



# PE Faculty Curriculum Overview

Core PE

<u>Year</u>	<u>Skill Development.</u> Cognitive, Physical and Social Skill focused curriculum.	<u>Personal Development</u>	<u>Sport Specific Knowledge Areas - COVID APPROPRIATE</u>	<u>Knowledge Development</u> Theoretical Cross curricular links T&L – Disciplinary Literacy Focus and Topic Links (featured on Schemes of Learning) T2T (KS3 and CORE)	<u>Lesson allocation per fortnight</u>
10		Commitment, Collaboration, Motivation, Aspiration	Fitness, Netball Badminton, Football, Volleyball, Rugby, Handball, Dance/Exercise to music, Table Tennis, Volleyball, S & F, Tennis.	Mini Option delivered within Core PE time (2021)/ otherwise qualification is studied in allocated qualification time, where CORE PE Compliments Qualification study. Term 1 – Knowledge Links to Mini Option Content / KS4 Option – RO42 Term 2 – Knowledge Links to Mini Option Content / KS4 Option – RO46/5 Term 3 – Knowledge Links to Mini Option Content/ KS4 Option.- RO41	3,5
11		Excellence, Decision Making, Leadership, Coaching	Football, Netball, Fitness, Handball, Dance, Dodgeball, Basketball, Badminton,	Core PE incorporates complimentary and application links to KS4 option block lessons. Term 1 – Knowledge Links to KS4 Option Term 2 – Links to KS4 Option Term 3 – Knowledge Knowledge Links to KS4 Option.	4,5

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>
Students will recall their knowledge within topics, sports and activities from previous learning and use this to establish	Students will develop greater depth of knowledge within and	Students will continually develop and deepen their skill bases in Cognition, Physical and Social Skills, leveraging previous learning to build	Students will progress their skills, building upon previous in line with Key stage expectations. Skills will be	Assessment in PE will include  3 x core tasks per practical

<p>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>across topics/ sports and activities</p> <p>Knowledge will consist of – theory Activity links, sport and activity concepts – highlighted on SOL</p>	<p>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 Recalled skill will be all that have preceded the current learning point.</p>	<p>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>Q and A throughout</p> <p>Homework – 30/30</p> <p>Exam Questions</p> <p>Assignments</p> <p>FORMAL – Exam and Coursework units.</p>
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**The National Curriculum in our PE Curriculum**

<p><b>National Curriculum</b></p>	<p><b>Biddick Academy</b></p>
<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 national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives.</li> </ul>	<p>The offer at Biddick Academy meets the needs of the national curriculum via:</p> <ul style="list-style-type: none"> <li>Impact of our Curriculum Philosophy evidenced in our outcomes</li> <li>Holistic education for students -cognitive, social and physical</li> <li>Curriculum concepts to support character development and values</li> <li>A Curriculum design based on skill-based transfer to promote progress and links across a broad range of physical activities and wider subjects.</li> <li>A Curriculum framework consisting of a variety of facilitating sports and activities to depend and transfer learning.</li> <li>Efficiency in systems to promote maximum engagement, participation and pace.</li> <li>Inter school and with school competition, School Games, District and County Sport.</li> <li>Education of PE in practical application to educate students on healthy active lifestyles.</li> <li>Lunch time activities and extra-curricular.</li> </ul>
<p>Key Stage 4</p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</li> <li>Develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]</li> </ul>	<p>Key Stage 4 at Biddick Academy;</p> <p>The curriculum is sequential, building upon, recall of previous learning and skills to promote progress of new skills and knowledge, building on KS3 to advance learning and challenge in their activities, with application of theoretical sport psychology, physiology and anatomy to educate students to lead a health active lifestyle.</p> <p>Pupils meet the taught criteria via</p> <ul style="list-style-type: none"> <li>Curriculum activities to promote learning and transfer of strategies and tactics across a range of sports.</li> <li>A focus on physical skills across the curriculum.</li> <li>Climbing groups in extra curricular and qualification PE.</li> <li>A focus on cognitive skills across the curriculum.</li> <li>Extra curricular and sports leadership programmes.</li> <li>A focus on social skills across the curriculum.</li> <li>Supporting and creating wider school opportunities, links and partnerships - for example sports leadership, primary transition, school games, external clubs and further education providers.</li> </ul>

<ul style="list-style-type: none"> <li>• 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</li> <li>• Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>		
<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"> <li>• Behavior of our students, where challenges are reducing and attitude to learning is improving over time, reflected in our praise points and behavior system</li> <li>• In our lessons you will see students developing themselves as resilient, ready, reflective learners in their response to teaching and learning</li> <li>• Positive, productive, co-operative climates for learning</li> </ul>
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"> <li>• Students progressing to post 16 and beyond in confidently and informed, specifically in sport related areas.</li> <li>• Students explore a range of careers as they progress form year 7-11</li> <li>• Various placement students requesting and obtaining work experience here at Biddick from a number of universities - Sunderland, collages and Dance City</li> </ul>
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"> <li>• Improved aspirations and confidence</li> <li>• Success in lessons focused around leadership</li> <li>• Students volunteering their time in leadership roles for example table tennis lunch club</li> </ul>
Promote Progress for 'groups' DS/ SEND	Promote positive progress for groups via - <ul style="list-style-type: none"> <li>• Access and achievement for across a holistic curriculum and assessment framework.</li> <li>• High standards and expectation</li> <li>• Parental relationships</li> <li>• Use of positive rewards systems</li> </ul>	<ul style="list-style-type: none"> <li>• All students have higher chances and opportunities to learn more and succeed in more.</li> <li>• Calm starts and ends to lessons.</li> <li>• Improving partnership with parents.</li> <li>• Increased de-escalated situations, improved relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>• Invitation/ target clubs and groups</li> <li>• Effective use of TA support</li> <li>• Use of dept teaching to the top lesson structure and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Building of resilience, success and character.</li> <li>• Bespoke support for key students.</li> <li>• Students improving in school, knowing more, learning more, remembering more – books, Q and A.</li> </ul>	
	Term 1	Term 2	Term 3
Year 10 T2T – minio pt & KS4 OPT	<p><b>Recalled Knowledge</b> <b>Year 7</b> ACTIVITY 10 – Tournament and Competition Design.</p> <p><b>Year 8</b> ACTIVITY 3 -Technology in Sport ACTIVITY 4 – Sport and the Media ACTIVITY 6 – Barriers to Participation</p> <p><b>New Knowledge</b> <b>RO54 Knowledge Mini links</b> 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 sports specific knowledge via a carousel including football, badminton, volleyball, netball and fitness.</p> <p><b>Recalled Skills</b> Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for ‘New Skills’.</p> <p><b>New Skills</b> Cognitive The student can use a <b>range of tactics and strategies</b> to overcome opponents in direct competition through team &amp; individual games. In outdoor and adventurous activities, be encouraged to work in <b>a team, developing skills to solve problems.</b></p>	<p><b>Recalled Knowledge</b> <b>Year 7</b> ACTIVITY 1 – Warm Ups ACTIVITY 8 -Health and Safety in Sport ACTIVITY 9 – Role of the Official ACTIVITY 10 – Tournament, Competition Design.</p> <p><b>Year 8</b> ACTIVITY 8 – Role of the Official/ Sports Leader ACTIVITY 9 -Sportsmanship</p> <p><b>Year 9</b> RO52 – Skills, techniques and practices RO51 – Cultural issues and positive sporting values</p> <p><b>New Knowledge</b> <b>Mini Option Links RO53 Sports Leadership</b> Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership Learning Outcome 2: Be able to plan sports activity sessions Learning Outcome 3: Be able to deliver sports activity session Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session</p> <p>Plus sports specific knowledge via a carousel including; handball, fitness, dance, football, tennis and striking and fielding.</p> <p><b>Recalled Skills</b> Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for ‘New Skills’.</p> <p><b>New Skills</b> Cognitive The student has begun to select <b>tactics and strategies</b> appropriate to the situation.</p>	<p><b>Recalled Knowledge</b> Re sit Period, recall and application of relevant knowledge for RO51 – Cultural Issues in Sport RO42- Practical Sport RO53 – Sports Leaders RO54 – Sport and the Media</p> <p><b>New Knowledge</b> Bespoke – via application linked to gaps in knowledge Plus sport specific skills via a carousel of sports including; table tennis, striking and fielding and tennis.</p> <p><b>Recalled Skills</b> Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for ‘New Skills’.</p> <p><b>New Skills</b> Cognitive The student selects <b>tactics and strategies</b> appropriate to the situation. Demonstrate <b>originality</b> in their solutions to outdoor and adventurous / curriculum activity problems either individually or as a group. <b>Analyse</b> and comment on their own and others’ work, suggesting ways with <b>strategies</b> to improve their previous best performance.</p> <p>Social The student demonstrates <b>confidence</b> and interest in exercise, sports and activities outside of the curriculum programme. They should <b>apply</b> the long-term health benefits of physical activity. Take part <b>regularly</b> in competitive sports and activities as part of extra-curricular programmes or community sports clubs. Regularly in competitive sports and activities as part of extra-curricular programmes or community sports clubs.</p> <p>Physical</p>

	<p>either individually or as a group. <b>Analyse</b> their performances <b>compared</b> to previous ones and demonstrate improvement to achieve their personal best</p> <p>Social The student should develop the <b>confidence</b> and interest to get involved in exercise, sports and activities <b>out of school and in later life</b>, and understand and <b>apply the long-term health benefits</b> of physical activity. Take part in competitive sports and activities outside school through community links or sports clubs</p> <p>Physical The student has become more <b>competent, confident</b> and <b>expert</b> in their techniques, and <b>apply them across</b> different sports and physical activities. Develop their <b>technique and improve their performance</b> in other competitive sports. Perform dances using <b>advanced</b> dance techniques within a range of dance styles and forms. Take part in activities and activities linked to outdoor and adventurous activities which present <b>intellectual</b> and <b>physical</b> challenges and be encouraged to work in a team, <b>building on trust</b> and developing skills to <b>solve problems</b>, either individually or as a group</p>	<p>Demonstrate <b>signs of originality</b> in their solutions to outdoor and adventurous problems either individually or as a group. <b>Analyse</b> and comment on their own and others’ work, suggesting ways to improve their <b>previous best performance</b>.</p> <p>Social The student demonstrates <b>growing confidence</b> and interest in exercise, sports and activities outside of the curriculum programme. They should <b>apply</b> the long-term health benefits of physical activity interest in exercise, sports and activities outside of the curriculum programme. Take part <b>regularly</b> in competitive sports and activities as part of extra-curricular programmes or community sports clubs.</p> <p>Physical The student has become more <b>competent</b>, and <b>expert in their techniques</b>, and apply them across <b>full versions of different sports</b> and physical activities. Developed their technique and improve their performance in other competitive sports Perform dances with <b>style</b> and <b>elegance</b>, showing <b>confidence, spatial awareness</b> and <b>control</b> of the body as an instrument with rhythmic awareness. Take part in outdoor and adventurous activities which <b>present intellectual and physical challenges</b>.</p>	<p>The student becomes <b>sound, competent, and expert in their techniques</b>, and apply them successfully across full versions of different sports and physical activities Develop their technique and improve their performance in other competitive sports Perform dances with style and <b>elegance</b>, showing <b>confidence, spatial awareness</b> and athletics, with control of the body as an instrument with <b>rhythmic awareness</b>. Take part in outdoor and adventurous activities which present <b>intellectual</b> and <b>physical</b> challenges and achieve success.</p>
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***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.***

<p>Year 11 T2T – KS4 Qual Links</p>	<p><b>Recalled Knowledge</b> Year 7-11 Fitness Topics - Nutrition and hydration</p> <p><b>New Knowledge</b> <b>Practical Application links to Qual Lessons.</b> 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><b>Recalled Knowledge</b> <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 <u>Year 9</u> ACTIVITY LINKS TO RO52</p>	<p><b>Recalled Knowledge</b> 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><b>New Knowledge</b> Bespoke links to gaps in knowledge</p>
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	<p>Plus sport specific knowledge via a carousel including; football, badminton, volleyball, netball, fitness and rugby.</p> <p><b>Recalled Skills</b> Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for ‘New Skills’.</p> <p><b>New Skills</b> Cognitive The student can use <b>advanced tactics and strategies</b>, changing them in <b>response to changing circumstances</b>. Solves outdoor and adventurous <b>problems</b> using solutions that others’ would not think of. <b>Analyse and comment</b> on their own and others’ work, suggesting activities and practices that <b>lead</b> to improvement of their previous best performance Social The student should participate in activities that <b>develop personal fitness and promotes an active, healthy lifestyle</b>. Take part <b>regularly</b> in competitive sports and physical activities outside school through community links or sports clubs.</p> <p>Physical The student displays <b>advanced techniques</b> across full versions of physically demanding sports. Developing techniques to continually improve their performance in competitive sports. Performs dances and sporting skills with <b>clarity of expression, skillful mastery, fluency and control of the body</b> Take part in outdoor and adventurous activities in a range of contrasting environments which present intellectual and physical challenges.</p>	<p><u>Year 10</u> ACTIVITY LINKS TO – RO53</p> <p><b>New Knowledge</b> 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 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><b>Recalled Skills</b> Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for ‘New Skills’.</p> <p><b>New Skills</b> 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 <b>intellectual and physical challenges</b> and which encourage pupils to work in a team, <b>building on trust and developing skills to solve problems</b>, either individually or as a group. <b>Evaluate</b> their performances <b>compared</b> to previous ones and demonstrate improvement to achieve their personal best</p> <p>Social The student should get involved in a <b>range of activities</b> 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>Plus sport specific knowledge via a carousel including table tennis, tennis, striking and fielding.</p> <p><b>Recalled Skills</b> Cognitive, Social and Physical skills are progressive and cumulative from term to term as the foundations for ‘New Skills’.</p> <p><b>New Skills</b> Cognitive Build upon and use and develop a <b>variety of tactics and strategies</b> to overcome opponents in team and individual games. Take part in further outdoor and adventurous activities in a range of environments which present <b>intellectual and physical challenges</b> and which encourage pupils to work in a team, building on trust and <b>developing skills to solve problems</b>, either individually or as a group. <b>Evaluate</b> their performances <b>compared</b> to previous ones and demonstrate improvement to achieve their personal best</p> <p>Social The student should get involved in a <b>range of activities</b> 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 <b>tackle demanding physical activities well</b>. <b>Demonstrate improvement</b> 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 <b>tackle demanding physical activities</b>. 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>	
<p style="text-align: center;"><u>KS4 Qualifications</u></p> <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>			
<p style="text-align: center;">Mini Option and KS4– Sports Studies</p>			
<p>Year 10</p>	<p><b>RO52 – Developing Sports Skills (Practical)</b></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> 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><u>Year 9</u> ACTIVITIES linked to RO52, Built upon sport specific knowledge across KS3 sports.</p> <p><u>New Knowledge</u> 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</p>	<p><b>RO51 – Contemporary Issues in Sport</b></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>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><u>KS4 teaching and learning recall-</u></p> <ul style="list-style-type: none"> <li>RO52 links to performance in team and individual, similar and contrasting sports.</li> </ul> <p><u>New Knowledge</u> 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><u>Recalled Skill</u> Social skills in KS3 developed around empathy and respect.</p>	<p><b>Exam and RO54 – Sport and The Media ** Introduced May**</b></p> <p><u>Recalled Knowledge</u> <u>Year 7</u> ACTIVITY 10 – Tournament and Competition Design.</p> <p><u>Year 8</u> ACTIVITY 3 -Technology in Sport ACTIVITY 4 – Sport and the Media ACTIVITY 6 – Barriers to Participation ACTIVITY 9 - Sportsmanship</p> <p><u>Year 9</u> ACTIVITY linked to RO54.</p> <p><u>KS4 teaching and learning knowledge recall -</u></p> <ul style="list-style-type: none"> <li>RO52 – context of performers, teams and officials in the media.</li> <li>RO51 – cultural factors and influence on sport and the use of media.</li> </ul> <p><u>New Knowledge</u> 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</p>

<p>Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity</p> <p><b>Recalled Skill</b> 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><b><u>New Skills (in context of knowledge)</u></b> <b>The Student:</b> <b>Demonstrates advanced application</b> of skills and techniques as an individual performer in a sporting activity. <b>Creativity</b>, use of tactics/strategies/ compositional ideas and <b>decision-making</b> shows <b>accuracy and fluency</b> on most occasions. Ability to maintain performance is <b>consistent and confident</b>. <b>Demonstrates advanced application</b> of skills and techniques as a team performer in a sporting activity. <b>Creativity</b>, use of tactics/strategies/compositional ideas and decision-making shows <b>accuracy and fluency</b> on most occasions. <b>Awareness</b> of role within/contribution to the team is <b>well developed</b>. <b>Demonstrates advanced officiating skills</b> in the sporting activity selected. Rules and regulations are <b>applied in complex situations</b>, most of which are <b>accurate and consistent</b>. Communication and use of signals is <b>clear and confident</b>. The application of practice methods is considered and addresses most of the areas and skills where improvement is needed. Clear Understanding of how to <b>measure improvement is comprehensive</b>.</p> <p>DISCIPLINARY LITERACY - <i>composition, strategy, tactic, arousal, regulation, simple skill, complex skill, mental rehearsal</i></p>	<p>Cognitive skills developed in KS3 to evaluate, reflect and discuss, using objectives around command words.</p> <p><b><u>New Skill</u></b> <b>The Student:</b> 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>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>Learning Outcome 4: Understand the relationship between sport and the media Learning Outcome 5: Be able to evaluate media coverage of sport</p> <p><b>Recalled Skill</b> 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. Skills in discussion, debating, communication, presentation. Time Management.</p> <p><b><u>New Skill (in context of knowledge)</u></b> <b>The Student;</b> <b>Identifies</b> all different areas of the media which cover sport supported by a <b>wide range of examples</b>. <b>Explains a wide range</b> 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. <b>Explains a wide range</b> of possible negative effects that the media has on sport, clearly supported with <b>relevant examples</b> between sport and the media. <b>Describes a wide range</b> of aspects of the relationship between sport and the media with relevant examples of their value to one another. <b>Explains</b> the ways in which sport and the media <b>influence</b> each other, showing a <b>thorough</b> understanding of how this has changed over time. <b>Evaluation</b> of the coverage of a sports story/item by media outlets is <b>comprehensive</b>. Fully <b>discussed</b> a wide range of features of the coverage, aspects which may have influenced the coverage are considered in detail. Clear and relevant <b>comparisons</b> of the coverage are made. An overall <b>judgement</b> is made and <b>justified</b> about whether the way in which the media outlets have covered the item/story is appropriate.</p>
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			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>
Year 10 /11	<b>RO54 – Sport and the Media (as per year 1- Term 3)</b>	<p><b>RO53 – Sports Leadership * introduced Nov</b></p> <p><b>Recalled Knowledge</b>  <b>Year 7</b>                      ACTIVITY 1 – Warm Ups                      ACTIVITY 3- Components of Fitness -Skill                      ACTIVITY 8 – Health and Safety in Sport                      ACTIVITY 9 – Role of the Official                      ACTIVITY 10 -Tournament, Competition and Design</p> <p><b>Year 8</b>                      ACTIVITY 2 – Excellence in Performance – skill/ techniques                      ACTIVITY 6 – Barriers to Participation                      ACTIVITY 8 – Role of the Official                      ACTIVITY 9 – Sportsmanship</p> <p><b>Year 9</b>                      ACTIVITY – RO52 –Performance of skills in sport and officiating.</p> <p><b>Year 10</b>                      KS4 Activities – All activities in KS4 will include concepts of sports leadership and officiating.</p> <p><b>New Knowledge</b>                      Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership                      Learning Outcome 2: Be able to plan sports activity sessions                      Learning Outcome 3: Be able to deliver sports activity session                      Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session</p> <p><b>Recalled Skill</b>                      Cognitive skills developed in KS3 to evaluate and critique.                      Social skills in KS3 to communicate and work as a team.</p>	<p><b>Recalled Knowledge</b></p> <p>Re sit Period, recall and application of relevant knowledge for                      RO51 – Contemporary Issues in Sport                      RO52 – Developing Sports Skills                      RO53 – Sports Leadership                      RO54 – Sport and the Media</p> <p><b>New Knowledge</b>                      Bespoke links to gaps in knowledge                      Plus sport specific knowledge via a carousel including table tennis, tennis, striking and fielding</p>

		<p>Leadership skills for core PE activities and tasks</p> <p>RO51/previous coursework skills - written skills in response to command words in extended writing techniques, including SPAG and use of Literacy. Skills in discussion, debating, demonstrating, communication, presentation.</p> <p><b><u>New Skill (in context with knowledge)</u></b> The Student; <b>Describes</b> a wide range of sports leadership roles and related responsibilities. <b>Identifies</b> the styles and personal qualities which relate to leadership roles in sport. <b>Make clear and accurate links</b> between different roles and the personal qualities and leadership styles of those who undertake them. Produces a <b>detailed and comprehensive</b> session plan which demonstrates thorough consideration of the key requirements for an effective and safe sporting activity session. The session plan is produced <b>independently</b>, clearly draws upon relevant skills/knowledge/ understanding from other units in the specification. Shows well developed understanding of safety considerations, planning and setting up a suitable risk assessment independently. Corrective action of risks is considered and effective. Provides a <b>thorough explanation</b> of emergency procedures related to the facility and equipment to be used in the session <b>Demonstrates advanced application</b> of skills and knowledge in delivering a sports activity session. Delivery of the session shows <b>advanced application</b> of activity specific knowledge. <b>Adapts</b> the session efficiently as it progresses to meet the needs of the participants. Appreciation of safe practice is well developed and evident <b>throughout</b> in both the organisation and supervision of the session. <b>Communication</b> skills and motivation techniques are <b>clear and confident</b>. Evaluation of the session is <b>comprehensive</b>. The plan for the session and how it was delivered are fully considered in <b>evaluating its overall success</b>. Ideas for improvement are <b>insightful</b> and address <b>specific</b> aspects of planning and delivery which have been identified.</p>	
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		DISCIPLINARY LITERACY – <i>leadership, leader, democratic, autocratic, laissez-faire, objectives, ratio, risk assessment, corrective action, proactive, reactive, demonstrations, motivation, extrinsic, intrinsic, tangible, intangible, adaptable, ambitious</i>	
KS4 Pathways – Sports Science UPDATE NOTES – RESPONSE TO COVID – RO45 TO BE DELIVERED IN TERM 1 FOR YEAR 10			
Year 10	<p><b>RO42 – Applying the Principles of Training</b></p> <p><b>Recalled Knowledge</b>  <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><b>New Knowledge</b>                      Learning Outcome 1: Know the principles of training in a sporting context                      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><b>Recalled Skill</b>                      SPAG and Literacy Skills                      Oracy Skills in T2T                      Q and A focus in KS3 on command words- explain, describe etc.</p> <p><b>New Skills</b></p>	<p><b>RO41 – Sports Injuries</b></p> <p><b>Recalled Knowledge</b>                      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><b>New Knowledge</b>                      Learning Outcome 1: Understand different factors which influence the risk of injury                      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><b>Recalled Skill</b>                      Cognitive skills developed in KS3 to evaluate, reflect and discuss, using objectives around command words. Talk to talk Well Oracy Skills.                      Literacy Skills</p>	<p><b>RO45 – Sport Nutrition ** introduced in May**</b></p> <p><b>Recalled Knowledge</b>  <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><b>New Knowledge</b>                      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><b>Recalled Skill</b>                      Written skills in response to command words in extended writing techniques, including SPAG and use of Literacy.</p>

<p>The Student;  <b>Describes</b> all of the principles of training with a range of <b>developed examples</b> which are <b>applied</b> to specific sporting contexts  <b>Comprehensively describes</b> aerobic and anaerobic exercise supported with a wide range of relevant examples of training methods.  <b>Identifies</b> most of the components of fitness and <b>describes</b> a wide range of <b>specific</b> 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 <b>recorded with precision</b>. Consideration of protocols and guidelines is clearly evident.  <b>Interpretation</b> 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 <b>designed independently</b>.  <b>Evaluation is comprehensive</b> and reflects upon most aspects of the design and delivery of the programme. Ideas for improvement are <b>specific and justified</b>.</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>Skills in description, explanation, identification and evaluation.</p> <p><b>New Skill</b>  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, posture, lordosis, kyphosis, scoliosis, lactic acid, acute, chronic, tendonitis, fracture, abrasion, diabetes.</i></p>	<p>Skills in discussion, debating, demonstrating, communication, presentation.  Reporting and assignment skills.</p> <p><b>New Skills (in context of knowledge)</b>  The Student;  <b>Describes in detail</b> what nutrients are and their role within a healthy balanced diet, giving a <b>range of examples</b> of food sources of nutrients.  <b>Describes in detail</b> all of the characteristics of a balanced diet. <b>Comprehensively describes</b> what nutrients are and their role within a healthy balanced diet, giving a <b>wide range of examples</b> of food sources of nutrients.  <b>Explains in detail</b> the importance of nutrition before, during and after exercise.  <b>Identifies</b> a wide range of different activity types and explains dietary requirements for these, <b>accurately matching</b> different needs with different activities.  <b>Explains</b> the use of dietary supplements with <b>detailed reference</b> to why they are used in sport. Shows <b>well developed</b> understanding of issues associated with their use.  some detail.  <b>Definition</b> of malnutrition is <b>accurate and detailed</b> and dehydration using limited reference.  <b>Explains in detail</b> the effects of overeating, under eating and dehydration with <b>clear and specific reference</b> 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 <b>designed independently</b>  <b>Evaluation is comprehensive</b> and reflects upon most aspects of the design and completion of the diet plan. Ideas for improvement are <b>specific and justified</b></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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<p>Year 11</p>	<p><b>RO45 – Nutrition</b> <b>(as per year 10 term 3)</b></p>	<p><b>RO46 – Technology in Sport <b>**Introduced Nov</b></b></p> <p><u>Recalled Knowledge</u></p> <p><u>Year 7</u> ACTIVITY 7 – Precision, Control and Accuracy. ACTIVITY 8 – Health and Safety in Sport ACTIVITY 9 – Role of the Official</p> <p><u>Year 8</u> ACTIVITY 2- Excellence in Sport ACTIVITY 3- Technology in Sport ACTIVITY 5- Sport Specific Fitness Testing Activity 7 – Sport Analysis ACTIVITY 8 – Role of the Official</p> <p><u>Year 9</u> ACTIVITIES linked to RO52 Practical sport – performance, skill, officiating. ACTIVITIES linked to RO54 – Media in Sport.</p> <p><u>Year 10</u> ACTIVITES linked to RO54 RO42 – Technology used in Fitness Testing.</p> <p><u>New Knowledge</u> Learning Outcome 1- Know how technology is used in sport. Learning Outcome 2 – Understand the positive effects of sports technology. 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><u>Recalled Skills</u> 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. Time Management Organisation skills.</p>	<p><b>Exam Preparation/ Coursework Improvements.</b></p> <p><u>Recalled Knowledge</u></p> <p>Re sit Period, recall and application of relevant knowledge for RO41 - Sports Injuries RO42 – Applying principles of Training RO45 - Nutrition RO46 – Technology in Sport</p> <p><u>New Knowledge</u> Bespoke links to gaps in knowledge as per Coursework Improvements/ Exam Content.</p> <p><u>Recalled Skill</u> Exam application skills, including extended writing and scenario-based questions. Coursework skills in presentation, reporting, demonstrating. Across both exam and coursework areas; use of SPAG, literacy and correct action around command words such as justify, evaluate, describe, explain etc. Time management and organisation skills</p> <p><u>New Skill</u> Bespoke to needs of improvement area, including aspects of; Coursework written quality Quality of answers to exam questions.</p>
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		<p><b>New Skills</b>                  The Student;  <b>Comprehensively describes</b> the use of technology to enhance performance, game play and spectatorship in sport giving a <b>wide range</b> of examples.  <b>Explains a wide range</b> of possible positive effects of sports technology, clearly supported with relevant <b>examples- clearly</b> draws upon relevant skills/knowledge/understanding from other units in the specification. <b>Explains a wide range</b> of possible negative effects of sports technology, clearly supported with relevant examples. <b>Evaluation</b> of the impact of technology in sport in the chosen area is <b>comprehensive</b>.                  The student <b>describes</b> the use of technology being evaluated and considers factors affecting its use in detail. There is thorough discussion of the impacts which the technology has had. An overall <b>judgement is made</b> and justified about whether the technology has succeeded in achieving its aims, enhanced particular aspects of the sport(s) it has been applied to or adapted for other useful means.</p> <p><i>DISCIPLINARY LITERACY – Motion Tracking, software, simulators, mechanical assistance, carbon fibre, drag, hyperbaric chamber, umpire decision review, spectatorship, shock zone, aquatic therapy, blade, over-reliance technology, technology doping, amputee,</i></p>	
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