills Cognitive The student can show an understanding of what makes a performance effective and how to apply these principles to their own and others' work. The student can analyse their performance compared to previous performances and show understanding of why the performance has improved. The student can sometimes lead the decision-making process in a game/activity and use moderate - complex tactics and strategies to overcome opponents/competition. The student shows consistently good improvisation in activities.</p> <p>Social The student shows continued development of confidence, interest for involvement in exercise, sport, activities and PE both inside and outside of school. The student understands the long-term benefits of physical activity.</p>	<p>New Skills Cognitive The student shows clear understanding of what makes a performance effective and how to apply these principles to their own and others work. The student can begin to use a range (3 or more) of complex tactics and strategies in activities which present intellectual challenge, work as a team and solve problems. The student can lead the decision making in the activity. The student shows sound improvisation in the activity.</p> <p>Social The student shows good levels of confidence, equality and fairness in their participation with others and encourages fair play during their participation.</p> <p>Physical The student demonstrates themselves as becoming more competent, confident and expert in their techniques as they use skills. The student demonstrates that they have good positional sense and perception in the activity. They have a skillful influence/can create themselves an advantage/successful opportunity in the activity.</p>	<p>Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for 'New Skills'.</p> <p>New Skills Cognitive The student shows sound understanding of what makes a performance effective and how to apply these principles to their own and others' work. Students can demonstrate the use of a range complex and effective tactics and strategies when in activities presenting intellectual challenge. The student can analyse their performance compared with previous ones and demonstrate improvement to achieve their personal best. The student can successfully lead decision making in the activity. The student shows advanced improvisation in the activity.</p> <p>Social The student shows maturity in their relationships within sport and exercise, they show respect, encouragement and support for others. The student shows confidence and motivation in their participation. They are a role model for other students demonstrating sportsmanship.</p> <p>Physical The student has become more competent, confident and consistent and expert in their techniques and skills and can apply them across different activities/practices and tasks. Their performance is significantly influential in the activity. The student can practically respond to situations/task and successfully perform in the activity.</p>
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	<p>Physical The student applies skills with consistently good control accuracy and precision across a range of sports/activities/practices. The student shows signs of developing advanced technique and skills within their performance. Their performance is increasingly successful and is aesthetically pleasing.</p>		
<p><i>Note* For academic year 2020-21 students not doing/ the case of no mini option and completing the KS4 option the 'New knowledge' in year 10 will swap to links to the year 10 option programme of study - as outlined below in KS4 area.</i></p>			
<p>Year 11 T2T – KS4 Qual Links</p>	<p>Recalled Knowledge Year 7-11 Fitness Topics - Nutrition and hydration</p> <p>New Knowledge Practical Application links to Qual Lessons. Learning Outcome 1: Know about the nutrients needed for a healthy, balanced diet Learning Outcome 2: Understand the importance of nutrition in sport Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation</p> <p>Plus sport specific knowledge via a carousel including; football, badminton, volleyball, netball, fitness and rugby.</p> <p>Recalled Skills</p>	<p>Recalled Knowledge <u>Year 7</u> ACTIVITIES using ICT to support 'Cognitive' Skills in Sports Analysis.</p> <p><u>Year 8</u> ACTIVITY 3 – Technology in Sport ACTIVITY 6 – Barriers to participation ACTIVITY 7 – Sport Analysis ACTIVITY 10 - Cultural concepts in sport</p> <p><u>Year 9</u> ACTIVITY LINKS TO RO52</p> <p><u>Year 10</u> ACTIVITY LINKS TO – RO53</p> <p>New Knowledge Practical Application of Links to Qual Lessons.</p> <p>Learning Outcome 1 – Know how technology is used in sport Learning Outcome 2 – Understand the positive effects of sports technology</p>	<p>Recalled Knowledge Re sit Period, recall and practical application of relevant knowledge for RO41 - Sports Injuries RO42 - Applying Principles of Training RO45 - Nutrition RO46 – Technology in Sport</p> <p>New Knowledge Bespoke links to gaps in knowledge Plus sport specific knowledge via a carousel including table tennis, tennis, striking and fielding.</p> <p>Recalled Skills Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for 'New Skills'.</p> <p>New Skills Cognitive</p>



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<p>Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for 'New Skills'.</p> <p><u>New Skills</u> Cognitive The student can use advanced tactics and strategies, changing them in response to changing circumstances. Solves outdoor and adventurous problems using solutions that others' would not think of. Analyse and comment on their own and others' work, suggesting activities and practices that lead to improvement of their previous best performance</p> <p>Social The student should participate in activities that develop personal fitness and promotes an active, healthy lifestyle. Take part regularly in competitive sports and physical activities outside school through community links or sports clubs.</p> <p>Physical The student displays advanced techniques across full versions of physically demanding sports. Developing techniques to continually improve their performance in competitive sports. Performs dances and sporting skills with clarity of expression, skillful mastery, fluency and control of the body Take part in outdoor and adventurous activities in a range of contrasting environments which present intellectual and physical challenges.</p>	<p>Learning Outcome 3 – Understand the negative effects of sports technology Learning Outcome 4 - Be able to evaluate the impact of technology in sport</p> <p>Plus sport specific knowledge via a carousel including; handball, fitness, dance, football, tennis, table tennis and striking and fielding.</p> <p><u>Recalled Skills</u> Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for 'New Skills'.</p> <p><u>New Skills</u> Cognitive The student can use and develop a variety of tactics and strategies to overcome opponents in team and individual games Take part in further activities and outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Evaluate their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Social The student should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p>	<p>Build upon and use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Evaluate their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Social The student should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p> <p>Physical Pupils should tackle demanding physical activities well. Demonstrate improvement across a wide range of physical activities to achieve their personal best. Take part in further outdoor and adventurous activities in a range of environments which present physical challenges and have the commitment to participate in post 16 education.</p>
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		<p>Physical Students should tackle demanding physical activities. Demonstrate improvement across a range of physical activities to achieve their personal best Take part in further outdoor and adventurous activities in a range of environments which present physical challenges</p>	
<u>KS4 Qualifications</u>			
<p>KS4 Core PE will include practical teaching, learning and assessment opportunities to support Qualification PE where appropriate. Q and A for all students will include theoretical links between Theory and Practical PE. KS4 Qualifications – OCR Cambridge National Sports Science and Sports Studies.</p>			
Mini Option and KS4– Sports Studies			
Year 9	<p><u>RO52 – Developing Sports Skills (Practical)</u></p> <p><u>Recalled Knowledge</u> <u>Year 7</u> ACTIVITY 7 – Precision, Control and Accuracy. ACTIVITY 9 – Role of the Official in Sport</p> <p><u>Year 8</u></p>	<p><u>RO51 – Contemporary Issues in Sport</u></p> <p><u>Recalled Knowledge</u> KS3 teaching and learning of SMSC values.</p> <p><u>Year 7</u> ACTIVITY 10 – Tournament, Competition Design.</p>	<p><u>Exam and</u> <u>RO54 – Sport and The Media ** Introduced May**</u></p> <p><u>Recalled Knowledge</u> <u>Year 7</u> ACTIVITY 10 – Tournament and Competition Design.</p> <p><u>Year 8</u></p>



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<p>ACTIVITY 2 – Excellent in Performance – skill – technical/ tactful ACTIVITY 3 – Technology in Sport ACTIVITY 7 – Sport Analysis ACTIVITY 8 – Role of the Official ACTIVITY 9 - Sportsmanship</p> <p>Year 9 ACTIVITIES linked to RO52, Built upon sport specific knowledge across KS3 sports.</p> <p>New Knowledge Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/ compositional ideas as an individual performer in a sporting activity. Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/ compositional ideas as a team performer in sporting activity Learning Outcome 3: Be able to officiate in a sporting activity Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity</p> <p>Recalled Skill Physical and Cognitive skills in KS3 to promote standards in physical performance, application of strategies, tactics, influence and sport specific skill application. Social skills in KS3 in leadership, confidence and officiating skills.</p>	<p>Year 8 ACTIVITY 4- Sport and the Media ACTIVITY 6 – Barriers to Participation ACTIVITY 9 – Sportsmanship ACTIVITY 10 – Cultural Concepts in Sport</p> <p>KS4 teaching and learning recall-</p> <ul style="list-style-type: none"> RO52 links to performance in team and individual, similar and contrasting sports. <p>New Knowledge Learning Outcome 1: Understand the issues which affect participation in sport Learning Outcome 2: Know about the role of sport in promoting values Learning Outcome 3: Understand the importance of hosting major sporting events Learning Outcome 4: Know about the role of national governing bodies in sport</p> <p>Recalled Skill Social skills in KS3 developed around empathy and respect. Cognitive skills developed in KS3 to evaluate, reflect and discuss, using objectives around command words.</p> <p>New Skill The Student: Develops their use of oracy skills to develop written skills in response to command words in exam techniques (T2W), including extended writing. Skills will also include application to scenarios and case studies. Time Management.</p>	<p>ACTIVITY 3 -Technology in Sport ACTIVITY 4 – Sport and the Media ACTIVITY 6 – Barriers to Participation ACTIVITY 9 - Sportsmanship</p> <p>Year 9 ACTIVITY linked to RO54.</p> <p>KS4 teaching and learning knowledge recall -</p> <ul style="list-style-type: none"> RO52 – context of performers, teams and officials in the media. RO51 – cultural factors and influence on sport and the use of media. <p>New Knowledge Learning Outcome 1: Know how sport is covered across the media Learning Outcome 2: Understand positive effects that the media can have on sport Learning Outcome 3: Understand negative effects that the media can have on sport Learning Outcome 4: Understand the relationship between sport and the media Learning Outcome 5: Be able to evaluate media coverage of sport</p> <p>Recalled Skill Cognitive skills developed in KS3 to evaluate, reflect and discuss, using objectives around command words. Use of SPAG and Literacy skills. RO51 - written skills in response to command words in exam/ extended writing techniques.</p>
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<p><u>New Skills (in context of knowledge)</u> The Student: Demonstrates advanced application of skills and techniques as an individual performer in a sporting activity. Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on most occasions. Ability to maintain performance is consistent and confident. Demonstrates advanced application of skills and techniques as a team performer in a sporting activity. Creativity, use of tactics/strategies/compositional ideas and decision-making shows accuracy and fluency on most occasions. Awareness of role within/contribution to the team is well developed. Demonstrates advanced officiating skills in the sporting activity selected. Rules and regulations are applied in complex situations, most of which are accurate and consistent. Communication and use of signals is clear and confident. The application of practice methods is considered and addresses most of the areas and skills where improvement is needed. Clear Understanding of how to measure improvement is comprehensive.</p>	<p>DISCIPLINARY LITERACY - <i>barriers, stereotyping, tolerance, Olympic, Paralympics, citizenship, inclusion, etiquette, gamesmanship, Performance enhancing drugs, anti-doping, state-sponsored doping, ethics, annually, biennially, sponsors, legacy, shop window effect, participation.</i></p>	<p>Skills in discussion, debating, communication, presentation. Time Management.</p> <p><u>New Skill (in context of knowledge)</u> The Student; Identifies all different areas of the media which cover sport supported by a wide range of examples. Explains a wide range of possible positive effects that the media has on sport, clearly supported with relevant examples. Clearly draws upon relevant skills/knowledge/understanding from other units in the specification. Explains a wide range of possible negative effects that the media has on sport, clearly supported with relevant examples between sport and the media. Describes a wide range of aspects of the relationship between sport and the media with relevant examples of their value to one another. Explains the ways in which sport and the media influence each other, showing a thorough understanding of how this has changed over time. Evaluation of the coverage of a sports story/item by media outlets is comprehensive. Fully discussed a wide range of features of the coverage, aspects which may have influenced the coverage are considered in detail. Clear and relevant comparisons of the coverage are made. An overall judgement is made and justified about whether the way in which the media outlets have covered the item/story is appropriate.</p>
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	DISCIPLINARY LITERACY - <i>composition, strategy, tactic, arousal, regulation, simple skill, complex skill, mental rehearsal</i>		DISCIPLINARY LITERACY - <i>media, terrestrial, digital terrestrial television, ring-fenced, satellite, pay-per-view, broadsheet, tabloid, fanzines, webzines, webcasting, blog, podcast, grassroots, spectatorship, sportsmanship, hype, commodity, consumers.</i>
KS4 Pathways – Sports Science UPDATE NOTES – RESPONSE TO COVID – RO45 TO BE DELIVERED IN TERM 1 FOR YEAR 10			
Year 10	<p>RO42 – Applying the Principles of Training</p> <p><u>Recalled Knowledge</u> <u>Year 7</u> ACTIVITY 1 – Warm ups ACTIVITY 2 – Components of Fitness – Health ACTIVITY 3 – Components of Fitness – Skill ACTIVITY 4- Muscular System ACTIVITY 5 – Skeletal System ACTIVITY 6 – Short Term Effects of Exercise</p> <p><u>Year 8</u> ACTIVITY 4- Sport Specific Testing</p> <p><u>Year 9</u> ACTIVITIES linked to performance in Sport (RO52)</p> <p>All Fitness units of work across KS3 and 4</p> <p><u>New Knowledge</u> Learning Outcome 1: Know the principles of training in a sporting context</p>	<p>RO41 – Sports Injuries</p> <p><u>Recalled Knowledge</u> Safety in sport across all practical sports.</p> <p><u>Year 7</u> ACTIVITY 1 – Warm ups ACTIVITY 4 -Muscular System ACTIVITY 5- Bones ACTIVITY 8 -Health and Safety in Sport</p> <p><u>Year 8</u> ACTIVITY 1 – Injuries in Sport ACTIVITY 6 – Barriers to Participation ACTIVITY 9 - Sportsmanship</p> <p><u>Year 9</u> ACTIVITIES linked to Practical Sport (RO52)</p> <p><u>New Knowledge</u> Learning Outcome 1: Understand different factors which influence the risk of injury</p>	<p>RO45 – Sport Nutrition ** introduced in May**</p> <p><u>Recalled Knowledge</u> <u>Year 7</u> ACTIVITY 1 – Warm Ups ACTIVITY 8 – Health and Safety in Sport ACTIVITY 2 – Components of Fitness Health ACTIVITY 6 – Short Term Effects of Exercise</p> <p><u>Year 8</u> ACTIVITY 10 – Cultural Concepts in Sport</p> <p><u>Year 9</u> ACTIVITIES linked to Practical performance (RO52)</p> <p><u>Year 10</u> RO42 – Applying principles of training to create a training programme. RO41-Sports injuries, importance of nutrition and hydration, consequences of lifestyle choices.</p> <p><u>New Knowledge</u></p>



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<p>Learning Outcome 2: Know how training methods target different fitness components Learning Outcome 3: Be able to conduct fitness tests Learning Outcome 4: Be able to develop fitness training programmes</p> <p>Recalled Skill SPAG and Literacy Skills Oracy Skills in T2T Q and A focus in KS3 on command words- explain, describe etc.</p> <p>New Skills The Student; Describes all of the principles of training with a range of developed examples which are applied to specific sporting contexts Comprehensively describes aerobic and anaerobic exercise supported with a wide range of relevant examples of training methods. Identifies most of the components of fitness and describes a wide range of specific training methods and how they can target fitness components both individually and in combination. Carries out fitness tests to produce an extensive range of results, which are recorded with precision. Consideration of protocols and guidelines is clearly evident.</p>	<p>Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury Learning Outcome 3: Know how to respond to injuries within a sporting context Learning Outcome 4: Know how to respond to common medical conditions</p> <p>Recalled Skill Cognitive skills developed in KS3 to evaluate, reflect and discuss, using objectives around command words. Talk to talk Well Oracy Skills. Literacy Skills Skills in description, explanation, identification and evaluation.</p> <p>New Skill The Student; Developing use of oracy skills to develop written skills in response to command words in exam techniques (T2W). Skills will also include application to scenarios and case studies. SPAG and Literacy Skills. Development of skills in description, explanation, identification and evaluation in an exam setting. Time management skills.</p> <p><i>DISCIPLINARY LITERACY – hypothermia, heat exhaustion, dehydration, heatstroke, risk assessment, ligaments, tendons, fitness, muscle imbalance, sprain, strain, arousal, anxiety, gait,</i></p>	<p>Learning Outcome 1: Know about the nutrients needed for a healthy, balanced diet Learning Outcome 2: Understand the importance of nutrition in sport Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation Learning Outcome 4: Be able to develop diet plans for performers</p> <p>Recalled Skill Written skills in response to command words in extended writing techniques, including SPAG and use of Literacy. Skills in discussion, debating, demonstrating, communication, presentation. Reporting and assignment skills.</p> <p>New Skills (in context of knowledge) The Student; Describes in detail what nutrients are and their role within a healthy balanced diet, giving a range of examples of food sources of nutrients. Describes in detail all of the characteristics of a balanced diet. Comprehensively describes what nutrients are and their role within a healthy balanced diet, giving a wide range of examples of food sources of nutrients. Explains in detail the importance of nutrition before, during and after exercise. Identifies a wide range of different activity types and explains dietary requirements for these, accurately matching different needs with different activities.</p>
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<p>Interpretation of the results is clear and detailed reference to normative data, reliability and validity is made The programme meets all of the specific needs and requirements identified in the aims. Fitness training programme is designed independently. Evaluation is comprehensive and reflects upon most aspects of the design and delivery of the programme. Ideas for improvement are specific and justified.</p> <p><i>DISCIPLINARY LITERACY – overload, variance, moderation, aerobic, anaerobic, power, agility, balance, muscular endurance, cardiovascular endurance, fartlek, interval, plyometric, eccentric, concentric, hypertrophy, static, dynamic, submaximal, adaptability.</i></p>	<p><i>posture, lordosis, kyphosis, scoliosis, lactic acid, acute, chronic, tendonitis, fracture, abrasion, diabetes.</i></p>	<p>Explains the use of dietary supplements with detailed reference to why they are used in sport. Shows well developed understanding of issues associated with their use. some detail. Definition of malnutrition is accurate and detailed and dehydration using limited reference. Explains in detail the effects of overeating, under eating and dehydration with clear and specific reference to sports performance and participation. Clearly draws upon relevant skills/knowledge/ understanding from other units in the specification. requirements identified in the aims. The diet plan meets all of the specific needs and requirements identified in the aims. The diet plan is designed independently Evaluation is comprehensive and reflects upon most aspects of the design and completion of the diet plan. Ideas for improvement are specific and justified</p> <p><i>DISCIPLINARY LITERACY – calories, basal metabolic rate, intolerance, macronutrients, micronutrients, glucose, glycogen, rehydrate, hydrate, carbohydrate loading, hypertrophy, amino acids, creatine, undernutrition, overnutrition, arthritis, anorexia, viscous.</i></p>
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