NOTTINGHAM GIRLS' ACADEMY

PE and Sport Curriculum

"To provide students with the opportunities to reach their physical and academic potential; encouraging students to confidently adopt a healthy, active lifestyle".

Purpose of Study

Our high quality PE Curriculum will provide opportunities for students to become physically literate and have high aspirations, coupled with developing resilience in order to achieve their physical and academic potential. With an emphasis on the acquisition of key skills, building character and the nurturing of life skills through experiences in competitive sport and leadership. Our curriculum is both broad and balanced, whilst being tailored to our local context and fostering a life-long love of PE/Sport.

Aims

The Nottingham Girl's Academy curriculum for PE and Sport aims to ensure that all students:

- Develop a knowledge and appreciation for physical activity, physical literacy and physical benefits to lifelong health.
- Are physically active and engage in a range of sports in both isolation and competition.
- Understand the scientific aspects of sports participation, psychology behind physical performance and benefits of nutrition on the body and sports performance.
- Develop competence to perform in a broad range of physical activities.

Curriculum-at-a-Glance: PE and Sport

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Baseline, team building, orienteering (OAA)	Football (IG) Gymnastics	Netball (Invasion games)	Handball (Invasion games)	Rounders (Striking & Fielding)	Athletics/ Summer games
Year 8	Orienteering (OAA)	Basketball (IG) Handball (Invasion games)	Gymnastics Football (Invasion games)	Netball (Invasion games)	Rounders (S&F) Softball (S&F) Cricket (S&F)	Athletics/ Summer games
Year 9	Health related fitness (components and methods)	Basketball (IG) Dodgeball (IG) Lacrosse (IG)	Fitness testing and training (HRF)	Fitness testing and training (HRF)	Rounders (S&F) Cricket (S&F)	Athletics
Year 10	Sport Science: Unit R042 – Fitness Core PE: Invasion Games	Sport Science: Unit R042 – Fitness Core PE: Invasion Games Fitness	Sport Science: Unit R042 – Fitness Core PE: Training for fitness Games	Sport Science: Unit R042 – Fitness Core PE: Training for fitness Games	Sport Science: Unit R043/4 – Body or Psychology Core PE: Summer games	Sport Science: Unit R043/4 - Body or Psychology Core PE: Summer games
Year 11	Sport Science: Unit R043/4 - Body or Psychology Core PE: Invasion Games HRFitness	Sport Science: Unit R041 - Injury Core PE: Invasion Games HRFitness	Sport Science: Unit R041 – Injury/ R045 - Nutrition Core PE: Invasion Games HRFitness (Intervention)	Sport Science: Unit R045 – Nutrition Core PE: Invasion Games HRFitness (Intervention)	Sport Science: Unit R045 – Nutrition Core PE: Summer games	Course complete
Year 12/ 13 (19/20)	Body Unit 1 (Exam)	Body Systems Unit 1 (Exam)	Body Systems Unit 1 (Exam)	Coaching and Leadership Unit 2 (Coursework)	Coaching and Leadership Unit 2 (coursework)	Unit 11 exercise for specific groups (Y13)
Year 12/13 (20/21	Unit 3 – Sports organisation and development	Unit 3 – Sports organisation and development	Unit 12 -Nutrition and diet for sport and exercise	Unit 12 - Nutrition and diet for sport and exercise	Unit 17 – sports injury and rehabilitation	Unit 17 – sports injury and rehabilitation

Medium Term Plan: PE and Sport

Year 7 PE and Sport

Knowledge, Qualifications and Assessment
What students will study during Year 7, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Learning consolidation:

In Physical Education we continually assess and develop transferable skills within various disciplines. Therefore, discrete episodes of knowledge-based learning are not assessed in such a way. In some instances, students will draw upon prior learning of a skill of technique to enable them to progress and develop that particular technique further. From primary school in year 7 we also initially draw upon their fundamental motor skills in order to introduce game specific skills.

Homework tasks are completed throughout each unit, some are based on the most recent lesson content, whilst others are based on content from prior learning, drawing together transferable skills to give students a deeper level of understanding of their current unit.

Unit Title	***Periods***	***Learning Challenge*** *What will students produce at the end of a unit to demonstrate their learning?*	***Learning Journey*** *What knowledge and subject specific skills will students learn in order to complete the Learning Challenge?*	***Learning Consolidation*** *What prior learning will students consolidate using spaced retrieval and spaced practice?*
Team building	***1***	***To complete a range of problem solving activities successfully, working as part of a team.***	***Students will complete tasks together, where team work is needed to be successful. Students will be encouraged to get to know one another in this process.*** ***Tasks to complete are:*** ***Hoop circle***	***Students may have done some teamwork problem solving tasks during their time in KS2, if they have they will be able to retrieve the basic rules for completing such a task successfully.*** • ***Communication*** • ***Working together***

			Lowering the ruler ***Bench organisers***	
Baseline/ Introduction to warm ups	***3***	***To complete a series of fitness testing activities (covering both skill and health related fitness)*** ***To gain an understanding of how to complete an appropriate warm up (2 stages)***	***Students will gain knowledge of how to complete an appropriate warm up coving pulse raiser and stretching phases.*** ***Students will gain a knowledge of fitness tests and ways to test and gather data to enable them to acknowledge how fit someone is in relation to normative data.*** ***Students will gain a basic understanding of:*** ***Test protocols*** ***Reliability,*** ***Validity*** ***Normative data,*** ***How data can be used by sport and activity leaders.*** ***Students will perform the following fitness tests:*** - ***Harvard step test (CE)*** - ***Hand grip (MS)*** - ***Standing broad jump (P)*** - ***Sit and reach (F)*** - ***Wall toss (Coo)*** - ***Agility (A)*** - ***Standing Stork (B)*** - ***BMI (BC)*** - ***30 second sit up test (ME)***	***Students may have performed warm up routines in primary school and therefore will retrieve that prior knowledge to apply.*** ***This will be new to students, therefore they may only find some similarities through the nature of the activity in terms of fundamental motor skills being used.***
Orienteering	***4***	***Students will be able to navigate their way around the gym using a map (of the court markings), finding planned points of interest.***	***Students will gain a basic understanding of orienteering on a small scale.*** ***<u>Skills to be developed:</u>*** ***Map reading (3/6 point) in a small area***	***Students may have had some experience of map reading from primary school, this skill set will be***

		Students will also be able to use a map to plot points and plan an orienteering course for others to follow.	***Navigation finding North*** ***Problem solving*** ***Team work/ collaboration***	***utilised here with a focus on physical aspects of orienteering.***
Football	***4***	***Students will be able to play a game of football, demonstrating their ability to use and select appropriate skills, as well as participate in skills-based activities in both competition and in isolation.***	***Students will gain a basic understanding of Football, its nature, playing area, positions, rules and regulations of the game.*** ***<u>Skills development</u>*** ***Passing with the inside of the foot*** ***Dribbling with any part of the foot (inside/outside and sole)*** ***Shooting with inside of the foot/ laces.*** ***Control with inside of the foot*** ***Attempts to tackle others*** ***Students will need to be able to select the appropriate skill to use at various times in the game.***	***Fundamental motor skills will be referred to from primary school. (Kicking)***
Gymnastics	***4***	***Students will be able to perform a short routine which incorporates the following skills:*** ***Travel, balance and rolls*** ***This routine will be performed with some accuracy and coordination.***	***Key terms and basic skills*** ***Travel, individual balances, pair balances, forward/backward rolls as well as other basic rolls.***	***Here students may find the links between PE and Dance through using music as a stimulus for their routines. Students will be explicitly spoken to about this during the unit.***
Netball	***6***	***Students will be able to play a game of netball, demonstrating their ability to use and select appropriate skills, as well as participate in skills-based activities in both competition and in isolation.***	***Students will gain a basic understanding of Netball, its nature, playing area, positions, rules and regulations of the game.*** ***<u>Skills development</u>*** ***Chest pass*** ***Bounce pass*** ***Overhead pass*** ***Intercepting*** ***Shooting*** ***Pivot***	***Fundamental motor skills will be referred to from primary school. (Throwing, Catching, Jumping, Running)*** ***The need for various skills, similar to other invasion games will be highlighted here.*** ***e.g.*** ***Pass, shoot, intercept***

			Students will need to be able to select the appropriate skill to use at various times in the game.	
Handball	***5***	***Students will be able to play a game of handball, demonstrating their ability to use and select appropriate skills, as well as participate in skills-based activities in both competition and in isolation.***	***Students will gain a basic understanding of handball, what is meant by 'invasion games', playing area, rules and regulations of the game.*** ***Skills development*** ***Passing with one hand (using throwing, catching)*** ***Intercepting (using catching and jumping)*** ***Dribbling, developed from the 3 step rule (building up to using running)*** ***Shooting (using throwing to aim for a target, in this case the goal)*** ***Students will need to become spatially aware and begin to understand the need to occupy space off the ball in order to maintain possession.***	***Fundamental motor skills will be referred to from primary school. (Throwing, Catching, Jumping, Running)*** ***Transferable elements from netball will be highlighted such as:*** ***Passing, movement to invade opponants space, intercepting.*** ***Transferable elements from football will be highlighted such as the nature of the game 'invasion', playing area. Passing, shooting, dribbling as skills which are transferable by name, however function very differently due to the part of the body being used.***
Softball (Taster)	***2***	***Students will be able to play a simple game of softball, demonstrating their ability to attempt to use the appropriate skills, as well as participate in some short skills-based activities in isolation.***	***Students will gain a basic understanding of softball.*** ***<u>Skills introduced:</u>*** ***Batting*** ***Fielding*** ***Pitching*** ***Students will also be introduced to the positions in basic terms.*** ***Baseman, backstop, pitcher, batsman***	***Students will call upon any prior batting activity they may have played in primary school such as rounders, to retrieve some key skills or techniques to help them understand and be able to perform the basics in this taster.***
Rounders	***5***	***Students will be able to play a game of rounders, demonstrating their ability to use and select appropriate skills, as well as participate in skills-based activities in both competition and in isolation.***	***Students will gain a basic understanding of rounders.*** ***<u>Skills to be developed:</u>*** ***Batting (one handed)*** ***Fielding*** ***Bowling***	***Students call upon transferable skills from softball and recall their prior learning from primary school rounders.***

			Students will also be introduced to rules and regulations of the game. an understanding of positions will be gained to ensure students understand the need to place fielders effectively.	
Athletics	***5***	***Students will be able to compete for a NGA sticker medal and achieve a PB in both track and field athletics events as an individual, as well as working as part of a team in the relay races.***	***Students will gain an understanding of both track and field athletics events.*** ***<u>Technique to be developed:</u>*** ***Shot put throw*** ***Javlin throw*** ***Discus throw*** ***Long jump*** ***Sprinting*** ***Distance running*** ***Relay and change over***	***Students will recall any prior learning of athletics events from primary school.***
Summer Games	***1***	***Students will participate in a summer game successfully, showing good collaboration skills and team ethics.***	***Students will gain an appreciation for and better understanding of the types of skills involved in a summer game such as 'capture the flag', whilst enjoying working with their peers in a fun task.***	***Some skills used in the games will be drawn upon from other units across the year.***

Qualities

During Year 7, students will have opportunities to develop the following BUILD qualities:

BUILD Quality	***How the Year 7 PE and Sport curriculum contributes to developing this quality:***
Respect	***Students respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and students will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for students to show respect to one another. Students are given the opportunity to show respect qualities when competing against other groups/ schools as well as when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.***
Kindness	***Students must be kind to one another during PE. This is a 0 tolerance matter and students understand this and adhere to the rule. Kindness can be shown in the form of helping someone when they are struggling, holding the door for each other to access facilities, working together well in group/ team work.***

Tolerance	***Students are encouraged to be very tolerant towards others, the environment that some students will find themselves in means that they are perhaps at different points in their own physical journey and have a varied level of skill. This means that students must allow room for others to make mistakes and work together to help improve practically.***
Resilience	***Students are actively encouraged to keep going when they find things difficult and to try again if they do not perform as well or technique needs work. In Year 7 students are given lots of opportunity to make mistakes and then refine skills, making them more competent in many core areas of the PE curriculum.***
Creativity	***Students are given the chance to be creative throughout various activities, however this lends itself nicely to gymnastics where students have the opportunity to create a routine for their challenge.***
Positivity	***Students are immersed into a positive environment modelled by staff. Positive attitudes towards learning are encouraged and students are expected to be positive towards all types of activities.***
Integrity	***Students are taught that win or lose – both are ok and that when you do miss out on the result that you hoped for the only way to move forward is to accept that with grace and congratulate the ones who managed to get the result to enable them to win. Students are encouraged to allow room for error as this is ok and we must not get upset or angry if things are not going our way.***
Aspiration	***Students are encouraged and offered the opportunity to be highly aspirational. This can be in many forms: Extra-curricular clubs allow students access to competitive sports and given students the chance to go into different environments to play against other schools in the city and county as well as trust sporting events which allow students national style competition due to having schools situated in places such as Northampton, Peterborough and Luton. Our students are encouraged to be aspirational in their performance within school and lessons. To work to the highest of their ability and to always strive to improve in all areas of the curriculum.***
Empathy	***Students are encouraged to show empathy through working with others and encouraging each other whilst not looking down on those who are unable to perform with as much competence as themselves.***

Skills

During Year 7, students will have opportunities to develop the following wider skills:

Skill Area	***How the Year 7 PE and Sport curriculum contributes to developing this skill area:***
Literacy & Numeracy	***Students are given the opportunity to improve and showcase their literacy skills through homework tasks such as reflections, fact files, task sheets, peer and self-assessments. Literacy skills are used when reading information which is presented to students such as lesson objectives and key words. Numeracy skills are accessed in various games where scores are taken or added up. Most activities require mathematical basic skills retrieval in order to know who has won.***

Communication	***Working as part of a team, communicating rules and regulations whilst taking the role on an official, problem solving tasks, students will explicitly think about verbal and non-verbal communications within a practical setting. Students are encouraged to use active listening skills.***
Problem Solving	***Position, action and timing (P.A.T.) scenarios allow students to problem solve together, adding constraints to invasion game activities and small activities. Team building tasks are completed by all students when they first arrive to our academy to break the ice in each group. This allows students to get to know each other in a fun and exciting environment. All students find their role no matter how small in the problem solving tasks and therefore they are great for allowing students to showcase their skills and allow staff to identify potential leaders.***
Leadership	***Opportunities to lead in some small activity challenges. Taking on the role of captain, manager enhance students basic understanding of leadership.***
Collaboration	***Team work throughout all team based activities, working in pairs to complete a task, group and paired discussion on various topics. Working in the same space as others, to allow appropriate spacing, being accommodating in the spaces provided. Collaboration is innate in PE and is happening throughout all lessons.***
Metacognition	***P.A.T principles allow students to think about their thinking journey. Why, Who, When, How... Thinking as a skill is something which is simply applied to our Year 7 PE curriculum. Students will be given opportunities to think throughout all practical aspects of PE and with this use their thinking skills to outwit opponents, solve problems and work effectively as an individual, team, or pair.***
Physical, Practical and Technical	***Physical activity is the primary focus in Year 7 with students being active as number one priority in each lesson. Students are given the opportunity to cover a range of practical sports and learn the technical aspects of skills within those sports. Each skill is broken down and taught to students, demonstrations of best practice then allow students to replicate movements and learn various skills which can be used in one or many sporting areas. A lot of the practical skills covered in year 7 are transferable and therefore allow students to access many sports be retrieving such skills and applying them in various settings. This alone gives students plenty of time to consolidate skills such as: passing, movement, shooting, pivoting and in simple terms, throwing, catching and aiming with purpose.***
Digital Literacy	***Students may have the opportunity to complete homework on the computer or through a web based platform such as one note. Other homeworks may include to watch a part of a game such as basketball through a platform such as YouTube or research an athlete through using Google.***

Enrichment

During Year 7, the following events, visits, and trips will enrich the PE and Sport curriculum:

Event, Visit or Trip	***Linked unit(s) of study***	***How the event, visit or trip enriches the curriculum:***
NGA games	***All invasion games***	***This event brings all of our Year 7 students together for a competition in four different invasion games. Students are given the chance to represent their house in a game of their choice and all students contribute to and take part in this house competition. The winning house will be awarded the shield and have their house name engraved on it.***
OAA competition (hunger games)	***Orienteering***	***After a unit of work on orienteering, students are given the chance the claim house points by using their new skills in a competitive setting. Students compete in classes to get points in small groups. The task is to find letters, as quickly as possible, solve the puzzle and avoid getting hit by the sponge balls. The rules of the game reflect the movie franchise 'the hunger games' which has made this competition a more popular one.***
Athletics house competition (summer)	***Athletics***	***This competition happens during the athletics phase of the curriculum. All aspects of athletics covered in the SOW are completed, for each students will get their own score/ PB. This score could lead them to acquiring a Bronze, Silver, Gold or Platinum sticker, which amounts to house points. Once all students have complete the athletics SOW the points throughout the whole of KS3 are added up and each house is given their final scores in an assembly. The winning house will be awarded the trophy.***
Indoor athletics (trust wide)	***Athletics***	***This competition allows students to visit another GDFT site and compete against students from other trust schools across the country. The Year 7 students get to experience a wider sporting event and will be able to see the scope for sporting excellence that we have as a MAT. For the more practically able students this type of competition sometimes poses a higher level of challenge.***
Rounders house competition	***Rounders***	***This event is another inhouse opportunity for students to compete in an activity against other houses in our school. The house events are very competitive and widely spoken about because all staff and students are part of a house, therefore the interest levels are high, especially when it comes to who is winning.***
Netball house competition	***Netball***	***This house competition gives KS3 students the chance to compete against others across year 7,8,9 in netball. Mixed teams mean that students can play with and against older / younger students, encouraging wider participation and a mutual goal across years. This is a nice way for the younger students to get to know some of the older girls, building positive relationships.***
Indoor athletics inhouse competition (winter)	***Athletics***	***This event is generally used to bridge the gap between summer terms, allowing students to retrieve athletics skills and put them to use rather than just in the summer term. Students compete in an indoor style athletics competition in houses Vs the other students in their class.***

		Results are then accumulated and the whole year groups points added together for each house to determine the winner. Each year group in KS3 will have a winning house.

Year 8 PE and Sport

Knowledge, Qualifications and Assessment
What students will study during Year 8, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

In Physical Education we continually assess and develop transferable skills within various disciplines. Therefore, discrete episodes of knowledge-based learning are not assessed in such a way. In some instances, students will draw upon prior learning of a skill of technique to enable them to progress and develop that particular technique further. We also initially draw upon their year 7 skills in order to introduce more advanced game specific skills and begin to think about outwitting.

Homework tasks are completed throughout each unit, some are based on the most recent lesson content, whilst others are based on content from prior learning, drawing together transferable skills to give students a deeper level of understanding of their current unit.

Unit Title	***Periods***	***Learning Challenge*** *What will students produce at the end of a unit to demonstrate their learning?*	***Learning Journey*** *What knowledge and subject specific skills will students learn in order to complete the Learning Challenge?*	***Learning Consolidation*** *What prior learning will students consolidate using spaced retrieval and spaced practice?*
Team building	***1***	***To complete a range of problem solving activities successfully, working as part of a team.***	***Students will complete tasks together, where team work is needed to be successful. Students will be encouraged to get to know one another in this process.*** ***Tasks to complete are:*** ***Hoop circle*** ***Lowering the ruler*** ***Bench organisers***	***Students will have done some teamwork problem solving tasks during their time in year 7. Therefore, they will be able to retrieve the basic rules for completing such a task successfully.*** • ***Communication*** • ***Working together***
Fitness tracking	***2***	***To complete a series of fitness testing activities (covering both skill and health related fitness)***	***Students will gain a better knowledge of fitness tests and ways to test and gather data to enable them to analyse how fit***	***Students are able to recall and identify tests from previous year and also gain a better understanding of the protocols***

			someone is in relation to normative data / the progress they have made on their own personal journey. ***Students will gain a better understanding of:*** ***Test protocols*** ***Reliability,*** ***Validity*** ***Normative data,*** ***How data can be used to inform training.*** ***Students will perform the following fitness tests:*** - ***Harvard step test (CE)*** - ***Hand grip (MS)*** - ***Standing broad jump (P)*** - ***Sit and reach (F)*** - ***Wall toss (Coo)*** - ***Agility (A)*** - ***Standing Stork (B)*** - ***BMI (BC)*** - ***30 second sit up test (ME)***	***for each. This will mean that further consolidating of tests may lead to better R042 (LO3) understanding.***
Orienteering	***3***	***Students will be able to navigate their way around the school site using a map, finding planned points of interest or pictures. Students will also be able to use a map to plot points and plan an orienteering course for others to follow.***	***Students will gain a basic understanding of orienteering on a small scale.*** ***<u>Skills to be developed:</u>*** ***Map reading (3/6 point) in a small area*** ***Navigation finding North*** ***Problem solving*** ***Team work/ collaboration***	***Prior learning will be used to recall skills and understanding of orienteering. The map reading skills and navigation skills will be built on.***
Basketball	***4***	***Students will be able to play a game of Basketball, demonstrating their ability to use and select appropriate skills, as well as apply tactical ideas to outwit their opponents.***	***Students will gain an understanding of Basketball, the playing area, positions, rules and regulations of the game.*** ***<u>Skills development</u>*** ***Chest pass*** ***Bounce pass***	***Students will be able to recall information from the year 7 unit of netball as well as from other games where skills are transferable.*** ***This will be done in the form of Questions and memory grids.***

			Overhead pass ***Intercepting on the move*** ***Shooting from all angles and 2point/ 3point distance*** ***Dribbling*** ***Marking opposing players*** ***Students will need to be able to select the appropriate skill to use at various times in the game, as well as work on timing and using space to ensure possession is retained or regained.***	
Dodgeball	***3***	***Students will be able to play a game of dodgeball, demonstrating their ability to use and select appropriate skills, as well as apply tactical ideas to outwit their opponents.***	***Students will gain an understanding of dodgeball overall, focusing on rules, skills and playing area/ boundaries.*** ***<u>Skills development</u>*** ***Dodging the ball*** ***Movement around the court*** ***Throwing*** ***Students will need to be very alert and make fast movements therefore we will also work on developing speed of movements in order to make them quicker.***	***Students will not have much if any prior learning of dodgeball at this stage, therefore during the first lesson Q's to establish any prior knowledge will take place.***
Handball	***4***	***Students will be able to play a game of handball, demonstrating their ability to use and select appropriate skills and tactics, as well as apply tactical ideas to outwit their opponents.***	***Students will gain a deeper understanding of handball, looking into tactical awareness as a skill.*** ***<u>Skills development</u>*** ***Passing with one hand*** ***Intercepting*** ***Dribbling, developed from the 3 step rule (building up to using running)*** ***Shooting and jump shots.*** ***Students will need to become more spatially aware, focusing on positional game play, and understand the need to***	***Students will recall their unit from Year 7 Handball, revisiting skills such as shooting and then adding in a jump to create the jump shot.*** ***Discussions will include a lot of Questions to recall information from the previous unit as well as make explicit links to other units where possible, such as basketball, football and netball.*** ***Memory grids to check information retained.***

			occupy space off the ball in order to maintain possession.	
Gymnastics	***3***	***Students will be able to perform a routine which incorporates the following skills: Travel, counter-balance, solo and paired/group balance as well as rolls, turns, jumps, shapes, showing both unison and cannon elements.*** ***This routine will be performed with some accuracy, coordination and fluency.***	***Learn and develop and understanding of key terminology and develop physical skills such as*** ***Travel, turns, jumps, shapes, individual balances, pair balances, group balances/ forward/backward rolls as well as attempt other rolls such as cartwheels, round off walk over.***	***Here students will be reminded of the links between PE and Dance through using music as a stimulus for their routines. Students will be explicitly spoken to about this during the unit. Discussing terms such as fluency, levels, travel, cannon and unison.*** ***Memory grid to check information retained.***
Football	***3***	***Students will be able to play a game of football, demonstrating their ability to use and select appropriate skills, showing some tactical understanding, as well as apply tactical ideas to outwit their opponents.***	***Students will gain a better understanding of Football, positions, rules and regulations as well as start to look into the tactics which can be used during game play to enhance performance.*** ***<u>Skills development</u>*** ***Passing with the inside/outside of the foot*** ***Dribbling with any part of the foot (inside/outside and sole)*** ***Shooting with inside of the foot/ laces/ outside (extension).*** ***Control with inside/outside/sole of the foot as well as other body parts such as the knee, head, chest.*** ***Attempts to tackle others, intercepting the ball during play.*** ***Students will need to be able to select the appropriate skill to use at various times in the game as well as consider timing of movement/ action.***	***Skills will be recalled from Y7 learning during the football unit. Transferable elements from handball will be discussed such as playing area. Passing, shooting, dribbling as skills which are transferable by name, however function very differently due to the part of the body being used. This is a reminder from their prior learning during year 7 content.*** ***Memory grid to check information retained.***
Netball	***5***	***Students will be able to play a game of netball, demonstrating their ability to***	***Students will gain a better understanding of Netball, the playing***	***Students will be able to recall information from the year 7 unit of***

		use and select appropriate skills, as well as apply tactical ideas to outwit their opponents.	***area, positions, rules and regulations of the game on a deeper level.*** ***<u>Skills development</u>*** ***Chest pass whilst moving*** ***Bounce pass whilst moving*** ***Overhead pass whilst moving*** ***Intercepting on the move*** ***Shooting from all angles*** ***Pivot quickly*** ***Students will need to be able to select the appropriate skill to use at various times in the game, as well as work on timing to ensure the game flow is consistent as netball should be fast paced.***	***netball as well as from other games where skills are transferable.*** ***This will be done in the form of Questions and memory grids.***
Rounders/ Softball/ Cricket	***7***	***Students will be able to play a game of rounders/ cricket/ softball, demonstrating their ability to use and select appropriate skills and tactics, as well as apply tactical ideas to outwit their opponents.***	***Students will gain a deeper understanding of rounders/ softball and/or begin to develop an understanding of cricket.*** ***<u>Skills to be developed:</u>*** ***Batting*** ***Fielding*** ***Bowling/ pitching*** ***Students will also be asked to retrieve information on rules and regulations of the game. A deeper understanding of positions will be gained to ensure students understand the need to place fielders effectively.***	***Students will recall any prior learning from year 7 rounders and softball experiences. Fielding skills from rounders and softball will be transferred into cricket fielding to give a starting point for students who have not had any cricket experience.***
Athletics	***5***	***Students will be able to compete for a NGA sticker medal and attempt to set a new PB in both track and field athletics events as an individual, as well as working as part of a team in the relay races.***	***Students will gain an more detailed understanding of both track and field athletics events. Including rules and regulations.*** ***<u>Technique to be further developed:</u>*** ***Shot put throw*** ***Javlin throw***	***Students will recall any prior learning from year 7 athletics as well as from their October house competition (track events).***

			Discus throw ***Long jump*** ***Sprinting*** ***Distance running*** ***Relay and change over***	
Summer Games	***1***	***Students will participate in a summer game successfully, showing good collaboration skills and team ethics.***	***Students will gain an appreciation for and better understanding of the types of skills involved in a summer game such as 'ultimate frizbee', whilst enjoying working with their peers in a fun task.***	***Some skills used in the games will be drawn upon from other units across the year.***

Qualities

During Year 8, students will have opportunities to develop the following BUILD qualities:

BUILD Quality	***How the Year 8 PE and Sport curriculum contributes to developing this quality:***
Respect	***Students respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and students will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for students to show respect to one another. Students are given the opportunity to show respect qualities when competing against other groups/ schools as well as when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.***
Kindness	***Students must be kind to one another during PE. This is a 0 tolerance matter and students understand this and adhere to the rule. Kindness can be shown in the form of helping someone when they are struggling, holding the door for each other to access facilities, working together well in group/ team work. Students in year 8 may take on some basic leadership roles in which they will be asked to show kindness to others whom they are leading.***
Tolerance	***Students are encouraged to be very tolerant towards others, the environment that some students will find themselves in means that they are perhaps at different points in their own physical journey and have a varied level of skill. This means that students must allow room for others to make mistakes and work together to help improve practically.***
Resilience	***Students are actively encouraged to keep going when they find things difficult and to try again if they do not perform as well or technique needs work. In Year 8 students are encouraged to have high levels of resilience in order to keep going with task which they find hard. Students may come from a stressful situation into PE and are given the opportunity to turn that negative into a positive by reliving the stresses through practical application. Students are often reminded that it is ok to get things wrong, as long as we try again and stay positive.***
Creativity	***Students are given the chance to be creative throughout various activities, however this lends itself nicely to gymnastics where students have the opportunity to create a routine for their challenge. In year 8 students will begin to think more***

	about their ability to be creative in various sporting situations. They will be encouraged to think about movement and how their practical skills can be used to outwit opponents.
Positivity	***Students are immersed into a positive environment modelled by staff. Positive attitudes towards learning are encouraged and students are expected to be positive towards all types of activities.***
Integrity	***Students are taught that win or lose – both are ok and that when you do miss out on the result that you hoped for the only way to move forward is to accept that with grace and congratulate the ones who managed to get the result to enable them to win. Students are encouraged to allow room for error as this is ok and we must not get upset or angry if things are not going our way.***
Aspiration	***Students are encouraged and offered the opportunity to be highly aspirational. This can be in many forms: Extra-curricular clubs allow students access to competitive sports and given students the chance to go into different environments to play against other schools in the city and county as well as trust sporting events which allow students national style competition due to having schools situated in places such as Northampton, Peterborough and Luton. Our students are encouraged to be aspirational in their performance within school and lessons. To work to the highest of their ability and to always strive to improve in all areas of the curriculum.***
Empathy	***Students are encouraged to show empathy through working with others and encouraging each other whilst not looking down on those who are unable to perform with as much competence as themselves.***

Skills

During Year 8, students will have opportunities to develop the following wider skills:

Skill Area	***How the Year 8 PE and Sport curriculum contributes to developing this skill area:***
Literacy & Numeracy	***Students are given the opportunity to improve and showcase their literacy skills through homework tasks such as reflections, fact files, task sheets, peer and self-assessments. Literacy skills are used when reading information which is presented to students such as lesson objectives and key words. Numeracy skills are accessed in various games where scores are taken or added up. Most activities require mathematical basic skills retrieval in order to know who has won.***
Communication	***Working as part of a team, communicating rules and regulations whilst taking the role on an official, problem solving tasks, students will explicitly think about verbal and non-verbal communications within a practical setting. Students are encouraged to use active listening skills.***
Problem Solving	***Position, action and timing (P.A.T.) scenarios allow students to problem solve together, adding constraints to invasion game activities and small activities. Team building tasks are completed by all students when they arrive back to the academy at the start of the new academic year, this is helpful due to class changes which may have taken place. This***

	allows students to get to know each other in a fun and exciting environment. All students find their role no matter how small in the problem solving tasks and therefore they are great for allowing students to showcase their skills and allow staff to identify potential leaders.
Leadership	***Students will have the opportunity to lead in some game based activities. Taking on the role of captain, manager to enhance students basic understanding of leadership.***
Collaboration	***Team work throughout all team based activities, working in pairs to complete a task, group and paired discussion on various topics. Working in the same space as others, to allow appropriate spacing, being accommodating in the spaces provided. Collaboration is innate in PE and is happening throughout all lessons.***
Metacognition	***P.A.T principles allow students to think about their thinking journey. Why, Who, When, How... Thinking as a skill is something which is simply applied to our Year 8 PE curriculum. Students will be given opportunities to think throughout all practical aspects of PE and with this use their thinking skills to outwit opponents, solve problems and work effectively as an individual, team, or pair.***
Physical, Practical and Technical	***Physical activity is the primary focus in Year 8 with students being active as number one priority in each lesson. Students are given the opportunity to cover a range of practical sports and learn the technical aspects of skills within those sports. Each skill is broken down and taught to students, demonstrations of best practice then allow students to replicate movements and learn various skills which can be used in one or many sporting areas. A lot of the practical skills covered in year 8 are transferable and therefore allow students to access many sports be retrieving such skills and applying them in various settings. This alone gives students plenty of time to consolidate skills such as: passing, movement, shooting, pivoting.***
Digital Literacy	***Students may have the opportunity to complete homework on the computer or through a web based platform such as one note. Other homeworks may include to watch a part of a game such as basketball through a platform such as YouTube or research an athlete through using Google.***

Enrichment

During Year 8, the following events, visits, and trips will enrich the PE and Sport curriculum:

Event, Visit or Trip	***Linked unit(s) of study***	***How the event, visit or trip enriches the curriculum:***
NGA games	***All invasion games***	***This event brings all of our Year 8 students together for a competition in four different invasion games. Students are given the chance to represent their house in a game of their choice and all students contribute to and take part in this house competition. The winning house will be awarded the shield and have their house name engraved on it.***
OAA competition (hunger games)	***Orienteering***	***After a unit of work on orienteering, students are given the chance the claim house points by using their new skills in a competitive setting. Students compete in classes to get points in small***

		groups. The task is to find letters, as quickly as possible, solve the puzzle and avoid getting hit by the sponge balls. The rules of the game reflect the movie franchise 'the hunger games' which has made this competition a more popular one.
Athletics house competition (Summer)	***Athletics***	***This competition happens during the athletics phase of the curriculum. All aspects of athletics covered in the SOW are completed, for each students will get their own score/ PB. This score could lead them to acquiring a Bronze, Silver, Gold or Platinum sticker, which amounts to house points. Once all students have complete the athletics SOW the points throughout the whole of KS3 are added up and each house is given their final scores in an assembly. The winning house will be awarded the trophy.***
Trust wide basketball	***Basketball***	***This event is a trust wide basketball only competition. The day begins with coaching sessions for all students from all academies. The students are given the opportunity to learn new skills or enhance their current skill set. After the coaching sessions academies break off into their teams and compete against each other for the trust basketball title.***
Rounders house competition	***Rounders***	***This event is another inhouse opportunity for students to compete in an activity against other houses in our school. The house events are very competitive and widely spoken about because all staff and students are part of a house, therefore the interest levels are high, especially when it comes to who is winning.***
Netball house competition	***Netball***	***This house competition gives KS3 students the chance to compete against others across year 7,8,9 in netball. Mixed teams mean that students can play with and against older / younger students, encouraging wider participation and a mutual goal across years. This is a nice way for the younger students to get to know some of the older girls, building positive relationships.***
Indoor athletics in house competition (winter)	***Athletics***	***This event is generally used to bridge the gap between summer terms, allowing students to retrieve athletics skills and put them to use rather than just in the summer term. Students compete in an indoor style athletics competition in houses Vs the other students in their class. Results are then accumulated and the whole year groups points added together for each house to determine the winner. Each year group in KS3 will have a winning house.***
Academy Shield	***Football, hockey, netball, academic quiz***	***The academy shield event is one in which lots of different students are able to go and compete against our other academies within the MAT at a number of sports. Having such a wide sporting event taking place in one academy is great for students to experience when large scale competition is like and to really get a feel for the atmosphere and energy the day brings to all involved.***
Academy athletics (trust wide) (Summer)	***Athletics***	***This athletics event is for year 8 and 9 students only. The MAT comes together to compete for one last time in the academic year in Boston at the Princess Arena. This athletics stadium is a great venue due to having state of the art facilities which our students are able to use. The students complete in a range of track and field events, determining an overall winner of the***

		trophy which is then displayed in that academy for the following academic year until the next summer when we compete again for the GDFT athletics title.

Year 9 PE and Sport

Knowledge, Qualifications and Assessment
What students will study during Year 9, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	***Periods***	***Learning Challenge*** *What will students produce at the end of a unit to demonstrate their learning?*	***Learning Journey*** *What knowledge and subject specific skills will students learn in order to complete the Learning Challenge?*	***Learning Consolidation*** *What prior learning will students consolidate using spaced retrieval and spaced practice?*
Fitness tracking	***2***	***To complete a series of fitness testing activities (covering both skill and health related fitness)***	***Students will embed a knowledge of fitness tests and ways to test and gather data to enable them to analyse how fit someone is in relation to normative data / the progress they have made on their own personal journey.*** ***Students will gain a better understanding of:*** ***Test protocols*** ***Reliability,*** ***Validity*** ***Normative data,*** ***How data can be used to inform training.***	***Students will be repeating tests done in both year 7 and year 8 – retrieving post information about how to administer the tests and how to collect data.*** ***This will further consolidate their understanding of each aspect of the process.*** ***This will prepare the students better for R042 (LO3) should they wish to study sport science at KS4.***
Health Related Fitness (Components and Methods)	***6***	***Students will be able to describe and explain components of fitness/ perform in each of the methods of training, making the appropriate links.***	***During this unit of work the students will gain an understanding of principles, methods of training and components of fitness. This will be achieved through practical experiences and discussions/homework tasks.*** ***Students will cover methods such as:*** • ***Resistance /weight training***	***Students will not have prior learning in this area, however they will be able to use their understanding of fitness testing to help them to retrieve and identify components of fitness.***

			• ***Circuit training*** • ***Continuous training*** • ***Balance training*** • ***Flexibility training*** • ***Strength training*** • ***Agility training (SAQ)*** • ***Fartlek training*** • ***Interval training*** ***Any areas not covered practically will be covered in discussions. Some of the above methods will be combined to allow time to cover more content and also give students a real view of how they could be carried out, and work in combination.*** ***Students will also gain an understanding of the principles of training. This will enable students to plan out a training session or programme effectively in the future.*** ***Finally, students will link all of the methods to components of fitness, gaining a sound knowledge of the various types of fitness and how we train to improve each.***	
Basketball	***4***	***Students will be able to play a game of basketball using tactical thinking, as well as showing an understanding of fitness in relation to basketball.***	***Students will further their understanding of basketball rules, skills and will have the opportunity to rehearse and further develop skills such as:*** ***Passing and moving*** ***Intercepting*** ***Shooting*** ***Dribbling*** ***As well as this students will be taught how to apply the components of fitness to specific sporting contexts through***	***Students will have experienced basketball in year 8 and therefore will be able to retrieve key terms and components of the game in order to play effectively. Through going over basics such as passing, moving, attack, defence, shooting and intercepting the students will be able to consolidate this knowledge and skill.*** ***Students will be required to retrieve knowledge gained in their health and***

			looking at the types of fitness requirements for basketball. Students will gain an understanding of which components are more important in basketball players and why. This knowledge will then further embed their understanding of fitness components.	***fitness unit in order to apply components of fitness to basketball e.g. which components of fitness are needed in this game and why?***
Dodgeball	***4***	***Students will be able to play a game of dodgeball, demonstrating their ability to use and select appropriate skills, as well as apply tactical ideas to outwit their opponents. As well as this students will be required to show their understanding of the fitness requirements of dodgeball.***	***Students will gain an understanding of dodgeball overall, focusing on rules, skills and playing area/ boundaries.*** ***<u>Skills development</u>*** ***Dodging the ball*** ***Movement around the court*** ***Throwing*** ***Students will need to be very alert and make fast movements therefore we will also work on developing speed of movements in order to make them quicker.*** ***Students will also be taught about the fitness components required to play dodgeball.***	***Students will not have much if any prior learning of dodgeball at this stage, therefore during the first lesson Q's to establish any prior knowledge will take place.***
Lacrosse	***3***	***Students will be able to play a game of lacrosse, demonstrating their ability to use and select appropriate skills.***	***Students will gain an understanding of lacrosse overall, focusing on rules, skills and playing area/ boundaries.*** ***<u>Skills development</u>*** ***Using the stick*** ***Catching the ball*** ***Passing the ball*** ***Shooting*** ***Students will also be taught about the fitness components required to play lacrosse.***	***Students will not have much, if any prior learning of lacrosse at this stage, therefore during the first lesson Q's to establish any prior knowledge will take place.*** ***Students will be able to retrieve terminology from other invasion games, other similarities such as having two teams, attacking a goal area and movement requirements within the game.***
Fitness re-test	***2***	***To complete another round of fitness testing activities (covering both skill and health related fitness)***	***Students will further embed a knowledge of fitness tests and ways to test and gather data to enable them to analyse***	***Students will be repeating tests done in both year 7 and year 8 and at the start of year 9 – retrieving information about***

			how fit someone is in relation to normative data / the progress they have made on their own personal journey. ***Students will gain a better understanding of:*** ***Test protocols*** ***Reliability,*** ***Validity*** ***Normative data,*** ***How data can be used to inform training.***	***how to administer the tests and how to collect data.*** ***This will further consolidate their understanding of each aspect of the process.*** ***This will prepare the students better for R042 (LO3) should they wish to study sport science at KS4.***
NEW Health related fitness Programmes	***6***	***To design and complete a 6 week training programme based on data gathered in fitness testing sessions.***	***Students will design their own fitness programme which will include any after school sessions they attend as well as their own personal workout sessions. This plan must include their PE lesson time, in which they must plan to workout with the facilities available. Students will be asked to focus on improving two or three aspects of their fitness. This will be aspirational and allow students to have a range in their methods of training used.*** ***The intention here will be to give students the opportunity to experience training for fitness improvements and to become more independent in their own fitness journey.***	***This will call upon students' knowledge of fitness components and methods of training.*** ***Students will apply this knowledge in a practical setting.***
Rounders/ Cricket	***7***	***Students will be able to play a game of rounders/ cricket, demonstrating their ability to use and select appropriate skills and tactics, as well as apply tactical ideas to outwit their opponents.***	***Students will gain a deeper understanding of rounders/ cricket.*** ***<u>Skills to be developed:</u>*** ***Batting*** ***Fielding*** ***Bowling/ pitching*** ***Students will also be asked to retrieve information on rules and regulations of the game. A deeper understanding of***	***Students will recall any prior learning from year 7 and 8 rounders, cricket and softball experiences.*** ***Transferrable skills such as bowling, fielding and batting will be discussed in terms of differences and similarities.***

			outwitting will be gained to ensure students understand the ways in which to gain the advantage.	
Athletics	***4***	***Students will be able to compete for a NGA sticker medal and attempt to set a new PB in both track and field athletics events as an individual, as well as working as part of a team in the relay races.***	***Students will gain an more detailed understanding of both track and field athletics events. Including rules and regulations.*** ***<u>Technique to be further developed:</u>*** ***Shot put throw*** ***Javlin throw*** ***Discus throw*** ***Long jump*** ***Sprinting*** ***Distance running*** ***Relay and change over***	***Students will recall any prior learning from year 7 athletics as well as from their October house competition (track events).***
Summer Games	***2***	***Students will participate in a summer game successfully, showing good collaboration skills and team ethics.***	***Students will gain an appreciation for and better understanding of the types of skills involved in a summer game such as 'Lacrosse', whilst enjoying working with their peers in a fun task.***	***Some skills used in the games will be drawn upon from other units across the year.***

Qualities

During Year 9, students will have opportunities to develop the following BUILD qualities:

BUILD Quality	***How the Year 9 PE and Sport curriculum contributes to developing this quality:***
Respect	***Students respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and students will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for students to show respect to one another. Students are given the opportunity to show respect qualities when competing against other groups/ schools as well as when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.***
Kindness	***Students must be kind to one another during PE. This is a 0 tolerance matter and students understand this and adhere to the rule. Kindness can be shown in the form of helping someone when they are struggling, holding the door for each other to access facilities, working together well in group/ team work. Students in year 9 may take on some leadership roles in***

	which they will be asked to show kindness to others whom they are leading, gaining an understanding of how communication is important in making people feel positive and getting the best out of those who you are working with.
Tolerance	***Students are encouraged to be very tolerant towards others, the environment that some students will find themselves in means that they are perhaps at different points in their own physical journey and have a varied level of skill. This means that students must allow room for others to make mistakes and work together to help improve practically.***
Resilience	***Students are actively encouraged to keep going when they find things difficult and to try again if they do not perform as well or technique needs work. In Year 9 students are encouraged to have high levels of resilience in order to keep going with task which they find hard. Students may come from a stressful situation into PE and are given the opportunity to turn that negative into a positive by reliving the stresses through practical application. Students are often reminded that it is ok to get things wrong, as long as we try again and stay positive.***
Creativity	***Students are given the chance to be creative throughout various activities, however this lends itself nicely to gymnastics where students have the opportunity to create a routine for their challenge. In year 9 students will think more about their ability to be creative in various sporting situations using tactics. They will be encouraged to think about movement and how their practical skills can be used to outwit opponents.***
Positivity	***Students are immersed into a positive environment modelled by staff. Positive attitudes towards learning are encouraged and students are expected to be positive towards all types of activities.***
Integrity	***Students are taught that win or lose – both are ok and that when you do miss out on the result that you hoped for the only way to move forward is to accept that with grace and congratulate the ones who managed to get the result to enable them to win. Students are encouraged to allow room for error as this is ok and we must not get upset or angry if things are not going our way.***
Aspiration	***Students are encouraged and offered the opportunity to be highly aspirational. This can be in many forms: Extra-curricular clubs allow students access to competitive sports and given students the chance to go into different environments to play against other schools in the city and county as well as trust sporting events which allow students national style competition due to having schools situated in places such as Northampton, Peterborough and Luton. Our students are encouraged to be aspirational in their performance within school and lessons. To work to the highest of their ability and to always strive to improve in all areas of the curriculum.***
Empathy	***Students are encouraged to show empathy through working with others and encouraging each other whilst not looking down on those who are unable to perform with as much competence as themselves.***

Skills *During Year 9, students will have opportunities to develop the following wider skills:*	

Skill Area	***How the Year 9 PE and Sport curriculum contributes to developing this skill area:***
Literacy & Numeracy	***Students are given the opportunity to improve and showcase their literacy skills through homework tasks such as reflections, fact files, task sheets, peer and self-assessments. Literacy skills are used when reading information which is presented to students such as lesson objectives and key words. Numeracy skills are accessed in various games where scores are taken or added up. Most activities require mathematical basic skills retrieval in order to know who has won.***
Communication	***Working as part of a team, communicating rules and regulations whilst taking the role on an official, problem solving tasks, students will explicitly think about verbal and non-verbal communications within a practical setting. Students are encouraged to use active listening skills.***
Problem Solving	***Position, action and timing (P.A.T.) scenarios allow students to problem solve together, adding constraints to invasion game activities and small activities. Team building tasks are completed by all students when they arrive back to the academy at the start of the new academic year, this is helpful due to class changes which may have taken place. This allows students to get to know each other in a fun and exciting environment. All students find their role no matter how small in the problem solving tasks and therefore they are great for allowing students to showcase their skills and allow staff to identify potential leaders.***
Leadership	***Students will have the opportunity to lead in some game based activities. Taking on the role of captain, manager to enhance students basic understanding of leadership.***
Collaboration	***Team work throughout all team based activities, working in pairs to complete a task, group and paired discussion on various topics. Working in the same space as others, to allow appropriate spacing, being accommodating in the spaces provided. Collaboration is innate in PE and is happening throughout all lessons.***
Metacognition	***P.A.T principles allow students to think about their thinking journey. Why, Who, When, How... Thinking as a skill is something which is simply applied to our Year 9 PE curriculum. Students will be given opportunities to think throughout all practical aspects of PE and with this use their thinking skills to outwit opponents, solve problems and work effectively as an individual, team, or pair.***
Physical, Practical and Technical	***Physical activity is the primary focus in Year 8 with students being active as number one priority in each lesson. Students are given the opportunity to cover a range of practical sports and learn the technical aspects of skills within those sports. Each skill is broken down and taught to students, demonstrations of best practice then allow students to replicate movements and learn various skills which can be used in one or many sporting areas. A lot of the practical skills covered in year 9 are transferable and therefore allow students to access many sports be retrieving such skills and applying them in various settings. This alone gives students plenty of time to consolidate skills such as: passing, movement, shooting, pivoting.***
Digital Literacy	***Students may have the opportunity to complete homework on the computer or through a web based platform such as one note. Other homeworks may include to watch a part of a game such as basketball through a platform such as YouTube or research an athlete through using Google.***

Enrichment

During Year 9, the following events, visits, and trips will enrich the PE and Sport curriculum:

Event, Visit or Trip	***Linked unit(s) of study***	***How the event, visit or trip enriches the curriculum:***
NGA games	***All invasion games***	***This event brings all of our Year 9 students together for a competition in four different invasion games. Students are given the chance to represent their house in a game of their choice and all students contribute to and take part in this house competition. The winning house will be awarded the shield and have their house name engraved on it.***
OAA competition (hunger games)	***Orienteering***	***After a unit of work on orienteering, students are given the chance the claim house points by using their new skills in a competitive setting. Students compete in classes to get points in small groups. The task is to find letters, as quickly as possible, solve the puzzle and avoid getting hit by the sponge balls. The rules of the game reflect the movie franchise 'the hunger games' which has made this competition a more popular one.***
Athletics house competition (Summer)	***Athletics***	***This competition happens during the athletics phase of the curriculum. All aspects of athletics covered in the SOW are completed, for each students will get their own score/ PB. This score could lead them to acquiring a Bronze, Silver, Gold or Platinum sticker, which amounts to house points. Once all students have complete the athletics SOW the points throughout the whole of KS3 are added up and each house is given their final scores in an assembly. The winning house will be awarded the trophy.***
Trust wide basketball	***Basketball***	***This event is a trust wide basketball only competition. The day begins with coaching sessions for all students from all academies. The students are given the opportunity to learn new skills or enhance their current skill set. After the coaching sessions academies break off into their teams and compete against each other for the trust basketball title.***
Rounders house competition	***Rounders***	***This event is another inhouse opportunity for students to compete in an activity against other houses in our school. The house events are very competitive and widely spoken about because all staff and students are part of a house, therefore the interest levels are high, especially when it comes to who is winning.***
Netball house competition	***Netball***	***This house competition gives KS3 students the chance to compete against others across year 7,8,9 in netball. Mixed teams mean that students can play with and against older / younger students, encouraging wider participation and a mutual goal across years. This is a nice way for the younger students to get to know some of the older girls, building positive relationships.***
Indoor athletics in house competition (winter)	***Athletics***	***This event is generally used to bridge the gap between summer terms, allowing students to retrieve athletics skills and put them to use rather than just in the summer term. Students compete in an indoor style athletics competition in houses Vs the other students in their class. Results are then***

		accumulated and the whole year groups points added together for each house to determine the winner. Each year group in KS3 will have a winning house.
Academy Shield	***Football, hockey, netball, academic quiz***	***The academy shield event is one in which lots of different students are able to go and compete against our other academies within the MAT at a number of sports. Having such a wide sporting event taking place in one academy is great for students to experience when large scale competition is like and to really get a feel for the atmosphere and energy the day brings to all involved.***
Academy Athletics (trust wide) (Summer)	***Athletics***	***This athletics event is for year 8 and 9 students only. The MAT comes together to compete for one last time in the academic year in Boston at the Princess Arena. This athletics stadium is a great venue due to having state of the art facilities which our students are able to use. The students complete in a range of track and field events, determining an overall winner of the trophy which is then displayed in that academy for the following academic year until the next summer when we compete again for the GDFT athletics title.***

Year 10 PE and Sport

Knowledge, Qualifications and Assessment
What students will study during Year 10, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	***Periods***	***Learning Challenge*** *What will students produce at the end of a unit to demonstrate their learning?*	***Learning Journey*** *What knowledge and subject specific skills will students learn in order to complete the Learning Challenge?*	***Learning Consolidation*** *What prior learning will students consolidate using spaced retrieval and spaced practice?*
Testing	***4 (2 weeks)***	***To successfully complete a series of fitness tests and collect data throughout, which can then be compared to normative data.***	***Students will further embed their knowledge of fitness tests and ways to test and gather data to enable them to analyse how fit someone is in relation to normative data / the progress they have made on their own personal journey.*** ***Students will gain a better understanding of:*** ***Test protocols*** ***Reliability,***	***Students will be repeating tests done in KS3 – retrieving post information about how to administer the tests and how to collect data.*** ***This will further consolidate their understanding of each aspect of the process.***

			Validity ***Normative data,*** ***How data can be used to inform training.***	
Dodgeball - gym	***2 for each group***	***To compete in dodgeball games with control and a sound understanding of the rules.***	***Students will be given the opportunity to play fully competitive games with peers.*** ***The focus during these sessions will be on game play as well as accuracy and power/ outwitting.***	***Students will have coved the basics of dodgeball and therefore will be able to retrieve key skills from KS3 to help them further develop those skills during this activity.***
Neon/ Urban Hockey - hall	***2 for each group***	***To compete in urban /neon hockey games following the basic rules of the game.***	***Students will be given the opportunity to experience a new type of game.*** ***Urban hockey, which is a version of indoor sports hall 'ice hockey' is great fun and enables students to showcase their skills such as coordination, reaction time and movement.*** ***Skills to be covered in these sessions are:*** • ***Passing*** • ***Shooting*** • ***Moving with the ball*** ***Depending on space and availability students may get to experience the game in 'neon' form, which takes place in a darkened room with goals and sticks which illuminate for an added element of fun.*** ***Neon games are growing in communities; therefore, this opportunity may lead some students to continue this outside of school in their local community.***	***Students may have a good understanding of invasion games concepts having covered many in KS3 lessons. This will be helpful in the students gaining a better understanding of this new invasion game.***

Basketball - MUGA	***2 for each group***	***To perform in basketball games with competency and fluency. Showing an understanding of the rules.***	***Students will be able to utilise their skills from KS3 and work on improving their fluency of these skills in a competitive setting.*** ***Students may be introduced to some new skills during this time such as:*** • ***Box out*** • ***Lay up*** ***If the member of staff feels it is appropriate.*** ***The focus of the sessions however will be on game play and competition.***	***Students will be able to utilise and retrieve skills learnt in KS3 basketball sessions.*** ***Students will further consolidate their ability to apply those skills into game situations.***
Yoga (BOA) – Other location	***2 for each group***	***To complete two yoga sessions, showing a basic understanding***	***Students will be able to complete two yoga sessions focusing on basic skills and movements in order to enable them to continue in their own time or perhaps further their understanding out of school should they feel that this form of exercise is suitable for them.*** ***Sessions may include:*** • ***Asana – a variety of physical postures ad poses e.g. downward dog, chaturange.*** • ***Pranayama / yogic breathing to connect ones breath, body and mind.*** ***Students will be encouraged to continue with yoga at home via YouTube or perhaps Instergram sessions which may be available for free to them.***	***This will be new to most students, however those who have experience in gymnastics beyond the basic movements may find they can retrieve some of that prior learning to enable them to be more successful in yoga.***

Strength and conditioning Circuit (VHE) - gym	***2 for each group***	***To successfully perform in a range of strength and conditioning exercises, following the format of circuit training.***	***Students will be able to use weighted equipment in a safe environment in order to gain an insight into this type of fitness training.*** ***Sessions may include:*** • ***The use of dumbells*** • ***The use of kettlebells*** • ***The use of slam balls*** • ***The use of sand bags*** • ***Body weight exercises*** • ***Upper focused exercises*** • ***Lower focused exercises*** • ***HIIT*** • ***TABATA*** • ***EMON (every minute on the minute)*** ***Students will be encouraged and equipped to continue this type of training at home or in their local community.***	***This area may have been loosely covered by students during their fitness sessions in KS3 core PE lessons.*** ***However, the key skills will be retrieved and new skills set out to ensure progressions are made in the development and understanding of circuit training.***
Exercise to music (CBU) - hall	***2 for each group***	***To complete sessions of cardio based exercise to music.***	***Students will be able to gain an insight into exercising to music, which is something they will come across if they join a gym or fitness studio in their community.*** ***Sessions may include:*** • ***Circuits*** • ***Step aerobics*** • ***TABATA style exercise*** • ***EMON (every minute on the minute)*** • ***Interval*** • ***Pair work (you go, I go)***	***This may be new to some students, however those who have done elements of dancing, aerobics and other movement to music activities may feel more competent during this activity.*** ***A few phrases and structures will be similar to the previous activity and students may be aware of the following:*** ***TABATA*** ***EMON*** ***CIRCUIT***

			As students will be able to easily access this type of exercise at home or in their local community, they will be encouraged to do so in order to maintain a healthy lifestyle.	
VHE *Boot Camp (Boxercise)*	***2 for each group***	***To develop an understanding of /be able to follow a boxercise routine with some coordination***	***Students will be shown a range of different movements related to boxercise.*** ***They will then be taught how to piece them together to make a boxercise routine.***	
BOA *SAQ Training/ Football*	***2 for each group***	***To develop an understanding of SAQ training and how it links to football/ other invasion games.***	***Students will be able to have a go at some SAQ training activities such as:*** - ***Ladders*** - ***Hurdles*** - ***Poles*** - ***Zig Zag cones.*** ***Students will also explore the relationship between SAQ and football/ other sports.***	***Students may find that KS3 football and the understanding of the game will help them make the links here. Elements of SAQ may have been used in KS3 core lessons and could therefore be familiar to the students thus retrieving the skills adopted during those sessions.***
CBU *Step aerobics*	***2 for each group***	***To develop an understanding of/ be able to follow a step aerobics routine.***	***Students will be taught a range of step aerobic movements. They will then be show how to link these together to create a routine to music.***	***Some students may find elements of dance lessons from KS3 and/or KS4 can be recalled in order to help them develop their ability in the step class.***
Summer games	***7 / 6***	***To enjoy and compete in a range of summer sporting games.***	***Students will get the chance to take part in a range of summer games to end their academic year.*** ***These games may include:*** - ***Rounders*** - ***Softball*** - ***Cricket*** - ***Lacrosse*** - ***Ultimate Frizbee***	***Students will be able to recall skills and techniques learnt during KS3 core lessons and further enhance them during this time.***

			- ***Tag rubgy or Flag football*** ***The games will be done on a rotation so each group will get the chance to play each.*** ***After the games aspect is covered students will then move onto Athletic summer games.*** ***This may include:*** - ***Running,*** - ***Javlin,*** - ***Discus,*** - ***Shot put,*** - ***Long jump,*** - ***Triple jump,*** - ***Relay.***	

Qualities
During Year 10, students will have opportunities to develop the following BUILD qualities:

BUILD Quality	***How the Year 10 PE and Sport curriculum contributes to developing this quality:***
Respect	***Students respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and students will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for students to show respect to one another. Students are given the opportunity to show respect qualities when competing against other groups/ schools as well as when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.***
Kindness	***Students must be kind to one another during PE. This is a 0 tolerance matter and students understand this and adhere to the rule. Kindness can be shown in the form of helping someone when they are struggling, holding the door for each other to access facilities, working together well in group/ team work. Students in year 10 will at times take on some officiating and/or leadership roles in which they will be asked to show kindness to others whom they are leading, gaining an understanding of how communication is important in making people feel positive and getting the best out of those who***

	you are working with. Similarly, students will be encouraged to show kindness to those leading as such a role can be daunting at first.
Tolerance	***Students are encouraged to be very tolerant towards others, the environment that some students will find themselves in means that they are perhaps at different points in their own physical journey and have a varied level of skill. This means that students must allow room for others to make mistakes and work together to help improve practically.***
Resilience	***Students are actively encouraged to keep going when they find things difficult and to try again if they do not perform as well or technique needs work. In KS4 students are encouraged to have high levels of resilience in order to keep going with task which they find hard. Students may come from a stressful situation into PE and are given the opportunity to turn that negative into a positive by reliving the stresses through practical application. Students are often reminded that it is ok to get things wrong, as long as we try again and stay positive.***
Creativity	***Students are given the chance to be creative throughout various activities, however this lends itself nicely to gymnastics where students have the opportunity to create a routine for their challenge. In KS4 students will think more about their ability to be creative in various sporting situations using tactics. They will be encouraged to think about movement and how their practical skills can be used to outwit opponents.***
Positivity	***Students are immersed into a positive environment modelled by staff. Positive attitudes towards learning are encouraged and students are expected to be positive towards all types of activities.***
Integrity	***Students are taught that win or lose – both are ok and that when you do miss out on the result that you hoped for the only way to move forward is to accept that with grace and congratulate the ones who managed to get the result to enable them to win. Students are encouraged to allow room for error as this is ok and we must not get upset or angry if things are not going our way.***
Aspiration	***Students are encouraged and offered the opportunity to be highly aspirational. This can be in many forms: Extra-curricular clubs allow students access to competitive sports and given students the chance to go into different environments to play against other schools in the city and county. Our students are encouraged to be aspirational in their performance within school and lessons. To work to the highest of their ability and to always strive to improve in all areas of the curriculum.***
Empathy	***Students are encouraged to show empathy through working with others and encouraging each other whilst not looking down on those who are unable to perform with as much competence as themselves.***

Skills

During Year 10, students will have opportunities to develop the following wider skills:

Skill Area	***How the Year 10 PE and Sport curriculum contributes to developing this skill area:***
Literacy & Numeracy	***Students are given the opportunity to improve and showcase their literacy skills through various tasks such as reflections, task sheets, journals. Literacy skills are used when reading information which is presented to students***

	such as lesson objectives and key words. Numeracy skills are accessed in various games where scores are taken or added up. Most activities require mathematical basic skills retrieval in order to know who has won.
Communication	***Working as part of a team, communicating rules and regulations whilst taking the role on an official, problem solving tasks, students will explicitly think about verbal and non-verbal communications within a practical setting. Students are encouraged to use active listening skills.***
Problem Solving	***Position, action and timing (P.A.T.) scenarios allow students to problem solve together, adding constraints to invasion game activities and small activities. Team building tasks are completed by all students when they arrive back to the academy at the start of the new academic year, this is helpful due to class changes which may have taken place. This allows students to get to know each other in a fun and exciting environment. All students find their role no matter how small in the problem solving tasks and therefore they are great for allowing students to showcase their skills and allow staff to identify potential leaders.***
Leadership	***Students will have the opportunity to lead in some game based activities. Taking on the role of captain, manager to enhance students basic understanding of leadership.***
Collaboration	***Team work throughout all team based activities, working in pairs to complete a task, group and paired discussion on various topics. Working in the same space as others, to allow appropriate spacing, being accommodating in the spaces provided. Collaboration is innate in PE and is happening throughout all lessons.***
Metacognition	***P.A.T principles allow students to think about their thinking journey. Why, Who, When, How... Thinking as a skill is something which is applied to our KS4 PE curriculum. Students will be given opportunities to think throughout all practical aspects of PE and with this use their thinking skills to outwit opponents, solve problems and work effectively as an individual, team, or pair.***
Physical, Practical and Technical	***Physical activity is the primary focus in KS4 with students being active as number one priority in each lesson. Students are given the opportunity to cover a range of practical sports and learn the technical aspects of skills within those sports. Each skill is broken down and taught to students, demonstrations of best practice then allow students to replicate movements and learn various skills which can be used in one or many sporting areas. A lot of the practical skills covered in year 9 are transferable and therefore allow students to access many sports be retrieving such skills and applying them in various settings. This alone gives students plenty of time to consolidate skills such as: passing, movement, shooting, pivoting.***
Digital Literacy	***Students may have the opportunity to complete homework on the computer or through a web based platform such as one note. Other homeworks may include to watch a part of a game such as basketball through a platform such as YouTube or research an athlete through using Google.***

Enrichment

During Year 10, the following events, visits, and trips will enrich the PE and Sport curriculum:

Event, Visit or Trip	*Linked unit(s) of study*	*How the event, visit or trip enriches the curriculum:*
NGA games	***All invasion games***	***This event hosts all of KS3 at different times to compete in football, basketball, handball and dodgeball. Year 10 students are given the opportunity to help lead the event by officiating and assisting in the general running of the day.***
OAA competition (hunger games)	***Orienteering***	***Students are given the chance the claim house points by using their new skills in a competitive setting. Students compete in classes to get points in small groups. The task is to find letters, as quickly as possible, solve the puzzle and avoid getting hit by the sponge balls. The rules of the game reflect the movie franchise 'the hunger games' which has made this competition a more popular one.***

Year 10 Sport Science

Knowledge, Qualifications and Assessment
What students will study during Year 10 sport science, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	***Periods***	***Learning Challenge*** *What will students produce at the end of a unit to demonstrate their learning?*	***Learning Journey*** *What knowledge and subject specific skills will students learn in order to complete the Learning Challenge?*	***Learning Consolidation*** *What prior learning will students consolidate using spaced retrieval and spaced practice?*
R042 – LO1 Know the principles of training in a sporting context		***Students produce a report showing a basic/detailed/comprehensive knowledge and understanding of the principles of training an how the principles of training can be applied.*** ***<u>Final documents include:</u>*** ***Report on principles of training.***	***Students will learn about each of the principles of training:*** ***Progression (progressive overload)*** ***Specificity*** ***Overload*** ***Reversibility*** ***Moderation*** ***Variance*** ***Students will then be taught to apply these principles to sporting examples.***	***Students will be able to retrieve information on principles of training which they acquired in Year 9.***
R042 – LO2 Know how training methods target		***Students produce a PPT presentation/report showing***	***Students will learn the difference between aerobic and anaerobic exercise. They will***	***Students will again be able to retrieve information on methods of***

different fitness components		***knowledge and understanding of aerobic and anaerobic exercise, the components of fitness and specific training methods for each of the fitness components.*** ***<u>Final documents include:</u>*** ***PPT/Report*** ***Table to show fitness methods working in combination to improve more than one componant.***	***also learn methods of training aerobically and anaerobically, applying both to sporting examples.*** ***Students will then learn the components of fitness:*** ***<u>Physical components -</u>*** ***Muscular Strength*** ***Flexibility*** ***Muscular endurance*** ***Cardiovascular endurance*** ***Body composition*** ***<u>Skill-related components -</u>*** ***Agility*** ***Power*** ***Coordination*** ***Balance*** ***Reaction time*** ***Speed*** ***They will then be taught to apply the above components to sporting contexts, giving examples throughout.*** ***Students will also learn about specific training methods for each of the fitness components, making links and giving examples for each of the following:*** ***Continuous training*** ***Fartlek training*** ***Interval training*** ***(which all come under cardiovascular training)***	***training as well as components of fitness.***

			Resistance training ***Circuit training*** ***Weight training*** ***(which all come under resistance training)*** ***Plyometric training*** ***(which comes under power training)*** ***Static stretching*** ***Active stretching*** ***Passive stretching (including PNF stretching)*** ***Dynamic stretching*** ***(which all come under flexibility training)*** ***SAQ training*** ***Ladders*** ***Hurdles*** ***Movement in various directions*** ***(which all come under agility training)*** ***Balance boards*** ***Exercise balls*** ***(which all come under balance training)*** ***Students will then finish off with learning about how these methods of training can work to improve a combination of components of fitness, linking this to sporting contexts and training scenarios.*** ***Students are required to be able to state which types of athletes, perhaps with an athlete in mind would benefit from certain***	

			types of training and how they would benefit in terms of their fitness levels both skill-related and/ or physically.	
R042 – LO3 – Be able to conduct fitness tests		***Students will produce a PPT showing knowledge and understanding of tests that assess fitness. Students must also collect fitness test data, producing a report to interpret the results of fitness tests.*** ***<u>Final documents include:</u>*** ***PPT of fitness test protocols with Normative data,*** ***Table of test results*** ***Report to interpret test results.***	***Students will learn about tests that assess fitness such as:*** ***Multi stage fitness test, standing stork test, agility test, wall, ball toss test, Hand grip dynamometer test, vertical jump test, standing long jump test, 30 second sit up test, cooper run, Harvard step test and sit and reach test.*** ***Students will learn about validity, reliability and normative date in order to be able to interpret results effectively.*** ***Students will also gain an understanding of the importance of test sequencing.*** ***Key terms which will be covered are: Maximal and submaximal tests, protocol, equipment.*** ***Students will learn how to interpret the results of fitness tests and be able to put this into context for an athlete / client. Finally, students will evaluate results and assess an individuals level of fitness through observing them during the tests for each area of fitness. Students must record results accurately and set up / administer the tests using the correct protocols they have learnt about. This helps with validity and reliability throughout.***	***Students will be able to retrieve and further consolidate their knowledge of fitness testing from KS3 and further enhance this by continuing their personal fitness journeys as well as testing and collecting data for another person.***
R042 – LO4 – Be able to develop fitness training programmes		***Students will produce a 6 week training programme for a client, showing knowledge and understanding of how to design a fitness training programme***	***In this section students will learn how to design a fitness programme. They will be asked to gather information on a client and create a bio.***	***Students will have prior knowledge of this from year 9 PE. This is an opportunity to recall that time and understanding of how to plan a programme.***

		and how to evaluate the effectiveness of the training programme. ***<u>Final documents include:</u>*** ***6 week programme,*** ***Pre and post test results table*** ***Report leading up to programme design*** ***Report evaluating findings (evaluation)***	***Students will be taught how to make and administer a Physical Activity Readiness Questionnaire (PAR-Q) to their client.*** ***Students are then given the task to look at the information they are presented with and clarify the aims of the training programme based on their client.*** ***Students learn about SMART goals and how they help in the creation of the training programme to ensure progress is made for the client.*** ***Specific*** ***Measurable*** ***Achievable*** ***Realistic*** ***Timed*** ***Students will also be taught to perhaps meet with their client at a mid-point to discuss SMART goals and if needed reassess. This is referred to as a client progress review.*** ***Students are taught about the importance of each aspect of SMART and how this shapes the programme. They are then able to apply this to their findings and information on their client.*** ***Students have to then decide on the duration of their programme (6 weeks is the general guide we try to keep everyone to), suitability of activities – ensuring they know what is too much / not enough for their client, and organisation of activities – when will they have rest days and work days.*** ***Students also have to learn about and apply adaptability – meaning they need to show***	***Students will be able to plan a programme based on their client's needs, this will be a new way of looking at training to improve our health and fitness levels.***

			some flexibility in their programme, if an outdoor space in unable to be used, can they move indoors? Students learn about FITT principles in LO1 and need to then retrieve this information to ensure they apply that to the programme so that it is progressive. Students will also learn how to evaluate the effectiveness of the training programme. They will learn to measure improvements and reflect on their own design and the clients efforts and capabilities. Students will be asked to reflect on what changes they could make moving forward and the improvements they would make to the programme if they were to do it again.	
OPTIONAL ***R043 – Body in action /*** ***R044 – Sport Psychology/*** ***R046 – Technology in sport***		***Below is the content for each option...***		
Option 1 ***R043 – Body in action***				
R043 – LO1 Know the key components of the musculo-skeletal and cardio-respiratory systems, their function and roles.		***Students will produce a report/ppt showing their knowledge and understanding of key components of both the musculo-skeletal and cardio-respiratory systems and the role of each during physical activity.***	***Students will learn key components of the musculo-skeletal system and its function:*** ***o major bones, i.e. cranium, scapula, clavicle, humerus, radius, ulna, sternum, pelvic girdle, femur, tibia, fibula, patella, ribs, carpals, tarsals, metatarsals, metacarpals, vertebrae*** ***o skeletal muscle groups, i.e. biceps, triceps, abdominals, pectorals, hamstrings, soleus, gluteals, quadriceps, latissimus dorsi, deltoids, trapezius, gastrocnemius***	

			o synovial joints, i.e. ball and socket (e.g. hip), hinge (e.g. knee), gliding (e.g. carpals), pivot (e.g. neck), saddle (e.g. thumb), condyloid (e.g. wrist) ***o connective tissue, i.e. cartilage, ligaments, tendons*** ***o functions of the musculo-skeletal system (e.g. support, movement, protection, blood formation)*** ***They will also be taught the key components of cardio-respiratory system and its function:*** ***o heart, i.e. ventricles, atria, valves o respiratory system, i.e. trachea, lungs, alveoli, diaphragm*** ***o arteries, i.e. aorta, pulmonary, carotid*** ***o blood, i.e. plasma, white and red cells, platelets*** ***o blood vessels, i.e. arteries, veins and capillaries*** ***o functions of the cardio-respiratory system (e.g. uptake of oxygen through breathing, transport of oxygen and nutrients to cells via the blood, removal of waste products from muscles and other organs, regulation of body temperature)***	

			Students will learn the role of the musculo-skeletal system in producing movement: ***o types of movement, i.e. flexion, extension (e.g. bicep curl in weight lifting), adduction, abduction (e.g. star jump in gymnastics), rotation (e.g. hip movement during a golf swing), circumduction (e.g. arm circles in a dance routine)*** ***o functions of connective tissue, i.e. ligaments connect bone to bone, tendons connect muscle to bone, cartilage provides protection and cushioning in synovial joints.*** ***o muscular contractions, i.e. isometric (e.g. holding a static position such as a handstand) isotonic (e.g. concentric and eccentric movement phases such as a squat thrust)*** ***Finally, students will also be taught the role of the cardio-respiratory system during physical activity:*** ***o heart rate (e.g. pulse rate) o blood pressure (e.g. stroke volume and cardiac output)*** ***o vascular shunt mechanism, i.e. the re-distribution of blood to the working muscles during exercise and exhalation*** ***o internal respiration, i.e. oxygen and carbon dioxide moving between the lungs and the blood***	

			o aerobic and anaerobic respiration.	
R043 – LO2 Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness		***Students will produce a report/ppt showing their knowledge and understanding of the benefits of cardio-respiratory fitness in everyday life, benefits of muscular strength and flexibility and the benefits of muscular endurance.***	***During this section students will be taught benefits of cardio-respiratory fitness in everyday life, i.e. prevention or reduction of:*** ***o heart disease*** ***o obesity*** ***o some cancers*** ***o strokes*** ***o stress*** ***Students will learn about the benefits of muscular strength and flexibility:*** ***o complete everyday tasks with ease*** ***o avoid injury*** ***o improve posture*** ***o prevent joint problems and osteoporosis in later life*** ***Finally students will be taught the benefits of muscular endurance such as:*** ***o increased stamina for work-based tasks o improved sport skill performance.***	
R043 – LO3 Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems		***Students will produce a report/ppt showing their knowledge and understanding of different short-term effects of physical activity on the musculo-skeletal and cardio-respiratory system, and reasons for these. They will also collect and produce data tables to show their knowledge and understanding of ways to measure and***	***Students will learn different short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems and reasons for these, such as:*** ***o changes in the range of movement around joints (e.g. increased production of synovial fluid, warming of muscles and ligaments make them more flexible)***	

		record the short-term effects of physical activity on both systems.	***o changes in heart rate, stroke volume and cardiac output (e.g. release of adrenaline, changes in exercise intensity)*** ***o changes to breathing rate (e.g. changes in the concentration of carbon dioxide and oxygen in the blood, changes in energy requirements during exercise)*** ***o changes in temperature o muscle fatigue (e.g. build up of lactic acid)*** ***They will also learn the ways to measure and record the short-term effects of physical activity on the musculo-skeletal and cardiorespiratory systems:*** ***o suitable activities to measure short-term effects (e.g. shuttle runs, press ups)*** ***o methods to measure the short-term effects (e.g. counting breathing rate or pulse rate before, during and after exercise)*** ***o recording the outcomes (e.g. objective measures such as from counting pulse rate (using correct units)***	
R043 – LO4 Be able to assess the long term effects of physical activity on the musculo-skeletal and cardio-respiratory systems		***Students will produce a report showing their knowledge and understanding of long-term effects of physical activity on the musculo-skeletal and cardio-respiratory system, and reasons for these. They will also collect and produce further data/ data analysis to show their knowledge and understanding of ways to measure and***	***Within this section students will learn long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems and reasons for these:*** ***o changes in muscle size and strength*** ***o changes in resting heart rate*** ***o changes in training heart rate*** ***o changes in heart rate recovery*** ***o changes in flexibility***	

		record the long-term effects of physical activity on both	***o changes in muscle recovery*** ***o changes in lung capacity*** ***Students will also learn about the ways to measure and record the long-term effects of physical activity on the musculo-skeletal and cardiorespiratory systems:*** ***o suitable long-term activity to bring about adaptations (e.g. a progressive long-term training programme)*** ***o methods to measure the long-term effects (e.g. spirometry to measure lung function and capacity; Cooper test to check for improvements in aerobic capacity)*** ***o recording the outcomes (e.g. objective measures (such as regular testing of resting heart rate) and subjective measures (subject feels that they have more stamina when performing physical activities), checking progress periodically, using correct units).***	
OPTION 2 ***R044 – Sports psychology***				
R044 – LO1 Understand the relationship between personality and performance		***Students will produce a poster to show their knowledge and understanding of personality types, how personality can affect performance and choices and the difference between trait and social learning theory.***	***Students will learn definitions of personality (e.g. the way we behave in certain situations, whether we are generally calm or nervous, whether we are outgoing or shy)*** ***They will also learn about extrovert and introvert personality types and the links between personality and involvement and performance in sport (e.g. more aggressive personality will be more likely to play an aggressive sport)***	

			Students will be taught the trait approach (e.g. aggression seen as a desirable trait in rugby, a team captain seen as needing to be vocal and extrovert). As well as observed or social learning (e.g. environment can influence personality and behaviour, so a young tennis player might be more likely to criticise the line judge if they see this happening regularly in professional tennis on television).	
R044 – LO2 Know how motivation can affect sports performance		***Students will produce a PPT to show their knowledge and understanding of types of motivation, the effects of motivation on performance and achievement motivation and how it affects performance.***	***Students will be taught definitions of motivation (e.g. only a certain type of person is motivated to participate in sport) They will be taught about intrinsic motivation (e.g. beating personal best, wanting to improve at a sport because you enjoy it) and extrinsic motivation (e.g. working towards achieving a certificate or award, making a lot of money). As well as achievement motivation, i.e. o 'Need to Achieve' (NACH) (e.g. likes a challenge) o 'Need to Avoid Failure' (NAF) (e.g. will always do the easy thing) Students will also learn about the implications for sport and exercise involvement, i.e. o which sport/activities you choose to participate in o how hard you try o whether you keep trying or give up.***	
R044 – LO3 Know how aggression can affect sports performance		***Students will produce a PPT to show their knowledge and understanding of aggression, theories relating to aggression and theories that explain aggression.***	***During this section students will learn types of aggression, i.e. o what is aggression? (e.g. behaviour against another person or object – not an accident, it can be positive or***	

			negative depending on whether it is controlled). ***They will learn about direct aggression, i.e. aggression directed at an opponent/participant/official (e.g. wanting to hurt an opponent in a football tackle). As well as indirect aggression, i.e. aggression directed at an object (e.g. smashing a golf club in frustration after a poor shot)*** ***They will also be taught the reasons for aggression, such as:*** ***o rivalry (e.g. boxing weigh-ins, national rivalry such as England vs. Scotland)*** ***o pressures to win (e.g. cup finals/relegation battles/local derby games)*** ***o over-arousal during play (e.g. football player is too 'pumped up' and launches into a reckless tackle)*** ***o behaviour of opposition (e.g. foul play/taunting/sledging)*** ***o decisions of officials (e.g. foul play not punished, players not accepting that the referee's decision is final)*** ***Finally, they will learn about the theories of aggression, these are:*** ***o social learning theory (e.g. if aggressive defensive methods in rugby are seen to work, they are more likely to be copied)*** ***o trait theory (e.g. performer is naturally aggressive and competition brings this out)*** ***o application of these theories to sporting examples***	

R044 – LO4 Understand the impact of arousal and anxiety on sports performance		***Students will produce a PPT to show their knowledge and understanding of arousal, theories relating to arousal and ways to measure anxiety in sport. Students will also complete 5 SCAT tests to demonstrate ways to measure anxiety.***	***Students will be taught explanations of arousal (e.g. an energised state that can help or hinder performance) and theories of how arousal/anxiety affects performance, which are:*** ***o Drive theory (e.g. need arousal/anxiety to perform at best)*** ***o Inverted U theory (e.g. peaks in performance arousal/anxiety)*** ***o zones of optimal functioning (e.g. some sports need higher arousal/anxiety levels than others, 'being in the zone')*** ***The students will then be taught how to apply these theories to sporting examples (e.g. Drive theory – some elite performers find it hard to get motivated for 'minor' events compared to big international tournaments).*** ***The students will then learn about the methods for measuring anxiety, i.e.*** ***o Sport Competition Anxiety Test (SCAT)*** ***o State Anxiety Inventory Test.***	
R044 – LO5 Be able to apply sport psychology strategies to enhance sports performance.		***Students will produce a report, accompanied by observations of performance and pre/post test results which shows their knowledge and understanding of the use of goal setting for motivation in sport, the use of mental rehearsal, imagery and relaxation techniques and how to assess whether strategies have had an impact on sports performance.***	***Within this section students will learn about the use of goal setting for motivation in sport:*** ***o Specific*** ***o Measurable*** ***o Achievable*** ***o Realistic*** ***o Time-bound***	

			Students will also learn about the use of mental rehearsal and imagery in sport, such as: ***o going through the phases of the performance*** ***o visualising positive outcomes o refocusing*** ***Students will then be taught about the use of relaxation techniques in sport:*** ***o breathing control and regulation*** ***o releasing tension in muscles*** ***Students will then need to apply appropriate strategies for specific subject(s) and be able to assess whether strategies have had an impact on sports performance, i.e.*** ***o pre- and post-testing*** ***o basic measures of performance*** ***o observation*** ***o evaluation of strategies***	
Option 3 ***R046 – Technology in Sport***				
R046 - LO1		***TBC*** ***how technology is used to enhance performance, how technology is used to enhance game play and how technology is used to enhance spectatorship.***	***Students will learn how technology is used to enhance performance, i.e.*** ***o fitness testing (e.g. body fat monitors, heart rate monitors)*** ***o training aids (e.g. motion capture software to review performance, simulators to practice skills in a controlled environment)*** ***o equipment (e.g. carbon fibre javelins can help gain inches on a throw, Formula 1 cars designed to be as aerodynamic as possible and have no excess weight)***	

			o clothing and footwear (e.g. lightweight body armour to prevent injuries in rugby, full body swimsuits that cause less drag than skin so save milliseconds, football boots that improve the curl that can be applied when kicking the ball.) ***o injury prevention and recovery (e.g. faster recovery times through use of specialist equipment)*** ***Students will also learn how technology is used to enhance game play, i.e.*** ***o video refereeing (e.g. a referee in rugby will watch video replay on a TV monitor during the game to assist in making a decision)*** ***o 'Hawk-Eye' (e.g. used in tennis to determine if the ball was 'out')*** ***o goal-line technology (e.g. to determine whether the ball has crossed the goal line in football)*** ***o 'Hot spot' (e.g. to determine whether the ball hit the bat or a pad in cricket)*** ***o radio (e.g. officials using radio to communicate with each other during the game)*** ***o stadiums (e.g. retractable roofs so that weather does not interfere with game play, under pitch heating to reduce the effect of snowy/icy conditions, different playing surfaces such as latest generation of artificial pitches).*** ***Students will also be taught how technology is used to enhance spectatorship, i.e.***	

			o stadiums (e.g. big screens at football matches, architecture eliminates the use of pillars to improve spectators view) ***o officials (e.g. crowd able to hear referee decisions at rugby matches)*** ***o commentary/punditry (e.g. more statistics available during play, graphics and software to enhance post-match commentary)*** ***o television (e.g. HD TV/3D TV improves viewing experience, multi-screen through 'red button')*** ***o internet (e.g. access team/club websites, social networking with players/fans, mobile phone apps allow you to monitor results on the go).***	
R046 - LO2		***TBC*** ***the positive effects of sport technology for performance, the positive effects of sports technology for game play, the positive effects of sport technology for spectators and other positive effects of sports technology.***	***In this section students will learn about the positive effects of sports technology, i.e.*** ***o in performance, i.e. - equipment is easier to use (e.g. tennis rackets are lighter and have larger 'sweet-spot') - reducing injury (e.g. temperature regulating clothing to prevent overheating and dehydration, shock absorbing footwear limits strain on leg joints) - recovery time from injury is reduced (e.g. training can resume sooner limiting reversal in fitness) - improved training aids (e.g. can identify specific areas of weakness, athletes can compete to a later age and utilise experience more)*** ***o in game play, i.e. - enhances how the sport is played (e.g. technology helps to speed up and intensify sport making it more exciting to participate in, such as developments in the bikes which elite cyclists use) - increases competition (e.g. athletes/performers/teams are able to***	

			analyse opponents performances and develop strategies to beat them) - improves accuracy (e.g. calls made by referees/umpires are more accurate making competitions more fair) ***o in spectatorship, i.e. - increased fan base (e.g. in-play statistics and post match analysis graphics make sport more interesting to watch, easier purchasing of tickets over internet or via mobile phone apps) - see all the action (e.g. instant replays, multi camera angles and being able to pause and rewind live TV means you miss none of the action)*** ***o other positive effects, i.e. - health care (e.g. prosthetic limbs developed for athletes now available to the public) - transport (e.g. road cars increasingly made from carbon fibre developed for Formula 1).***	
R046 - LO3		***TBC*** ***the negative effects of sport technology for performance, the negative effects of sport technology for game play, the negative effects of sports technology for spectators and other negative effects of sport technology.***	***For this outcome students will learn about the negative effects of sports technology, i.e.*** ***o in performance, i.e. - skills may deteriorate (e.g. more-forgiving golf clubs take away the need for the golfer to strike the ball as accurately) - rule/regulation changes (e.g. certain swim suit designs had to be banned because of the degree of assistance they were providing to elite swimmers, motorsport rules change frequently to restrict the degree to which technological advances might adversely affect competitions)*** ***o in game play, i.e. - prolongs game duration (e.g. referees/umpires taking time to view video/computer aids cause breaks in game play and can make an event 'stale') -***	

			detracts from the ethics of sport (e.g. the winner is not now always the best athlete/performer/team but the one with the better equipment) - cost (e.g. only elite level can afford some technology, so it can create or increase the gulf between teams/participants within a sport) o in spectatorship, i.e. - decrease in live spectatorship (e.g. advances to TV technology and TV broadcasting will encourage viewers to watch from home) o other negative effects, i.e. - breaks tradition (e.g. cricket is steeped in tradition and devices such as 'Hawk-Eye' and 'Hot Spot' are not readily accepted by all).	
R046 - LO4		***TBC*** ***the factors affecting the use of technology in sport and the impact that technology has had.***	***During this part of the unit students will learn the factors affecting the use of technology in sport, i.e. o application of technology (e.g. a specific technology used in one specific sport, one piece of technology used and adapted across a range of sports, an organisation which has been and/or is at the forefront of using different types of new technology) o reasons for the introduction of technology with particular reference to performance, game play and spectatorship (e.g. the sport was losing popularity because of the increase in incorrect or poor decisions being made, the technology has broken down barriers for certain groups of participants) o history/tradition (e.g. the nature of the sport(s) or organisation(s) involved is such that they resist change, previous positive or negative experiences with technology affect their view of any proposals)***	

			o reactions of key stakeholders (e.g. athletes/performers/spectators/professional bodies) to the introduction of the technology (e.g. it would improve decision making, it would improve performance, it would be ethically wrong in this sport) ***o features of the technology which affect its use (e.g. cost, access, reputation, reliability)*** ***Students will also learn about the impact the technology has had, i.e.*** ***o has it addressed the issues it sought to (with particular reference to performance, game play and spectatorship)?*** ***o has it had unintended positive and/or negative consequences (e.g. use of video referrals was intended to support officials but has ended up undermining them)?*** ***o developments and adaptations made to the technology (e.g. it has been used within other sports, it has triggered further use of technology within a sport, it caused nothing but problems and has been dropped from the sport)*** ***o developments and adaptations made to the sport (e.g. it has more spectators, the athletes/performers are fitter and more skilled, it has become reliant on technology and skill no longer counts, it has increased the gap between the elite and everyone else within the sport)*** ***o implications for the future (e.g. the sport is at its peak and there is no need for further technology, if more clubs/teams/athletes/performers introduced the technology the sport would improve***	

			dramatically, cost implications for wider use even if deemed successful).	

During Year 10 sport science, students will have opportunities to develop the following BUILD qualities:

BUILD Quality	***How the Year 10 Sport Science curriculum contributes to developing this quality:***
Respect	***Students respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and students will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for students to show respect to one another. Students are given the opportunity to show respect qualities when competing against other groups/ schools as well as when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.***
Kindness	***Students are part of the same 'team'. This ethos is highly respected and therefore the students are exceptionally kind to each other.***
Tolerance	***Students are always encouraged to appreciate others and the qualities and values that they bring.***
Resilience	***Students will be taught to be resilient at times such as perhaps not getting the initial outcome they wished for in terms of work. This ethos is throughout the whole school and will be reenforced by us during Sport lessons.***
Creativity	***Students are given the opportunity to be creative when designing session plans and fitness programmes. Further opportunities to be creative come in the form of setting out work and presenting.***
Positivity	***Students are always highly encouraged to remain positive and have a good attitude toward their learning.***
Integrity	***All students work is their own and referencing rules are followed and adhered to.***
Aspiration	***Students are reminded often to remain aspirational, everyone can aim for the highest grades and everyone can achieve with hard work and effort. High standards are always evident in Sports lessons.***
Empathy	***Students relationships are build upon respect and understanding therefore in this setting we ensure to continue this through working with others, helping peers and sharing our feelings to ensure people don't feel like they are alone, especially when finding work difficult.***

Skills
During Year 10 sport science, students will have opportunities to develop the following wider skills:

Skill Area	***How the Year 10 Sport science curriculum contributes to developing this skill area:***

Literacy & Numeracy	***Students are given the opportunity to improve and showcase their literacy skills through coursework/classroom tasks such as essays, reflections, task sheets. Literacy skills are used when reading information which is presented to students such as journals, resources as well as lesson objectives, course content, unit requirements and key words. Numeracy skills are accessed in work where data is collected and analysed I.e. fitness levels/ nutritional values. Most activities require mathematical basic skills retrieval in order to know who has won.***
Communication	***Students will have opportunities to communicate with each other on various levels. At times they will be taking on the role of leader/ supervisor and coach, therefore different styles of communication will be used and learnt.***
Problem Solving	***Students will have the opportunity to learn how to problem solve in a range of situations such as relating course content to sporting examples.***
Leadership	***Unit RO42 allows some leadership opportunities within the training programme delivery.***
Collaboration	***Group work, practical tasks in pairs/ groups and research tasks are all ways in which students will showcase and enhance their collaboration skills.***
Metacognition	***Throughout the course content we will always encourage sharing of ideas and thoughts and thus 'thinking about our thinking', having deep routed debates of some content to ensure we are able to justify points made. This is useful for our extended answer exam questions and coursework writing.***
Physical, Practical and Technical	***This comes in the form of practical application and examples embedded throughout the course content.***
Digital Literacy	***Students will use computers to complete coursework, using Microsoft platforms in order to create, submit and retrieve work.***

Enrichment

During Year 10 sport science, the following events, visits, and trips will enrich the PE and Sport curriculum:

Event, Visit or Trip	***Linked unit(s) of study***	***How the event, visit or trip enriches the curriculum:***
NGA games	***All invasion games***	*This event hosts all of KS3 at different times to compete in football, basketball, handball and dodgeball. Year 10 students are given the opportunity to help lead the event by officiating and assisting in the general running of the day.*
L'boro university trip	***Sports nutrition (R045), practical links and fitness testing (R042)***	*This trip allows students to see what sport science at university is like, try out some of the equipment used to test fitness levels and get first hand information from current sport science students.*

Year 11 CORE PE and Sport

Knowledge, Qualifications and Assessment
What students will study during Year 11, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	***Periods***	***Learning Challenge*** *What will students produce at the end of a unit to demonstrate their learning?*	***Learning Journey*** *What knowledge and subject specific skills will students learn in order to complete the Learning Challenge?*	***Learning Consolidation*** *What prior learning will students consolidate using spaced retrieval and spaced practice?*
Invasion games	***16***	***Students will understand and appreciate that some people may want to be part of a team and participate in regular sports in their local community. This leads to a healthy, active lifestyle.***	***Students will be able to take part in a range of invasion games such as:*** - ***Basketball*** - ***Football*** - ***Hockey*** - ***Dodgeball*** - ***Lacrosse*** - ***American Flag football*** - ***Handball*** ***The aim is to further their skill levels and perhaps spark an interest in a new sporting area. The students will be taught about the provisions in the local community and how sport and physical activity might look to them moving forward in life.***	***Recall skills from KS3/4 practical lessons.***
Health-related fitness	***16***	***Students will understand and appreciate how to maintain good levels of fitness in everyday life, activities which can be done at home/ in the local gym and classes available in local communities and how this leads to a healthy, active lifestyle.***	***Students will be able to take part in a range of different health-related fitness sessions such as:*** - ***Circuit training,*** - ***Yoga,*** - ***Boogie Bounce,*** - ***Pound,*** - ***Boot camp (HIIT)***	***Recall techniques learn in KS4 (Year 10) practical lessons.***

			- ***Resistance training*** ***The aim here is to further their fitness levels and perhaps spark an interest in a new type of training. The students will be taught about the provisions in the local community and how sport and physical activity might look to them moving forward in life.***	
Summer games	***6***	***Students will understand and appreciate the fitness gained from being physically active.***	***Students will have the chance to enjoy some summer games whilst bringing their academic year to a close.*** ***These games will include:*** - ***Rounders*** - ***Cricket*** - ***Capture the flag*** ***Students will be reminded that these are also games in which they can play in their local community and with peers in their leisure time.***	***Recall skills from KS3/4 practical lessons.***

Qualities

During Year 11, students will have opportunities to develop the following BUILD qualities:

BUILD Quality	***How the Year 11 PE and Sport curriculum contributes to developing this quality:***
Respect	***Students respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and students will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for students to show respect to one another. Students are given the opportunity to show respect qualities when competing against other groups/ schools as well as when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.***
Kindness	***Students must be kind to one another during PE. This is a 0 tolerance matter and students understand this and adhere to the rule. Kindness can be shown in the form of helping someone when they are struggling, holding the door for each other to access facilities, working together well in group/ team work. Students in year 10 will at times take on some officiating and/or leadership roles in which they will be asked to show kindness to others whom they are leading, gaining an***

	understanding of how communication is important in making people feel positive and getting the best out of those who you are working with. Similarly, students will be encouraged to show kindness to those leading as such a role can be daunting.
Tolerance	***Students are encouraged to be very tolerant towards others, the environment that some students will find themselves in means that they are perhaps at different points in their own physical journey and have a varied level of skill. This means that students must allow room for others to make mistakes and work together to help improve practically.***
Resilience	***Students are actively encouraged to keep going when they find things difficult and to try again if they do not perform as well or technique needs work. In KS4 students are encouraged to have high levels of resilience in order to keep going with task which they find hard. Students may come from a stressful situation into PE and are given the opportunity to turn that negative into a positive by reliving the stresses through practical application. Students are often reminded that it is ok to get things wrong, as long as we try again and stay positive.***
Creativity	***Students are given the chance to be creative throughout various activities, however this lends itself nicely to gymnastics where students have the opportunity to create a routine for their challenge. In KS4 students will think more about their ability to be creative in various sporting situations using tactics. They will be encouraged to think about movement and how their practical skills can be used to outwit opponents.***
Positivity	***Students are immersed into a positive environment modelled by staff. Positive attitudes towards learning are encouraged and students are expected to be positive towards all types of activities.***
Integrity	***Students are taught that win or lose – both are ok and that when you do miss out on the result that you hoped for the only way to move forward is to accept that with grace and congratulate the ones who managed to get the result to enable them to win. Students are encouraged to allow room for error as this is ok and we must not get upset or angry if things are not going our way.***
Aspiration	***Students are encouraged and offered the opportunity to be highly aspirational. This can be in many forms: Extra-curricular clubs allow students access to competitive sports and given students the chance to go into different environments to play against other schools in the city and county. Our students are encouraged to be aspirational in their performance within school and lessons. To work to the highest of their ability and to always strive to improve in all areas of the curriculum.***
Empathy	***Students are encouraged to show empathy through working with others and encouraging each other whilst not looking down on those who are unable to perform with as much competence as themselves.***

Skills
During Year 11, students will have opportunities to develop the following wider skills:

Skill Area	***How the Year 11 PE and Sport curriculum contributes to developing this skill area:***
Literacy & Numeracy	***Students are given the opportunity to improve and showcase their literacy skills through various tasks such as reflections, task sheets, journals. Literacy skills are used when reading information which is presented to students such as lesson objectives and key words. Numeracy skills are accessed in various games where scores are taken or added up. Most activities require mathematical basic skills retrieval in order to know who has won.***
Communication	***Working as part of a team, communicating rules and regulations whilst taking the role on an official, problem solving tasks, students will explicitly think about verbal and non-verbal communications within a practical setting. Students are encouraged to use active listening skills.***
Problem Solving	***Position, action and timing (P.A.T.) scenarios allow students to problem solve together, adding constraints to invasion game activities and small activities. Team building tasks are completed by all students when they arrive back to the academy at the start of the new academic year, this is helpful due to class changes which may have taken place. This allows students to get to know each other in a fun and exciting environment. All students find their role no matter how small in the problem solving tasks and therefore they are great for allowing students to showcase their skills and allow staff to identify potential leaders.***
Leadership	***Students will have the opportunity to lead in some game based activities. Taking on the role of captain, manager to enhance students basic understanding of leadership.***
Collaboration	***Team work throughout all team based activities, working in pairs to complete a task, group and paired discussion on various topics. Working in the same space as others, to allow appropriate spacing, being accommodating in the spaces provided. Collaboration is innate in PE and is happening throughout all lessons.***

Metacognition	***P.A.T principles allow students to think about their thinking journey. Why, Who, When, How... Thinking as a skill is something which is applied to our KS4 PE curriculum. Students will be given opportunities to think throughout all practical aspects of PE and with this use their thinking skills to outwit opponents, solve problems and work effectively as an individual, team, or pair.***
Physical, Practical and Technical	***Physical activity is the primary focus in KS4 with students being active as number one priority in each lesson. Students are given the opportunity to cover a range of practical sports and learn the technical aspects of skills within those sports. Each skill is broken down and taught to students, demonstrations of best practice then allow students to replicate movements and learn various skills which can be used in one or many sporting areas. A lot of the practical skills covered in year 9 are transferable and therefore allow students to access many sports be retrieving such skills and applying them in various settings. This alone gives students plenty of time to consolidate skills such as: passing, movement, shooting, pivoting.***
Digital Literacy	***Students may have the opportunity to complete homework on the computer or through a web based platform such as one note. Other homeworks may include to watch a part of a game such as basketball through a platform such as YouTube or research an athlete through using Google.***

Enrichment

During Year 11, the following events, visits, and trips will enrich the PE and Sport curriculum:

Event, Visit or Trip	***Linked unit(s) of study***	***How the event, visit or trip enriches the curriculum:***
NGA games	***All invasion games***	*This event hosts all of KS3 at different times to compete in football, basketball, handball and dodgeball. Year 11 students are given the opportunity to help lead the event by officiating and assisting in the general running of the day.*
OAA competition (hunger games)	***Orienteering***	*Students are given the chance the claim house points by using their new skills in a competitive setting. Students compete in classes to get points in small groups. The task is to find letters, as quickly as possible, solve the puzzle and avoid getting hit by the sponge balls. The rules of the game reflect the movie franchise 'the hunger games' which has made this competition a more popular one.*

Year 11 Sport science

Knowledge, Qualifications and Assessment
What students will study during Year 11 sport science, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	***Periods***	***Learning Challenge*** *What will students produce at the end of a unit to demonstrate their learning?*	***Learning Journey*** *What knowledge and subject specific skills will students learn in order to complete the Learning Challenge?*	***Learning Consolidation*** *What prior learning will students consolidate using spaced retrieval and spaced practice?*
R041: LO1 – Understanding different factors which influence the risk of injury (Blocking)		***Students will take external examination on the content within this LO.*** ***This unit will make up 25% of their final grade.***	***Students will learn about extrinsic factors which can influence the risk of injury. These include:*** ***o type of activity (e.g. contact sports present different injury risks from gymnastic activities)*** ***o coaching/supervision, i.e. - poor/incorrect coaching techniques - ineffective communication skills - importance of adhering to rules and regulations*** ***o environmental factors, i.e. - weather - playing surface/performance area and surrounding area - other participants*** ***o equipment, i.e. - protective equipment (e.g. shin pads in football, gum shield in boxing, helmet in cycling, goggles in skiing) - performance equipment (e.g. hockey stick, cricket ball, rock climbing harness) - clothing/footwear suitable for playing surface/weather conditions/specific sport or activity o safety hazards, i.e. - risk assessments - safety checks - emergency action plans.***	***Interim assessment on LO1 – extrinsic factors***

			Students will also be taught about intrinsic factors which can influence the risk of injury. These include: ***o physical preparation, i.e. - training - warm up - cool down - fitness levels - overuse - muscle imbalances o individual variables, i.e. - gender - age - flexibility - nutrition - sleep - previous/recurring injuries*** ***o psychological factors, i.e. - motivation - aggression - arousal/anxiety levels*** ***o posture and causes of poor posture, i.e. - poor stance/gait (e.g. bending your knees or hunching your shoulders when standing) - sitting positions (e.g. slumping/slouching on the sofa rather than sitting upright) - physical defects (e.g. muscles weaken around an injured area) - lack of exercise (e.g. lack of core muscle strength means less support, being overweight puts strain on posture) - fatigue (e.g. tired muscles will be unable to support the skeleton properly) - emotional factors (e.g. having low self-esteem/lack of confidence can influence posture) - clothing/footwear (e.g. wearing shoes with high heels can affect posture)*** ***o sports injuries related to poor posture, i.e. - pelvic tilt - lordosis - kyphosis - round shoulder – scoliosis***	

RO41: LO2 – Understand how appropriate warm up and cool down routines can help prevent injury *(Blocking)*		***Students will take external examination on the content within this LO.*** ***This unit will make up 25% of their final grade.***	***Students will learn about the physical benefits of a warm up, i.e.*** ***o warming up muscles/preparing the body for physical activity*** ***o increase in body temperature*** ***o increase in heart rate*** ***o increase in flexibility of muscles and joints*** ***o increase in pliability of ligaments and tendons*** ***o increase in blood flow and oxygen to muscles*** ***o increase in the speed of muscle contraction*** ***Students will also be taught about the psychological benefits of a warm up, i.e.*** ***o heighten or control arousal levels (e.g. 'get in the zone' or settle nerves)*** ***o improve concentration/focus*** ***o increase motivation*** ***o mental rehearsal*** ***They will also know about the key components of a warm up, such as:*** ***o pulse raising, i.e. exercises that slowly increase heart rate and body temperature (e.g. jogging, cycling, skipping)*** ***o mobility, i.e. exercises that take the joints through their full range of movement (ROM) (e.g. arm swings, hip circles)*** ***o dynamic movements (e.g. change of speed and direction)***	***Students can call upon the knowledge gained in KS3 core PE and build on that experience and knowledge of a safe and sufficient warm up/ cool down.*** ***Interim assessment on LO1/2 – extrinsic factors***

			o stretching (e.g. developmental stretches, dynamic stretches linked to sport – 'open and close the gate' groin walk) ***o skill rehearsal phase, i.e. rehearsing common movement patterns and skills which will be used in the activity (e.g. dribbling drills for football, passing drills for netball)*** ***Students will be taught physical benefits of a cool down, these are:*** ***o helps the body's transition back to a resting state*** ***o gradually lowers heart rate*** ***o gradually lowers temperature*** ***o circulates blood and oxygen*** ***o reduces breathing rate*** ***o removes waste products such as lactic acid*** ***o reduces the risk of muscle soreness and stiffness*** ***o aids recovery by stretching muscles, i.e. lengthening and strengthening muscles for next work-out/use*** ***They will learn the key components of a cool down, i.e.*** ***o pulse lowering, i.e. exercises which gradually lower heart rate and reduce temperature (e.g. easy movements, light running, stretching)*** ***o stretching, i.e. maintenance stretches, static stretches (e.g. hamstring stretches)***	

			Students must understand the specific needs which a warm up and cool down must consider, i.e. ***o characteristics of the individual/group, i.e. - size of group - age of participants - experience of participants - individual fitness levels - any medical conditions participants may have*** ***o suitability as preparation for a particular activity/sport*** ***o environmental factors (e.g. weather/temperature if outdoors, available facilities).***	
RO41: LO3 – Know how to respond to injuries within a sporting context		***Students will take external examination on the content within this LO.*** ***This unit will make up 25% of their final grade.***	***acute and chronic injuries*** ***o acute injuries, i.e. - caused as a result of a sudden trauma to the body (e.g. hard rugby tackle, being hit by a ball) - result in immediate pain, and usually swelling with a loss of function*** ***o chronic injuries, i.e. - also known as overuse injuries and are a result of continuous stress on an area (e.g. Achilles tendonitis, shin splints or tennis elbow) - these injuries tend to develop gradually over a period of time.*** ***The students will be learning the types, causes and treatment of common sports injuries:*** ***o soft tissue injuries, i.e. sprains, strains*** ***o overuse injuries, i.e. tendonitis, tennis elbow, golfers elbow, shin splints*** ***o fractures, i.e. open, closed*** ***o concussion, i.e. signs and symptoms of concussion*** ***o abrasions, i.e. grazes and cuts***	***Students will find the content mostly new. However if they have done any first aid work this will be further consolidated during this topic.*** ***Interim assessment on LO1/2/3– extrinsic factors***

			o contusions, i.e. bruises ***o blisters (e.g. blisters on the foot due to poorly fitting footwear)*** ***o cramp, i.e. painful sensations caused by muscle contractions or over shortening*** ***o injuries related to children (e.g. severs diseases, Osgood Schlatter's disease).*** ***Students will know how to respond to injuries and medical conditions in a sporting context, i.e.*** ***o SALTAPS on-field assessment routine (See, Ask, Look, Touch, Active, Passive, Strength)*** ***o R.I.C.E. (Rest, Ice, Compress, Elevate.*** ***o stretching and massage*** ***o taping, bandaging, splints, slings*** ***o hot and cold treatments (e.g. heat pack, freeze spray)*** ***o action plan to respond to injuries and medical conditions in a sporting context i.e. emergency procedures*** ***Students will be taught about Emergency Action Plans (EAP) in a sporting context:*** ***o emergency personnel, i.e. first responder, first aider, coach*** ***o emergency communication, i.e. telephone, emergency numbers, emergency services*** ***o emergency equipment, i.e. first aid kits, evacuation chair.***	
RO41: LO4 – Know how to respond to common medical conditions		***Students will take external examination on the content within this LO.***	***Students will be learning about the symptoms of common medical conditions:***	***Interim assessment on LO1/2/3/4 – extrinsic factors***

		This will make up 25% of their final grade.	***o Asthma, i.e. coughing, wheezing, shortness of breath, tightness in the chest.*** ***o Diabetes, i.e. increased thirst, going to the toilet lots, extreme tiredness, and weight loss, differences between Type 1 (insulin-dependent) and Type 2 (non-insulin dependent)*** ***o Epilepsy, i.e. seizures*** ***They will also understand how to respond to these common medical conditions, i.e.*** ***o ensure awareness of any participants' medical conditions prior to commencing physical activity*** ***o Asthma, i.e. reassurance, inhaler, emergency services (if needed)*** ***o Diabetes, i.e. insulin (or glucose) hypoglycaemia (low blood sugar), give the individual sugar (e.g. fruit juice, sugary sweets)*** ***o Epilepsy, i.e. emergency care plans in place for the individual*** ***o when to refer the performer on to a professional and how to do so.***	
Optional Units ***R045 - Nutrition/ or another of the options stated in the year 10 section (optional)***				
R045 - LO1 – Know about the nutrients needed for a healthy, balanced diet		***Students will produce a Poster and PowerPoint presentation/ report to show the characteristics of a balanced diet, what nutrients are, the role of***	***Students will be taught about the characteristics of a balanced diet:*** ***o meets the nutritional requirements of an individual***	

		nutrients in a healthy, balanced diet and food sources of nutrients.	***o includes foods from all of the food groups (e.g. meat and dairy, fruit and vegetables, fats and sugars)*** ***o contains a variety of foods o suits the needs/tastes of the individual (e.g. accounting for allergies/intolerance to some ingredients)*** ***The students will also learn what nutrients are (e.g. chemicals a living organism needs in order to live and grow) and the role of nutrients in a healthy, balanced diet, such as:*** ***o carbohydrates (e.g. quick supply of energy)*** ***o fats (e.g. slower supply of energy, transport some vitamins around the body)*** ***o proteins (e.g. repair muscle damage)*** ***o fibre (e.g. helps maintain healthy bowels)*** ***o water (e.g. keeps the body hydrated)*** ***o vitamins and minerals (e.g. help strengthen bones, maintain a healthy immune system)*** ***They will also learn the food sources of nutrients, i.e.*** ***o carbohydrates (e.g. pasta, potatoes)*** ***o fats (e.g. dairy products, fish)*** ***o proteins (e.g. meat, pulses) o fibre (e.g. cereals, wholemeal bread)*** ***o vitamins and minerals (e.g. fresh fruit and vegetables).***	

R045 - LO2 - Understand the importance of nutrition in sport		***Students will produce a PowerPoint presentation/ report to show the importance of nutrition before, during and after exercise, the reasons for varying dietary requirements of different activity types and the use of supplements.***	***During this section students will learn about the importance of nutrition before, during and after exercise:*** ***o before (e.g. hydrate, provide energy source, quick energy boost)*** ***o during (e.g. stay hydrated, replenish carbohydrates if lengthy exercise)*** ***o after (e.g. rehydrate straight away, eat a meal containing carbohydrates and protein within 2 hours to aid recovery)*** ***They will also learn the reasons for the varying dietary requirements of different activity types, i.e.*** ***o endurance/aerobic activities (e.g. marathon running, cross country skiing) - carbohydrate loading, hydration - energy needed for long periods - high levels of hydration needed to sustain activity over long periods*** ***o short, intense/anaerobic activities (e.g. 400m swim, a game of basketball) - carbohydrates (not carbo-loading), low fat - energy for short, sharp bursts of activity, aid recovery)*** ***o strength based activities (e.g. weightlifting) - high in protein, 5-7 meals every day - build muscle mass, limit excess body fat.*** ***Students will also be taught about the use of dietary supplements:*** ***o definition of dietary supplements (e.g. products that provide nutrients which***	

			are either missing or being consumed in insufficient quantities) ***o types of dietary supplements used in sport (e.g. multi-vitamins, protein powders, herbs, creatine)*** ***o why they are used in sport (e.g. speed up recovery, increased energy, speed up the burn off of fat)*** ***o issues associated with the use of supplements (e.g. confusion over which are/are not allowed in sport, links to potential health risks/injuries).***	
R045 - LO3 – Know about the effects of a poor diet on sports performance and participation		***Students will produce a PowerPoint presentation/ report to show what malnutrition is, the effects of undereating on sports performance and participation and the effects of dehydration on sports performance and participation.***	***Students will learn about the definition of malnutrition (e.g. a condition which results from an unbalanced diet in which some nutrients are lacking, missing, taken in excess or taken in the wrong proportion). They will also learn about the effects of overeating on sports performance and participation, i.e.*** ***o if you are overweight your fitness will deteriorate (e.g. your flexibility, agility and stamina will decrease)*** ***o you lose confidence and become anxious about participating*** ***o you can develop a range of illnesses (e.g. high blood pressure, arthritis) which prevent you from participating in certain activities*** ***o eating large amounts immediately before participating in a sports activity can make you feel sick during participation***	

			Students will learn about the effects of under eating on sports performance and participation, i.e. ***o you will have less energy (e.g. not taking in enough carbohydrates) and tire quickly o your muscles and bones weaken, increasing the risk of injury*** ***o your concentration becomes impaired*** ***o you may develop an eating disorder (e.g. anorexia) and train too hard leading to injury and/or illness*** ***o you may develop an illness which prevents you from participating (e.g. kidney infections).*** ***As well as the above students will be taught about the effects of dehydration on sports performance and participation:*** ***o you can overheat leading to heat stroke*** ***o your concentration becomes impaired*** ***o you will tire more quickly*** ***o you become ill during participation (e.g. vomiting).***	
R045 - LO4 – Be able to develop diet plans for performers		***Students will be required to design a diet plan and evaluate the effectiveness of the diet plan.***	***In this final section the students will be learning how to design a diet plan:*** ***o gather details about the performer that the diet plan is for (e.g. age, gender, any allergies or religious beliefs, food budget, cooking skill, the type of activity they perform in)*** ***o clarify the aims of the diet plan (e.g. to lose weight, to increase length of time for which they can train prior to taking part in an event)***	

			o set realistic goals which can be measured (e.g. to lose 2 pounds per week) ***o the time of the year (e.g. is the performer training for an event, is it off season, what fruit and vegetables are available at that time of year)*** ***o duration of the diet plan (e.g. suitable length to achieve goals)*** ***o suitability of diet plan (e.g. diet meets the needs of the performer, proportions of the various nutrients are appropriate)*** ***o organisation of diet plan (e.g. meals scheduled for set intervals, timing of a meal fits around other activities)*** ***Students will also be learning how to evaluate the effectiveness of the diet plan:*** ***o recording the outcomes objectively (e.g. measuring weight, diaries/journals of plan put into action)*** ***o recording the outcomes subjectively (e.g. interviewing performer - is training feeling easier?, Are you more tired after training?, Are you bored with eating the same things?)*** ***o improvement (e.g. increase the number of meals but reduce the portion size).***	

Qualities
During Year 11 sport science, students will have opportunities to develop the following BUILD qualities:

BUILD Quality	***How the Year 11 Sport Science curriculum contributes to developing this quality:***
Respect	***Students respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and students will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for students to show respect to one another. Students are given the opportunity to show respect qualities when competing against other groups/ schools as well as when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.***
Kindness	***Students are part of the same 'team'. This ethos is highly respected and therefore the students are exceptionally kind to each other.***
Tolerance	***Students are always encouraged to appreciate others and the qualities and values that they bring.***
Resilience	***Students will be taught to be resilient at times such as perhaps not getting the initial outcome they wished for in terms of work. This ethos is throughout the whole school and will be reenforced by us during Sport lessons.***
Creativity	***Students are given the opportunity to be creative when designing session plans and fitness programmes. Further opportunities to be creative come in the form of setting out work and presenting.***
Positivity	***Students are always highly encouraged to remain positive and have a good attitude toward their learning.***
Integrity	***All students work is their own and referencing rules are followed and adhered to.***
Aspiration	***Students are reminded often to remain aspirational, everyone can aim for the highest grades and everyone can achieve with hard work and effort. High standards are always evident in Sports lessons.***
Empathy	***Students relationships are build upon respect and understanding therefore in this setting we ensure to continue this through working with others, helping peers and sharing our feelings to ensure people don't feel like they are alone, especially when finding work difficult.***

Skills
During Year 11, students will have opportunities to develop the following wider skills:

Skill Area	***How the Year 7 PE and Sport curriculum contributes to developing this skill area:***
Literacy & Numeracy	***Students are given the opportunity to improve and showcase their literacy skills through coursework/classroom tasks such as essays, reflections, task sheets. Literacy skills are used when reading information which is presented to students such as journals, resources as well as lesson objectives, course content, unit requirements and key words. Numeracy skills are accessed in work where data is collected and analysed I.e. fitness levels/ nutritional values. Most activities require mathematical basic skills retrieval in order to know who has won.***
Communication	***Students will have opportunities to communicate with each other on various levels. At times they will be taking on the role of leader/ supervisor and coach, therefore different styles of communication will be used and learnt.***
Problem Solving	***Students will have the opportunity to learn how to problem solve in a range of situations such as relating course content to sporting examples.***
Leadership	***Unit RO42 allows some leadership opportunities within the training programme delivery.***
Collaboration	***Group work, practical tasks in pairs/ groups and research tasks are all ways in which students will showcase and enhance their collaboration skills.***

Metacognition	***Throughout the course content we will always encourage sharing of ideas and thoughts and thus 'thinking about our thinking', having deep routed debates of some content to ensure we are able to justify points made. This is useful for our extended answer exam questions and coursework writing.***
Physical, Practical and Technical	***This comes in the form of practical application and examples embedded throughout the course content.***
Digital Literacy	***Students will use computers to complete coursework, using Microsoft platforms in order to create, submit and retrieve work.***

Enrichment
During Year 11, the following events, visits, and trips will enrich the PE and Sport curriculum:

Event, Visit or Trip	***Linked unit(s) of study***	***How the event, visit or trip enriches the curriculum:***
NGA games	***All invasion games***	*This event hosts all of KS3 at different times to compete in football, basketball, handball and dodgeball. Year 10 students are given the opportunity to help lead the event by officiating and assisting in the general running of the day.*
Athletics house competition	***Athletics***	*During core PE lessons, students will have the opportunity to take part in an indoor athletics competition in order to win points for their house teams.*

Year 12 Level 3 Sport and physical activity

Knowledge, Qualifications and Assessment
What students will study during Year 12/13, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Rational behind each unit:

<u>Unit 1:</u> Whether your students are aiming to become a coach, nutritionist, personal trainer or leisure centre manager, knowledge of the human body, its systems and how they function will help them to ensure that their clients gain the benefits of an active, healthy lifestyle. By understanding the effects that physical activity, training and lifestyle can have on the body systems, students can ensure that sports and activities are properly focused and do not risk a client's health or wellbeing, and will help them to persuade others to pursue and maintain a balanced, active and healthy lifestyle. In this unit students will gain an understanding of the structures and

functions of the key body systems, how these support and impact performance in sport and physical activity, and the effects that physical activity, training and lifestyle can have on them.

<u>Unit 2:</u> At some point throughout their lives, everyone will have experienced being coached or taught about sport and physical activity. The importance of a high quality coach or leader cannot be underestimated. The increasing demand for both young and old to learn and develop physical skills and sporting skills presents new and exciting opportunities for coaches, leaders and National Governing Bodies (NGBs). Through coaching and leading, your students can learn a set of skills in communication, adaptability and inclusivity which will prove valuable in other aspects of their life such as work and study. This unit will give students an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of sports participants. They will explore the roles and responsibilities of coaches and leaders and how these differ from each other and be involved in delivering and teaching sport and physical activity. The main part of the unit is related to your students developing the skills and understanding necessary to effectively plan and deliver a series of sports or activity sessions, reflecting on their own practice and using this feedback to improve their performance as a sports coach or activity leader.

<u>Unit 11</u>: Sport and physical activity isn't just for those that are good at it. The benefits of participating in sport or physical activity can be huge, for some more than others. Unfortunately, sometimes it is those that would benefit from it most that are the hardest to get involved and engaged in participation. This unit will allow your students to develop a knowledge and understanding of the different groups of individuals who would benefit physiologically, psychologically and sociologically from participating in physical activity and why these particular groups are targeted by initiatives. This knowledge and understanding will then support students in planning suitable physical activity sessions for the groups identified and the considerations that need to be taken into account for each of them.

Unit Title	***Periods***	***Learning Challenge*** *What will students produce at the end of a unit to demonstrate their learning?*	***Learning Journey*** *What knowledge and subject specific skills will students learn in order to complete the Learning Challenge?*	***Learning Consolidation*** *What prior learning will students consolidate using spaced retrieval and spaced practice?*
Unit 1 – LO1 Understand the skeletal system in relation to exercise and physical activity	***8-10***	***Students will sit and external exam in which 15-25% will be based on this content***	***Axial appendicular skeletons, identifying bones, the functions of the skeleton and how they link to different types of bones, Classification of joints, type of synovial joints, structure and function of synovial joints, joint movements, structure and function of the vertebral column, the impact of physical activity, training and lifestyle on the skeletal system***	***Any students who studied Sport Science at level 2 will be able to retrieve information from R043 – Body in action. LO1 skills from R043 which can be useful during this unit are:*** ***Bone identification and key words, Identifying synovial joints and connective tissue,*** ***Functions of the skeletal system.*** ***Retravel tasks completed throughout to check memory and embed prior learning.***

Unit 1 – LO2 Understand the muscular system in relation to exercise and physical activity	***8-10***	***Students will sit and external exam in which 15-25% will be based on this content***	***Main muscles acting at synovial joints, type of muscle function and contraction, structure and function of muscles fibre types and the impact fibre types have on performance, the impact of physical activity, training and lifestyle on the muscular system.***	***Any students who studied Sport Science at level 2 will be able to retrieve information from R043 – Body in action. Skills taken from R043 which could be useful during this part of the unit are: Muscle identification, joints and their makeup, effects of training on the muscular system.*** ***Retravel tasks completed throughout to check memory and embed prior learning.***
Unit 1 – LO3 Understand the cardiovascular system in relation to exercise and physical activity	***8-10***	***Students will sit and external exam in which 15-25% will be based on this content***	***The structure of the heart and their roles, stroke volume, heart rate and cardiac output, structure of blood vessels, components and functions of blood, vascular shunt mechanism and the role of arterioles and pre-capillary sphincters, the impact of physical activity, training and lifestyle on the cardiovascular system.***	***Any students who studied Sport Science at level 2 will be able to retrieve information from R043 – Body in action. Skills taken from R043 which could be useful during this part of the unit are: Identifying the cardiovascular system and understanding the main functions. The effects of exercise on the cardiovascular system.*** ***Retravel tasks completed throughout to check memory and embed prior learning.***
Unit 1 – LO4 Understand the respiratory system in relation to exercise and physical activity	***7-10***	***Students will sit and external exam in which 15-25% will be based on this content***	***The structures of the lungs and their roles, the mechanics of breathing and the respiratory muscles used during exercise, gaseous exchange at the alveoli, tidal volume, breathing frequency and minute ventilation, the impact of physical activity, training and lifestyle on the respiratory system***	***Any students who studied Sport Science at level 2 will be able to retrieve information from R043 – Body in action. Skills taken from R043 which could be useful during this part of the unit are: Identifying the Respiratory system and understanding the main functions. The effects of exercise on the respiratory system.*** ***Retravel tasks completed throughout to check memory and embed prior learning.***

Unit 1 – LO5 Understand the different energy systems in relation to exercise and physical activity	***4-6***	***Students will sit and external exam in which 5-15% will be based on this content***	***The three energy system, the energy continuum: how intensity and duration of exercise determines which energy system is predominant, the energy continuum: the recovery process for each energy system,***	***This content is new and will not have been accessed prior to this.*** ***Retravel tasks completed throughout to check memory and embed prior learning.***
Unit 2 – LO1 Know the roles and responsibilities of sports coaches and activity leaders (P1, P2, P3)	***5-10***	***Produce a report which describes the roles and responsibility of sports coaches and activity leaders as well as how they support healthy active lifestyles. Students will also need to compare the different roles and responsibilities of those involved in teaching and delivery sport.***	***During this section students will learn about the roles of sports coaches and activity leaders as well as the responsibilities of sports coaches and activity leaders. They will learn how the role and responsibilities involved in teaching and delivering sport differ between the types of people/ leaders who are responsible for the session. Students will be able to differentiate the key elements to sports and activity leadership such as coach, activity leader and PE teacher.***	***Prior to this, students may have had the opportunity to lead in PE lessons our assist with clubs. This should enable them to give an insight into their experience and have a good idea of the roles and responsibilities of leading sport.***
Unit 2 – LO2 Understanding principles which underpin coaching and leading (P4, M1)	***5-10***	***Produce a report which explains how different activity leadership styles and personalities can support different stages of group development. Students must then evaluate the importance of different attributes in supporting the principles of activity leadership and group dynamics.***	***During this section students will learn about principles of leadership and the importance of group dynamics.***	***Students who had done some leadership of sport will better understand that is important about working in groups have having good relationships when in a group.***
Unit 2 – LO4 Be able to plan sports and activity sessions (P6, P7, M3, D1)	***6-10***	***Students must produce 6 session plans for a specific group which are progressive, inclusive and based on the participants needs. Students must also explain how a series of sessions might need to be adapted based on participants rate of improvement over time.***	***In this section students will review participants' needs, considering which could influence coaching sessions. They will be taught how and why they must take into account key considerations when planning sports/activity sessions and how best to plan using SMART goal setting for all types of participants.***	***Students who have done any form of leadership prior to this may have experience of writing a session plan which they can retrieve to help them during this LO.***

Unit 2 – LO5/ LO6/ LO7 Be able to prepare, deliver and review sport and activity sessions (P8, P9, P10, P11, P12, M4, M5, D2)	***5-10***	***Students must prepare a safe activity environment appropriate to the participants involved, explaining how participants safety was maintained. They must deliver warm ups appropriate to activities, deliver using effective communication and motivation techniques. Students must also bring sessions to an appropriate, planned conclusion offering and obtaining feedback to/from the participants involved. Students will be observed delivering a series of sessions where participants' progression and needs are evaluated and sessions are adapted accordingly.***	***During this section students will learn how to prepare equipment for sports sessions as well as preparing the environment for sports sessions. Within this they will be taught how to assess and minimis risks before sport sessions even begin. Students will also learn about the appropriate safeguarding policies and procedures and how to ensure you are preparing participants for sport sessions, including delivering warm-up activities which are appropriate for the participants and sessions. Students will be expected to be delivering sport sessions, concluding coaching sessions and reviewing sport sessions once they have been done.***	***Any prior leadership, organisation of sports activities will be valuable during this time.***
Unit 2 – LO3 Understand methods to improve skills, techniques and tactics in sport (P5, M2)	***5-8***	***Students must produce a presentation and detailed notes to show methods to improve skills, techniques and tactics in sport.***	***During this section students will learn methods for identifying strengths and weaknesses in skills as well as classification of skills and it's links to types of practice.*** ***Students will also learn methods for measuring improvement in skills, techniques and deployment of tactics.***	***This is a new topic, however could be supported by knowledge of skill acquisition from KS3/4 core PE lessons. More technical terminology will be completely new to students.***
Unit 11 – LO1 Know about the provision of physical activity for specific groups	***5-8***	***Describe the provision of physical activity for specific groups, describe how providers of physical activity can promote the benefits of physical activity and help to overcome barriers to participation for specific groups.***	***During this unit section learns will: Research by national organisations (such as government agendas), Characteristics of identified 'target groups', campaigns and/or agendas which target specific groups, exercise provision (such as private providers, public providers, voluntary providers and partnerships/ provisions for specific groups).***	***Some year 13 students may be able to recall some information from Unit 2 planning and preparation.***

Unit 11 – LO2 Know the benefits of and barriers to participating in physical activity for specific groups	***5-8***	***Describe the physiological, psychological and sociological benefits of physical activity to specific groups. Describe barriers to participation for specific groups.***	***During this part of the unit students will be learning the physiological benefits of participating in regular physical activity, Psychological benefits of participating in regular physical activity, Sociological benefits of participating in regular physical activity and barriers to participation for specific groups.***	***Students who studied level 2 sports science unit RO43 will be able to recall some information on physiological benefits. Those who studies RO44 will be able to recall some of the psychological benefits.*** ***Overlaps may also occur in students studying A-level Psychology, Sociology and/ or health and social care.***
Unit 11 – LO3 Know the exercise referral process	***5-8***	***Describe the exercise referral process.***	***Within this section students will be taught about the exercise referral process.***	
Unit 11 – LO4 Be able to plan physical activity sessions for specific groups	***5-8***	***Plan physical activity sessions for specific groups.***	***In the final section of this unit students will learn about planning considerations, when planning physical activity for specific groups.***	

Year 13 Level 3 Sport and physical activity

Knowledge, Qualifications and Assessment
What students will study during Year 12/13, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

<u>Unit 3:</u> The organisation of sport in the UK can be quite complex with multiple agencies and organisations, both inside of and outside of the UK, working together at different levels on different agendas. One of the key areas which most, if not all, of the organisations involved in sport in the UK are concerned with is sports development and the increase of participation in sport and physical activity, to not only improve the health of the nation, but also to aid the development of elite athletes who can compete and achieve on an international level. In this unit your students will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together. They will also gain an understanding of sports development including the organisations involved, who sports development is targeted at, why sports development is carried out and how the success of sports development initiatives can be measured.

<u>Unit 12:</u> The food and drink we put in our body have a direct impact on our everyday health and wellbeing. If a body is not fuelled appropriately then it will not be able to cope with the demands that are put on it, particularly during sport and physical activity. Getting the right balance of nutrients and keeping the body appropriately

hydrated is key to optimal performance which is why, in the UK alone, the sports nutrition market is worth hundreds of millions of pounds. In this unit students will gain an understanding of what is meant by the term 'balanced diet' as well as the principles behind it, the relationship between energy intake and energy expenditure and how this changes depending on the sport or physical activity taking place, and the importance of hydration for performance. They will also gain an insight into the use of nutritional supplements and how these can be used to improve performance in sport and physical activity

<u>Unit 17:</u> If considering a future as a sports coach or leader, fitness instructor or a leisure or recreational assistant, your students will need to know the different causes, types and signs and symptoms of sports injuries, and the possible longer-term effects of these on the injured participant, both physical and psychological. This will allow students to support the injured participant appropriately, whether as part of the immediate response or a longer-term rehabilitation programme, to avoid causing them further harm and speed up their safe return to participation. However, prevention is better than cure, so an understanding of risk factors and how to minimise these risks will help maintain a safe environment and help participants to stay injury free in the first place. This unit will teach students how to recognise and treat common sports injuries both immediately and through longer-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.

Unit Title	***Periods***	***Learning Challenge*** *What will students produce at the end of a unit to demonstrate their learning?*	***Learning Journey*** *What knowledge and subject specific skills will students learn in order to complete the Learning Challenge?*	***Learning Consolidation*** *What prior learning will students consolidate using spaced retrieval and spaced practice?*
Unit 3 – LO1 Understand how sport in the UK is organised	***10***	***Learners will complete an external written examination.*** ***This section is worth 25-35% of the total exam***	***During this section learners will be taught about different organisation involved in UK sport, such as:*** • ***Government involvement in UK sport,*** • ***National governing bodies,*** • ***National disability organisations*** • ***Lottery contribution to UK sport*** • ***Sport England,*** • ***UK Sport*** • ***Sport and recreation alliance,*** • ***County partnerships,*** • ***Local council contributions to UK sport,*** ***Learners will also be taught about the roles and responsibilities of sports organisations in the UK, international organisations that impact the UK sport***	***Retravel tasks completed throughout to check memory and embed prior learning.***

			and interaction between the different organisations.	
Unit 3 – LO2 Understand sports development	***5-7***	***Learners will complete an external written examination.*** ***This section is worth 25-35% of the total exam***	***In this section learners will be taught about sports development, the purpose of sports development, sports development continuum levels and target groups.***	***Retravel tasks completed throughout to check memory and embed prior learning.***
Unit 3 – LO3 Understand how the impact of sports development can be measured	***4-6***	***Learners will complete an external written examination.*** ***This section is worth 10-20% of the total exam***	***During this section on Unit 3 learners will be taught about possible measures (used to measure sport development), methods of measurement, and purpose of measurement.***	***Retravel tasks completed throughout to check memory and embed prior learning.***
Unit 3 – LO4 Understand sport development in practice	***6-10***	***Learners will complete an external written examination.*** ***This section is worth 20-30% of the total exam***	***Within this section learners will be taught about methods of delivering sports development, characteristics of sports development initiatives and events, advantages and disadvantages of sports development initiatives and events and benefits of sport development.***	***Retravel tasks completed throughout to check memory and embed prior learning.***
Unit 12 – LO1		***TBC***		
Unit 12 – LO2		***TBC***		
Unit 12 – LO3		***TBC***		
Unit12 – LO4		***TBC***		
Unit 17 – LO1 Know common sports injuries and their effects (P1, P2, M1)	***5-10***	***Describe the signs and symptoms of common chronic injuries.*** ***Describe possible psychological effects of suffering a sports injury.*** ***Analyse the link between the way in which a sports injury occurs and the psychological and physiological effect it may have on a sportsperson.***	***During this section students will be taught about definitions of chronic and acute sports injuries, common causes of each type of injury, signs and symptoms of each type of injury and possible psychological effects of suffering a sports injury.***	***Students in the class who studied sport science at level 2 (GCSE) have covered RO41 Unit – Sports injury.*** ***Much of the content is the same as Unit 17 with a higher level added to each LO and task.*** ***Students will be able to build upon prior knowledge.***

Unit 17 – LO2 Be able to minimise the risk of sports injuries (P3, P4, M2, D1)	***8-10***	***Explain intrinsic and extrinsic factors which influence the risk of sports injuries. Take steps to minimise the risk of sports injuries occurring during a sports activity. Explain how appropriate warm ups and cool downs can reduce the risk of injury. Analyse how measures to optimise player safety are recognised and legislated for in a specific sport.***	***During this part of the unit students will learn about Extrinsic factors and intrinsic factors which can influence the risk of injury, Steps that can be taken to minimise the risk of sports injuries and safety measures that are intrinsic to sports.***	
Unit 17 – LO3 Be able to respond to acute sports injuries when they occur (P5, P6)	***4-8***	***Respond appropriately to acute injuries. Create an emergency action plan for a specified organisation.***	***In this section of the unit students will be taught the appropriate courses of action immediately following an acute sports injury as well as learn about emergency action plans (EAPs),***	
Unit 17 – LO4 Know the role of different agencies in the treatment and rehabilitation of sports injuries (P7, M3)	***4-6***	***Describe the roles of different agencies and professionals involved in rehabilitation of a sports injury. Explain how different agencies and professionals may be involved in the rehabilitation of different types of short-, medium- and long-term sports injuries.***	***During this part of unit 17 students will learn about different agencies and professionals that could be involved in the treatment of sports injuries, the way in which each identified agencies of professionals could support rehabilitation and under what circumstances an injured person might seek out external help.***	
Unit 17 – LO5 Be able to plan for a rehabilitation programme for a specific sports injury (P8, P9, P10, M4, D2)	***8-15***	***Describe the different types of treatment that can be used to support the rehabilitation of sports injuries. Describe the different phases of treatment of common sports injuries. Plan a rehabilitation programme which is designed to support a client in their recovery from a specified sports injury. Justify the types and phases of treatment and related exercises within the rehabilitation programme planned***	***Here students will learn about the different types of treatment that can be used to support rehabilitation from sports injury, the physiological responses to each of the rehabilitation techniques identified, indications for and against each treatment for a range of common injuries. They will also learn about different grades of muscle injury, the different phases of treatment and***	

		with clear reference to SMART principles. ***Anticipate and explain possible adaptations that may be required to the planned rehabilitation programme if progress is not as expected.***	***exercises that can be used as part of a rehabilitation programme.*** ***Once students have covered the above topics they will then be learning about Client based factors when planning a sports injury rehabilitation programme, assessing the needs of a client, planning a clients rehabilitation programme and consideration of possible adaptations to programme if it does not work as planned.***	

Qualities

During Year 12/13, students will have opportunities to develop the following BUILD qualities:

BUILD Quality	***How the Year 12/13 level 3 sport curriculum contributes to developing this quality:***
Respect	***Students respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and students will follow these with everyone's best interest and safety in mind. Students are given the opportunity to show respect qualities when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.***
Kindness	***Students are part of the same 'team'. This ethos is highly respected and therefore the students are exceptionally kind to each other.***
Tolerance	***Respecting others views, values and beliefs***

Resilience	***Having the resilience to keep working hard even when times are stressful or other external sources are causing negativity in the students personal life.***
Creativity	***Creativity will be shown in the session plans and session design.***
Positivity	***Maintaining positive attitudes towards work and making sure the outlook on end product is always positive.***
Integrity	***Ensuring work submitted is that which follows referencing rules and is the students own.***
Aspiration	***Having high aspirations for the future, striving for the best outcomes in all work. We will discuss the future and hopes, dreams, wishes for their next stage in life.***
Empathy	***Understanding how others may feel at times and supporting each other through any tought times.***

Skills

During Year 12/13, students will have opportunities to develop the following wider skills:

Skill Area	***How the Year 12/13 level 3 sport curriculum contributes to developing this skill area:***
Literacy & Numeracy	***Students are given the opportunity to improve and showcase their literacy skills through coursework/classroom tasks such as essays, reflections, task sheets. Literacy skills are used when reading information which is presented to***

	students such as journals, resources as well as lesson objectives, course content, unit requirements and key words. Numeracy skills are accessed in work where data is collected and analysed I.e. fitness levels/ nutritional values. Most activities require mathematical basic skills retrieval in order to know who has won.
Communication	***Group discussions, paired work, group tasks, 1-1 reviews.***
Problem Solving	***Session design may allow some problem solving in order to ensure the session will run smoothly and the area/equipment are appropriate for the desired outcomes.***
Leadership	***All students will have to lead 6 weeks of practical sessions to students in KS3/4 and therefore will get the opportunity to showcase and further develop their leadership skills.***
Collaboration	***Group work, paired work, group planning***
Metacognition	***Students will always be encouraged to be analytical in their work. Thinking as a skill will be used throughout. Problem solving activities to embed content into our long term memory and retrieval tasks to ensure further thinking is used and reflected upon to gain the best outcomes.***
Physical, Practical and Technical	***In preparation for delivering practical sessions students will physically refine and review their technical skill set.***
Digital Literacy	***Students will have the opportunity to work on computer systems to submit, retrieve and research work.***

Enrichment

During Year 12/13, the following events, visits, and trips will enrich the PE and Sport curriculum:

Event, Visit or Trip	***Linked unit(s) of study***	***How the event, visit or trip enriches the curriculum:***
NGA games	***All invasion games***	*This event hosts all of KS3 at different times to compete in football, basketball, handball and dodgeball. Year 12/13 OCR students are given the opportunity to help lead the event by officiating and assisting in the general running of the day.*