

PE - Long Term Plans showing what each year group is currently doing. [More detailed plans per year group showing the KS3 or KS4 journey are available if requested. Please contact Elizabeth Brown on admin@croftonacademy.org.uk.] These are 'live' documents.

Core PE

Year 7		Ht1	HT2	HT3	HT4	HT5	HT6
PE	Big Idea	Fitness Testing How fit am I and how do I know? Individual and Team Sports:	3 stages of a warm up & cool down Why is it important to complete a thorough warm up before any kind of activity? Individual and Team Sports:	Injuries in Sport What do I do if I am injured and how to I manage my injury? Individual and Team Sports:	Rules & Regulations in Sport Why is it important we follow the rules and regulations of the sport or activity? Individual and Team Sports:	Sportsmanship What are the unwritten rules of the sports and activities we take part in? Individual and Team Sports:	Personal Challenge What do you want to be better at within your PE lessons? Individual and Team Sports:
	Knowledge	Basketball Students will be able to: Control the ball in isolation, passing the ball with variation; attack and defence in a game context showing an understanding of the basic rules & positioning Football Students will be able to: Control the ball in isolation and under pressure; pass the ball with variation, correct weight, accuracy and power; to run at an opponent and intercept the ball at speed when under pressure and show positional awareness Rugby League Students will be able to: Pass and catch the ball in isolation and on the move; to be dominant in a tackle and apply the rules and laws of the game in a competitive situation Table Tennis Students will be able to: Take out and put away equipment correctly and safely; start a rally with a serve; perform both forehand and backhand shots in isolation; perform a variety of shots in a game context with some success					

Badminton

Students will be able to:

Take out and put away court equipment correctly and safely; perform a variety of shots both forehand and backhand with some success; play a range of strokes with a good standard of technique, placement and at time disguise

Gymnastics

Students will be able to:

Copy basic balances and travel; link balances and travel together to perform a short sequence; perform a solo sequence with tension, control and style and combine and link agility and skills to small apparatus.

Athletics Track

Students will be able to:

Identify the different track distance events; understand that different distances require you to run at different paces; replicate the basic technique for an effective paced race and perform different starting positions for different events

Athletics Field

Students will be able to:

Understand the safety rules, regulations and techniques for throwing and jumping events and know how to adhere to them; evaluate the performances of themselves and a peer in a throwing event and suggest ways in which they could improve their technique

Cricket

Students will be able to:

Demonstrate throwing and catching actions over short distances; adopt the correct batting stance with good grip; demonstrate the correct bowling action with some consistency; perform a 'long barrier' and throw accurately using basic underarm and overarm throws

Rounders

Students will be able to:

Demonstrate catching and throwing actions over short distances; score and know the basic pitch positions in the game; demonstrate the correct bowling action with some consistency; adopt the correct batting stance with good grip & perform a 'long barrier' and throw accurately using basic underarm and overarm throws

Dance

Students will be able to:

Use the 5 dance actions – gesture, jump, rotation, travel & stillness; copy and explore basic body patterns and movements; copy, repeat and remember simple dance steps and perform them in a controlled manner; perform in time with the music throughout the performance; create imaginative ideas in a group and on their own

	Netball Students will be able to: Use a range of passes with some consistency in small sided games; pass and receive the ball in isolation or under pressure; attack and defend in a game context and show an understanding of the rules Hockey Students will be able to: Hold the stick correctly; control the ball whilst moving; pass the ball in a variety of ways with correct weight and accuracy to a moving target or into space and attack and defend in a game context and show an understanding of the rules Touch Rugby Students will be able to: Pass and catch the ball in isolation and on the move; pass and receive the ball with variation, correct weight and accuracy and apply the rules and laws of the game in a competitive situation					
	Assessment	Baseline testing Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework
	Wider Curriculum Links	Sports trials Competitive Clubs and fixtures Healthy, active lifestyle clubs: see club timetable – this changes each half term. Opportunity for ALL to take part in competitive sport.				
	Personal Development	Mutual respect and tolerance. (Sportsmanship & respecting decisions) The rule of law (The rules of the games we play) Using imagination and creativity in learning (Individual activities lend themselves to developing creativity & the majority of our sports allow pupils to express themselves) Recognising right and wrong and applying it (The rules within the game. Understanding there are sanctions if rules are broken. Develop the concept of self-discipline) Understanding the consequences of actions (Teach pupils to play by the rules in all activities and the consequences if rules are not followed) Developing personal qualities and using social skills (Taking different roles e.g performer / umpire / official / scorer / photographer) Participating, cooperating and resolving conflicts (Teach pupils that participating is the most important aspect of Pe and why, teamwork and co-operation are key in this area of development of knowledge) Maintaining physical, mental and emotional health & well being (Adopting a healthy active lifestyle) Assessing & managing risks to health and keeping self & others safe (Looking after equipment & each other)				

	Developing employability team working & leadership skills, flexibility & resilience (Teamwork in all activities) Leadership (Different roles in their lessons not just the performer) Organisation (Managing equipment and their peers safely) Resilience (Sportsmanship/Etiquette) Communication (Teamwork and cooperation particularly in team games) Themed weeks work linked to : diversity; apprenticeships and careers.
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Year 8		Ht1	HT2	HT3	HT4	HT5	HT6
PE	Big Idea	Outwitting Opponents How do we decided how we might win? Individual and Team Sports:	Tactics and Strategies What do we do in a particular situation to gain an advantage? Individual and Team Sports:	Tactics and Strategies What do we do in a particular situation to gain an advantage? Individual and Team Sports:	Problem solving How do we find a solution to a complex problem? Individual and Team Sports:	Short Term Effects of Exercise How does our body respond immediately we do some exercise? Individual and Team Sports:	Long Term Effects of Exercise How does our body respond over time to exercise? Individual and Team Sports:
	Knowledge	Outdoor Adventurous Activities Students will be able to: Give their input to help problem solve; use creativity and brainstorm a way to complete the exercise; implement strategies that help successfully complete the tasks; carry out a plan to make a square successfully when timed, working as a team and against other teams and read a map accurately Health Related Fitness Students will be able to; Explain why warm ups are so important and give examples; understand the components of health and skill related fitness and the tests used to assess fitness; describe what the Cardiovascular System is and understand its importance; describe what SMART targets are and describe why people perform circuit training and I know how to perform a circuit performing each station correctly. Basketball Students will be able to; Use a variety of passing techniques to find a team member and keep possessions; shoot using a variety of techniques; pivot after receiving a pass; defend and attack in a modified game situation and show positional awareness, understanding rules and laws of the game Football Students will be able to;					

Understand the basic rules and laws of the game; pass on my strong side sometimes finding a team mate; intercept the ball in a game context; combine a variety of passes showing accuracy and power and attack and defend showing positional awareness and control the ball using a variety of methods when under pressure in a game context

Gymnastics

Students will be able to;

Select and apply agility skills with some control and tension; take off and land safely; select and perform core agility skills with a partner/group perform a basic vault such as squat or straddle and produce and perform a routine on small apparatus combining basic vaults and agilities

Rugby League

Students will be able to;

Understand the basic rules and laws of the game; pass on their strong side sometimes finding a team mate; tackle an opposing player in game situations; combine a variety of passes showing accuracy and power attack and defend showing positional awareness in a variety of positions

Badminton League

Students will be able to;

Understand scoring and court markings; start a rally with a serve; make contact when playing competitively; apply the rules in a game situation perform a variety of shots whilst under pressure with some success and serve with power, direction and disguise

Athletics Field

Students will be able to;

Adhere to the rules and safety measures for the athletics field events; lead their peers in the three stages of a warm up which is related to the field events in athletics; understand the rules and techniques needed to perform a successful attempt in the various field events and apply movement / run ups to both throwing and jumping events in field athletics

Athletics Track

Students will be able to;

Adhere to the rules of the relay and take part in a relay team; identify the different components of fitness for the different track events and when they are important; apply both the correct sprinting technique and the rules (regarding passing the baton) to the relay; to perform a middle distance (800m/1500m) run, applying effective pacing to my performance and maintain the correct sprinting technique over all of the sprint events (100m/200m/300m)

Handball

Students will be able to;

Understand the rules and laws of the game; pass on my strong side sometimes finding a team mate; intercept the ball in a game context; combine a variety of passes showing accuracy and power and attack and defend showing positional awareness

Cricket

Students will be able to;

	Throw, catch and perform the long barrier; explain the overarm bowling technique; demonstrate the correct batting technique making contact some of the time use the correct technique in defensive and attacking shots making contact most of the time and sometimes apply variation of height, speed and spin when bowling to outwit the batsman Rounders Students will be able to; Throw, catch and stop the ball; demonstrate a static bowling action; demonstrate the correct batting technique making contact some of the time; use the correct technique when batting, making contact most of the time and field from all positions and communicate effectively with my team mates Cheer/ Dance Students will be able to; Perform a series a hand placements and basic arm motions; replicate cheer dance movements with some precision and control following a set routine; I know how to use the basic principles of choreography to refine and develop a motif and take on different roles within a dance task and show an ability to organise, work as part of a squad and communicate effectively Netball Students will be able to; Understand the rules and laws of the game; use a range of passes with consistency in small sided games and create space before receiving the ball and attack and defend showing positional awareness Hockey Students will be able to; Understand the rules and laws of the game; control the ball using the Indian dribble under pressure; pass using a variety of passes under pressure; select a variety of passes showing accuracy and power to a moving target or space and attack and defend showing positional awareness within the rules of the game					
Assessment	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework
Wider Curriculum Links	Sports trials Competitive Clubs and fixtures Healthy, active lifestyle clubs: see club timetable – this changes each half term. Opportunity for ALL to take part in competitive sport.					
Personal Development	Mutual respect and tolerance. (Sportsmanship & respecting decisions) The rule of law (The rules of the games we play) Using imagination and creativity in learning (Individual activities lend themselves to developing creativity & the majority of our sports allow pupils to express themselves) Recognising right and wrong and applying it (The rules within the game. Understanding there are sanctions if rules are broken.					

	Develop the concept of self-discipline) Understanding the consequences of actions (Teach pupils to play by the rules in all activities and the consequences if rules are not followed) Developing personal qualities and using social skills (Taking different roles e.g performer / umpire / official / scorer / photographer) Participating, cooperating and resolving conflicts. (Teach pupils that participating is the most important aspect of Pe and why, teamwork and co-operation are key in this area of development of knowledge) Maintaining physical, mental and emotional health & wellbeing (Adopting a healthy active lifestyle) Assessing & managing risks to health and keeping self & others safe (Looking after equipment & each other) Developing employability team working & leadership skills, flexibility & resilience (Teamwork in all activities) Leadership (Different roles in their lessons not just the performer) Organisation (Managing equipment and their peers safely) Resilience (Sportsmanship/Etiquette) Communication (Teamwork and cooperation particularly in team games) Themed weeks work linked to : diversity; apprenticeships and careers.
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Year 9		HT1	HT2	HT3	HT4	HT5	HT6
PE	Big Idea	Components of fitness What contributes to making us fit? Individual and Team Sports:	Components of fitness What is the difference between Skill and Health related fitness? Individual and Team Sports:	Components of Fitness What are the different methods of training needed for different sports? Individual and Team Sports:	Components of Fitness What is our training zone and what does it show us? Individual and Team Sports:	Components of Fitness What are the different ways we can test our fitness? Individual and Team Sports:	The Official Would you make a good referee? Individual and Team Sports:
	Knowledge	Basketball Students will be able to; Perform and explain the basic skills and rules of basketball well; use a range of passes, strategies and tactics effectively and efficiently in a game situation; dribble using both hands effectively to beat opponents and to create space for teammates; understand when to use the lay up and set shot and perform both shots using correct technique in the appropriate situation and understand how to perform the 2 types of defence and can explain the differences between 'zone & man to man' defence Dance (Girls) Students will be able to; Show an appreciation for a specific dance style and can discuss the type of choreography that may be seen with this style; replicate hip hop movements with increased precision and control following a set routine; to take on different roles within a choreography task and can show an ability to effectively organise, work as part of a dance					

team and communicate effectively and use feedback from my teacher and my peers to enhance my choreography and the performance of the routine that I have created.

Football

Students will be able to;

Demonstrate different variety of passes in both conditioned and small sided game situations; demonstrate how to control the ball appropriately using different parts of the foot in a game situation; demonstrate different methods of how to beat an opponent using both skills and speed; demonstrate different shooting techniques in a game situation and demonstrate an understanding of both attacking and defensive tactics in a game situation

Hockey

Students will be able to;

Perform and explain the basic skills and rules of hockey well; use a range of passes, strategies and tactics effectively and efficiently in a game situation; demonstrate the ability to beat defensive players in a game situation; demonstrate the appropriate tackling technique to dispossess an opponent successfully and perform an effective hit and push shot incorporating strategies for shooting successfully.

Health Related Fitness

Students will be able to;

Perform warm ups and cool downs that are appropriate for the activity; use a variety of training methods to improve fitness; identify the effects exercise has on the body and why it is important for fitness and health; plan and perform a training programme demonstrating an understanding of repetitions and sets; monitor and record a small programme to improve an area of my current level of fitness and apply the principles of training to my programme.

Netball

Students will be able to;

Perform and explain the basic skills and rules of netball well; use a range of passes, strategies and tactics effectively and efficiently in a game situation; demonstrate turning in the air when receiving the ball; demonstrate the skills needed when shooting with steps forwards & backwards; demonstrate and understand how set plays can improve a teams success

Sport Education

Students will be able to;

Understand what Sport Education is and the principles behind it, knowing how I know how to achieve points for my team; be successful in at least 1 role throughout the 6 weeks and have shown the key qualities and skills needed to be successful in that role; plan a session independently (either warm up or skills session) and given it to my team - although someone else may deliver it

Badminton

Students will be able to;

Understand the difference between court set-up for singles and doubles; start a rally with an appropriate serve maintain a rally when playing competitively and perform a variety of shots including the smash and drop whilst under pressure with some success

Athletics Field

Students will be able to; Understand and can understand and explain the rules of the triple jump; apply the correct shuffle movement to the shot putt and reproduce the Fosbury flop technique to improve my high jump performances I know how to evaluate the performances of myself or my peers in at least one of high jump OR triple jump and provide them with feedback which will improve performances Athletics Track Students will be able to; Understand and can describe the different phases of athletics track races; complete both the 300m and 800m runs to the best of their ability; lead groups of my peers confidently through an athletic specific warm up, describing what they do at each phase; perform a sprint start using the correct technique which adds / creates power and accurately replicate and maintain the correct techniques for both sprinting and middle distance running within a race format Cricket Students will be able to; Demonstrate accurate throwing and catching skills over a range of distances; perform the long barrier fielding technique and use it at appropriate times in a game situation; demonstrate the correct batting technique including grip and stance and consistently make contact with the ball; perform the role of the wicket keeper successfully using the correct stance and catching techniques and explain various fielding positions using the correct terminology Table Tennis Students will be able to; Demonstrate & use the correct grip and understand the ready position; accurately replicate a basic backhand push shot and understand the basic scoring and rules of double game play; replicate a legal table tennis serve with control and accuracy and can develop the skill of outwitting an opponent using a variety of serves (to include spin) and outwit opponents using a forehand drive with topspin and describe and understand the effect of topspin on the balls flight. I know how to confidently score a game of doubles Rugby League Students will be able to; Understand the basic rules and laws of the game; pass a ball in a game situation with accuracy, whilst under pressure; attempt to tackle an opposing player in game situations, showing correct technique; adapt both attacking and defensive positions and understand and show what is needed in each different situation and attack and defend showing positional awareness in a variety of positions Tag Rugby League Students will be able to; Understand the basic rules and laws of the game; pass a ball in a game situation with accuracy, whilst under pressure; attempt to tackle an opposing player in game situations, showing correct technique; adapt both attacking and defensive positions and understand and show what is needed in each different situation and attack and defend showing positional awareness in a variety of positions and understand the right technique to use when tackling and grabbing the tag belts in a game situation Rounders Students will be able to;

	Demonstrate the basic bowling technique with consistency and accuracy; successfully demonstrate the back-hand batting stance technique and sometimes make contact with the ball; demonstrate the overarm throwing and catching technique with accuracy and consistency; demonstrate the spin and donkey drop bowling technique with some control and accuracy a demonstrate the chase and retrieve, approaching a moving ball, with control and understand the rules and apply them in game situation both as a player and in a leadership role as a coach or an umpire. Softball Students will be able to; Accurately replicate fielding skills and use effectively in a game; use communication skills effectively and demonstrate teamwork through Softball game play; accurately replicate a legal bowling technique and apply this to a game situation; demonstrate the correct batting technique incorporating power and placement; make decisions about field positioning in response to the strengths and weaknesses of the batting team					
Assessment	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework	Practical assessment Assessment booklets WWW/EBI BIG Idea Homework
Wider Curriculum Links	Sports trials Competitive Clubs and fixtures Healthy, active lifestyle clubs: see club timetable – this changes each half term. Opportunity for ALL to take part in competitive sport.					
Personal Development	Mutual respect and tolerance. (Sportsmanship & respecting decisions) The rule of law (The rules of the games we play) Using imagination and creativity in learning (Individual activities lend themselves to developing creativity & the majority of our sports allow pupils to express themselves) Recognising right and wrong and applying it (The rules within the game. Understanding there are sanctions if rules are broken. Develop the concept of self-discipline) Understanding the consequences of actions (Teach pupils to play by the rules in all activities and the consequences if rules are not followed) Developing personal qualities and using social skills (Taking different roles e.g performer / umpire / official / scorer / photographer) Participating, cooperating and resolving conflicts. (Teach pupils that participating is the most important aspect of Pe and why, teamwork and co-operation are key in this area of development of knowledge) Maintaining physical, mental and emotional health & wellbeing (Adopting a healthy active lifestyle) Assessing & managing risks to health and keeping self & others safe (Looking after equipment & each other) Developing employability team working & leadership skills, flexibility & resilience (Teamwork in all activities) Leadership (Different roles in their lessons not just the performer) Organisation (Managing equipment and their peers safely) Resilience (Sportsmanship/Etiquette) Communication (Teamwork and cooperation particularly in team games) Themed weeks work linked to: diversity; apprenticeships and careers.					

The activity rota shows the activities the students participate in throughout the whole year for Year 7, 8 & 9

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
PE	Big Idea	Emphasis on life long participation with a view to improving and making progress in lessons. Pupils chose their option for a block of time.	Emphasis on life long participation with a view to improving and making progress in lesson Pupils chose their option for a block of times.	Emphasis on life long participation with a view to improving and making progress in lessons Pupils chose their option for a block of time.	Emphasis on life long participation with a view to improving and making progress in lessons. Pupils chose their option for a block of time.	Emphasis on life long participation with a view to improving and making progress in lessons. Pupils chose their option for a block of time.	Emphasis on life long participation with a view to improving and making progress in lessons. Pupils chose their option for a block of time.
	Assessment	Practical assessment Teacher Assessment	Practical assessment Teacher Assessment	Practical assessment Teacher Assessment	Practical assessment Teacher Assessment	Practical assessment Teacher Assessment	Practical assessment Teacher Assessment
	Wider Curriculum Links	Sports trials Competitive Clubs and fixtures Healthy, active lifestyle clubs: see club timetable – this changes each half term. Opportunity for ALL to take part in competitive sport.					
	Personal Development	Mutual respect and tolerance. (Sportsmanship & respecting decisions) The rule of law (The rules of the games we play) Using imagination and creativity in learning (Individual activities lend themselves to developing creativity & the majority of our sports allow pupils to express themselves) Recognising right and wrong and applying it (The rules within the game. Understanding there are sanctions if rules are broken. Understanding the consequences of actions (Teach pupils to play by the rules in all activities and the consequences if rules are not followed) Developing personal qualities and using social skills (Taking different roles e.g performer / umpire / official / scorer / photographer) Participating, cooperating and resolving conflicts (Develop the concept of self-discipline) Maintaining physical, mental and emotional health & wellbeing (Adopting a healthy active lifestyle)					

	Assessing & managing risks to health and keeping self & others safe (Looking after equipment & each other) Using imagination and creativity in learning (Individual activities lend themselves to developing creativity & the majority of our sports allow pupils to express themselves) Developing employability team working & leadership skills, flexibility & resilience (Teamwork in all activities) Resilience (Sportsmanship/Etiquette) Communication (Teamwork and cooperation particularly in team games) Themed weeks work linked to : diversity; apprenticeships and careers.
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Throughout year 10 & 11 the emphasis in core PE lessons is participation, with a view to life long participation and the benefits exercise can bring to an individual. Within lessons progress will still be made with an emphasis on coaching in the students chosen activities.

Year 11		HT1	HT2	HT3	HT4	HT5	HT6
PE	Big Idea	Emphasis on life long participation with a view to improving and making progress in lessons. Pupils chose their option for a block of time.	Emphasis on life long participation with a view to improving and making progress in lessons. Pupils chose their option for a block of time.	Emphasis on life long participation with a view to improving and making progress in lessons. Pupils chose their option for a block of time.	Emphasis on life long participation with a view to improving and making progress in lessons. Pupils chose their option for a block of time.	Emphasis on life long participation with a view to improving and making progress in lessons. Pupils chose their option for a block of time.	
	Assessment	Practical assessment Teacher Assessment	Practical assessment Teacher Assessment	Practical assessment Teacher Assessment	Practical assessment Teacher Assessment	Practical assessment Teacher Assessment	
	Wider Curriculum Links	Competitive Clubs and fixtures. Healthy, active lifestyle Clubs. Opportunity for ALL to take part in competitive sport.					
	Personal Development	Mutual respect and tolerance. (Sportsmanship & respecting decisions) The rule of law (The rules of the games we play)					

	Using imagination and creativity in learning (Individual activities lend themselves to developing creativity & the majority of our sports allow pupils to express themselves) Recognising right and wrong and applying it (The rules within the game. Understanding there are sanctions if rules are broken.) Understanding the consequences of actions (Teach pupils to play by the rules in all activities and the consequences if rules are not followed) Developing personal qualities and using social skills (Taking different roles e.g performer / umpire / official / scorer / photographer) Participating, cooperating and resolving conflicts (Develop the concept of self-discipline) Maintaining physical, mental and emotional health & wellbeing (Adopting a healthy active lifestyle) Assessing & managing risks to health and keeping self & others safe (Looking after equipment & each other) Using imagination and creativity in learning (Individual activities lend themselves to developing creativity & the majority of our sports allow pupils to express themselves) Developing employability team working & leadership skills, flexibility & resilience (Teamwork in all activities) Resilience (Sportsmanship/Etiquette) Communication (Teamwork and cooperation particularly in team games) Themed weeks work linked to: diversity; apprenticeships and careers.
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Throughout year 10 & 11 the emphasis in core PE lessons is participation, with a view to life long participation and the benefits exercise can bring to an individual. Within lessons progress will still be made with an emphasis on coaching in the students chosen activities.

Year 10 BTEC Sport Tech Award

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
Sport	Big Idea	Component 1: Preparing Participants to Take Part in Sport and Physical Activity What are the barriers that we could face in taking part in sport?	Component 1: Preparing Participants to Take Part in Sport and Physical Activity Why is sport important to our social, mental and physical needs?	Component 1: Preparing Participants to Take Part in Sport and Physical Activity Why is there such an emphasis on technology in sport?	Component 2: Taking Part and Improving Other Participants Sporting Performance Why is a warm up so important before we take part in any physical activity?	Component 2: Taking Part and Improving Other Participants Sporting Performance Why is it important we know the rules and techniques associate with playing a particular sport?	Component 2: Taking Part and Improving Other Participants Sporting Performance Is it easy to plan a thorough warm up?
	Knowledge	In this unit pupils will explore types and provision of sport looking at the advantages and disadvantages of	Pupils will understand how to answer a case study. They will know and understand the characteristics of different types of	Pupils will sit the PSA released by Pearson for approximately 10 hours. This will consist of bot theory and practical video	In this unit pupils will learn how to prepare participants to take part in physical activity. They will learn how to plan a	In this unit pupils will know and understand how different components of fitness are	In this unit pupils will demonstrate ways to improve participants sporting techniques They will learn how to plan drills and

		each provider. They will learn about different types of physical activity for different types of participant, this will include disability sport and the types and needs of sport and physical activity participants. Pupils will experience some practical lessons taking part in a range of different sports	participant and how this affects their different physical, social and mental health needs. Pupils will understand the barriers facing participants with disabilities to include visual, hearing and physical disabilities and understand the barriers facing participants with long-term health conditions to include asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD). To know and understand what the barriers to participation are in sport and physical activity are preventing some from taking part regularly – Cost, Access, Time, Personal and Cultural. Pupils will experience some practical lessons taking part in a range of different sports and disability sports.	recorded evidence to complete the assignment/ case study Pupils will learn about the equipment and technology required for participants to use when taking part in sport and physical activity. They will also learn about the different types of sports clothing and equipment required for participation in sport and physical activity	warm-up, adapting their warm-up for different categories of participants and different types of physical activities. Pupils will then learn how to deliver their warm-up preparing participants for physical activity	used in different physical activities. They will learn about both health and skill related components. Pupils will be able to participate in sport understanding the techniques, strategies, rules and regulations in sports and the type of fitness required for different sports. They will also understand the roles and responsibilities of officials in sport.	conditioned practices to develop participants' sporting skills. Pupils will know how to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations. They will also know and understand the key rules and regulations as stated by the National Governing Body for their chosen sport.
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Assessment	Adapted and balanced examination-style questions that meet the assessment objectives in Learning outcome A. BIG to check understanding from previous lessons. Practical assignments to test knowledge Recall Homework's - Written assessment mini assessments Learning aim, A	Adapted and balanced examination-style questions that meet the assessment objectives in Learning outcome B. BIG to check understanding from previous lessons. Practical assignments to test knowledge Recall Homework's - Written assessment mini assessments Learning aim, B	Adapted and balanced examination-style questions that meet the assessment objectives in Learning outcome C – BIG to check understanding from previous lessons. Practical assignments to test knowledge Recall Homework's - Written assessment mini assessments Learning aim, A and B Pearson set assessment 5 hours Task 1 2 hrs Task 2 1 hr Task 3 2hrs Moderation	Adapted and balanced examination-style questions that meet the assessment objectives in Learning outcome A – BIG check understanding from previous lessons. Practical assignments to test knowledge Recall Homework's - Written assessment mini assessments Learning aim, A Moderation continued	Adapted and balanced examination-style questions that meet the assessment objectives in Learning outcome B – BIG check understanding from previous lessons. Practical assignments to test knowledge Recall Homework's - Written assessment mini assessments Learning aim, B	Adapted and balanced examination-style questions that meet the assessment objectives in Learning outcome C – BIG check understanding from previous lessons. Practical assignments to test knowledge Recall Homework's - Written assessment mini assessments Learning aim, C
Assessment Intent	To prepare learners for internal assessment – learning outcome A. To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.	To prepare learners for internal assessment – learning outcome A and B. To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.	To prepare learners for internal assessment – learning outcome C. To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.	To prepare learners for internal assessment – learning outcome A. To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.	To prepare learners for internal assessment – learning outcome B. To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.	To prepare learners for internal assessment – learning outcome C. To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.

	Wider Curriculum Links	Sports trials Competitive Clubs and fixtures Healthy, active lifestyle clubs: see club timetable – this changes each half term. Opportunity for ALL to take part in competitive sport.
	Personal Development	Mutual respect and tolerance. (Sportsmanship & respecting decisions) The rule of law (The rules of the games we play) Using imagination and creativity in learning (Individual activities lend themselves to developing creativity & the majority of our sports allow pupils to express themselves) Recognising right and wrong and applying it (The rules within the game. Understanding there are sanctions if rules are broken.) Understanding the consequences of actions (Teach pupils to play by the rules in all activities and the consequences if rules are not followed) Developing personal qualities and using social skills (Taking different roles e.g performer / umpire / official / scorer / photographer) Participating, cooperating and resolving conflicts (Develop the concept of self-discipline) Maintaining physical, mental and emotional health & wellbeing (Adopting a healthy active lifestyle) Assessing & managing risks to health and keeping self & others safe (Looking after equipment & each other) Using imagination and creativity in learning (Individual activities lend themselves to developing creativity & the majority of our sports allow pupils to express themselves) Developing employability team working & leadership skills, flexibility & resilience (Teamwork in all activities) Resilience (Sportsmanship/Etiquette) Communication (Teamwork and cooperation particularly in team games) Themed weeks work linked to : diversity; apprenticeships and careers.

Year 10 GCSE PE

Year 10		HT1	HT2	HT3	HT4	HT5	HT6
PE	Big Idea	What are the structure and functions of the musculo-skeletal system? What are the components of fitness, benefits for sport and how fitness is measured and improved?	How does physical activity affect the musculoskeletal system in the short term and the long term? The principles of training and their application to personal exercise/ training programmes.	What are the structure and functions of the cardio-respiratory system? Is goal setting the most effective way to improve performance?	How does physical activity affect the cardiorespiratory system in the short term and the long term?	Which type of activity places the most demands on the body? – aerobic or anaerobic? What impact does a sedentary lifestyle have on physical, emotional and social health, fitness and well-being?	Lever systems, mechanical advantage and disadvantages
	Knowledge	In this unit pupils will learn about the functions of the skeletal system, classification of bones, names of bones, classification of joints, movement possibilities at joints, the role of ligaments and tendons, location of voluntary muscles, antagonistic pairs of muscles and muscle fibres. They will also learn the effects of exercise on the systems (<i>core knowledge</i>). They will understand the	In this unit pupils will learn about the functions of the skeletal system, classification of bones, names of bones, classification of joints, movement possibilities at joints, the role of ligaments and tendons, location of voluntary muscles, antagonistic pairs of muscles and muscle fibres. They will also learn the effects of exercise on the systems (<i>core knowledge</i>). They will understand the	In this unit pupils will learn about the structure and functions of the CV & Respiratory systems, mechanisms, blood cells and how they all work together. Pupils will also learn about the effects of exercise on each system (<i>core knowledge</i>). They will understand the importance of each element and each function in breathing and the supply of blood.	In this unit pupils will learn about the structure and functions of the CV & Respiratory systems, mechanisms, blood cells and how they all work together. Pupils will also learn about the effects of exercise on each system (<i>core knowledge</i>). They will understand the importance of each element and each function in breathing and the supply of blood.	In this unit pupils will learn about physical, social and emotional health, impact of fitness on wellbeing, how to promote health, lifestyle choices and the consequences of a sedentary lifestyle (<i>core knowledge</i>). They will understand the importance of increasing physical activity and then benefits it has, as well as the impact of lifestyle choices in a positive	In this unit pupils will learn about the different lever systems and how each works at a mechanical advantage and/or disadvantage. Pupils will also learn the different planes and axis involved in movement (<i>core knowledge</i>). They will understand the importance of mechanical advantages and disadvantages in producing movement at

	importance of bones, joints, muscles and movements to a sports performer, as well as how ligaments and tendons stabilise and aid in movement. They will understand how muscles work together to produce movement and the types of fibres needed for different sports, as well as how exercise affects the systems (<i>hinterland knowledge</i>). Pupils will be taught how to answer GCSE PE Exam questions relating to the topic, as well as a 9 Mark question, structuring AO1 / AO2 / AO3 correctly (<i>procedural knowledge</i>). Pupils must be able to recall the 5 Functions, 4 Classifications of joints, 4 Classifications of bones, Names of bones and muscles, 8 movement possibilities, 4 antagonistic pairs and 3 muscle fibre types, as well as long and short	importance of bones, joints, muscles and movements to a sports performer, as well as how ligaments and tendons stabilise and aid in movement. They will understand how muscles work together to produce movement and the types of fibres needed for different sports, as well as how exercise affects the systems (<i>hinterland knowledge</i>). Pupils will be taught how to answer GCSE PE Exam questions relating to the topic, as well as a 9 Mark question, structuring AO1 / AO2 / AO3 correctly (<i>procedural knowledge</i>). Pupils must be able to recall the 5 Functions, 4 Classifications of joints, 4 Classifications of bones, Names of bones and muscles, 8 movement possibilities, 4 antagonistic pairs and 3 muscle fibre types, as well as long and short	Pupils will be taught how to answer GCSE PE Exam questions relating to the topic, as well as a 9 Mark question, structuring AO1 / AO2 / AO3 correctly (<i>procedural knowledge</i>). Pupils must be able to recall the 3 functions of CV, names of components of heart and lungs, 3 blood vessels, 4 components of blood, composition of air, and key terminology (<i>declarative knowledge</i>). Over time pupils will be able to link the content to relevant health and sport performance benefits (<i>disciplinary knowledge</i>). In this unit pupils will learn about the SMART Targets, (<i>core knowledge</i>). They will understand the importance setting goals and targets to improve. (<i>hinterland knowledge</i>). Pupils will	They will understand how both systems work together and why they are needed for different sports, as well as how different sports produce different effects in the short and long term (<i>hinterland knowledge</i>). Pupils will be taught how to answer GCSE PE Exam questions relating to the topic, as well as a 9 Mark question, structuring AO1 / AO2 / AO3 correctly (<i>procedural knowledge</i>). Pupils must be able to recall the 3 functions of CV, names of components of heart and lungs, 3 blood vessels, 4 components of blood, composition of air, short term effects, long term effects and key terminology (<i>declarative knowledge</i>). Over time pupils will be able to link the content to relevant health and sport performance benefits (<i>disciplinary</i>	and negative way (<i>hinterland knowledge</i>). Pupils will be taught how to answer GCSE PE Exam questions relating to the topic, as well as a 9 Mark question, structuring AO1 / AO2 / AO3 correctly (<i>procedural knowledge</i>). Pupils must be able to recall the 3 types of health, 4 lifestyle choices and the 12 consequences of a sedentary lifestyle, as well as other key terminology (<i>declarative knowledge</i>). Over time pupils will be able to link the content to relevant health and sport performance benefits (<i>disciplinary knowledge</i>).	speed and with power. They will also understand how each plane links with an axis and the importance of these to sports performers (<i>hinterland knowledge</i>). Pupils will be taught how to answer GCSE PE Exam questions relating to the topic, as well as a 9 Mark question, structuring AO1 / AO2 / AO3 correctly (<i>procedural knowledge</i>). Pupils must be able to recall the 3 lever systems, labelling the different component of them. They need to recall whether each works at mechanical advantage and/or disadvantage and the reasons why. They need to be able to pair each plane with an axis, as well as examples of each (<i>declarative knowledge</i>). Over time pupils will be able to link the content to relevant health and
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	term effects (<i>declarative knowledge</i>). Over time pupils will be able to link the content to relevant health and sport performance benefits (<i>disciplinary knowledge</i>). In this unit pupils will learn about the components of fitness and fitness testing (<i>core knowledge</i>). They will understand the importance of these components and tests to a sports performer (<i>hinterland knowledge</i>). Pupils will be taught how to answer GCSE PE Exam questions relating to the topic, as well as a 9 Mark question, structuring A)1, A02, A03 correctly (<i>procedural knowledge</i>). Pupils must be able to recall the definitions of Aerobic Endurance, Muscular Endurance, Muscular Strength, Body Composition,	term effects (<i>declarative knowledge</i>). Over time pupils will be able to link the content to relevant health and sport performance benefits (<i>disciplinary knowledge</i>). In this unit pupils will learn about the principles of training and how to link to various training methods (<i>core knowledge</i>). They will understand the importance of each principle and the importance of applying the principles in order to improve. They will also understand how to use different methods for different purposes (<i>hinterland knowledge</i>). Pupils will be taught how to answer GCSE PE Exam questions relating to the topic, as well as a 9 Mark question, structuring A01 / A02 / A03 correctly	be taught how to answer GCSE PE Exam questions relating to the topic, as well as a 9 Mark question, structuring A01 / A02 / A03 correctly (<i>procedural knowledge</i>). Pupils must be able to recall SMART targets and key terminology (<i>declarative knowledge</i>). Over time pupils will be able to link the content to relevant health and sport performance benefits (<i>disciplinary knowledge</i>).	<i>knowledge</i>).		sport performance benefits (<i>disciplinary knowledge</i>). In this unit pupils will learn about diet and nutrition, optimum weight and hydration (<i>core knowledge</i>). They will understand the importance of macro and micronutrients, as well as hydration and why they are needed for different sports. They will also understand the factors affecting optimum weight (<i>hinterland knowledge</i>). Pupils will be taught how to answer GCSE PE Exam questions relating to the topic, as well as a 9 Mark question, structuring A01 / A02 / A03 correctly (<i>procedural knowledge</i>). Pupils must be able to recall the 3 macronutrients, 2 micronutrients, 4 factors affecting optimum weight and key terminology
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	Speed, Flexibility, Coordination, Reaction Time, Agility, Power and Balance. They must also recall the fitness test procedure for each (<i>declarative knowledge</i>). Over time pupils will be able to link the components and tests together as well understand how they apply to methods of training and principles of training (<i>disciplinary knowledge</i>).	(<i>procedural knowledge</i>). Pupils must be able to recall SPORTI FITT / 6 methods, 5 fitness classes, as well as the advantages and disadvantages of each (<i>declarative knowledge</i>). Over time pupils will be able to link the content fitness testing and component of fitness, in order to plan fitness sessions (<i>disciplinary knowledge</i>).				(<i>declarative knowledge</i>). Over time pupils will be able to link the content to relevant health and sport performance benefits (<i>disciplinary knowledge</i>).
Assessment	Component 1 and practical C1 = 1.1 The structure and functions of the musculoskeletal system 3.1 The relationship between health and fitness and the role that exercise plays in both 3.2 The components of fitness, benefits for sport and how fitness is measured and improved Practical = Fitness Testing	Component 1 and practical C1 = 1.1 The structure and functions of the musculoskeletal system 1.4 The short- and long-term effects of exercise on the musculoskeletal system 3.3 The principles of training and their application to personal exercise/ training programmes Practical = Fitness Testing	Components 1 & 2 and practical C1 = 1.2 The structure and functions of the cardiorespiratory system C2 = 2.2 The use of goal setting and SMART targets to improve and/or optimise performance Practical = Component 4 – completion of PEP Adapted and balanced examination-style questions that meet the	Components 1 & 4 and practical C1 = 1.2 The structure and functions of the cardiorespiratory system 1.4 The short- and long-term effects of exercise on the cardiorespiratory system C4 = Write up of PEP coursework Practical = Netball Adapted and balanced examination-style questions that meet the	Components 1 & 2 and practical C1 = 1.3 Anaerobic and aerobic exercise 3.4 The long-term effects of exercise C2 = 1.1 Physical, emotional and social health, fitness and wellbeing Practical = Athletics Adapted and balanced examination-style questions that meet the assessment objectives in	Components 1 & 2 and practical C1 = 2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement 2.2 Planes and axes of movement. C2 = 1.2 The consequences of a sedentary lifestyle 1.3 Energy use, diet, nutrition and hydration Practical = Football

	Adapted and balanced examination-style questions that meet the assessment objectives in component 1 – sections 1.1, 3.1 & 3.2. Starters key questions to check understanding from previous lessons. Quick 6 recall. Homework's – completion of exam style questions and revision in specified homework booklet. 9 mark question covering component 1 topic area.	Adapted and balanced examination-style questions that meet the assessment objectives in component 1 – sections 1.1, 1.4 & 3.3. Starters key questions to check understanding from previous lessons. Quick 6 recall. Homework's – completion of exam style questions and revision in specified homework booklet. Mock exam paper on component 1 topics covered.	assessment objectives in component 1 – section 1.2 and component 2 – section 2.2. Starters key questions to check understanding from previous lessons. Quick 6 recall. Homework's – completion of exam style questions and revision in specified homework booklet. 9 mark question covering component 1 topic area.	assessment objectives in component 1 – sections 1.2 & 1.4. Starters key questions to check understanding from previous lessons. Quick 6 recall. Homework's – completion of exam style questions and revision in specified homework booklet. Mock exam paper on component 1 topics covered. Practical assessments using GCSE practical assessment grids.	component 1 – sections 1.3 & 3.4 and component 2 – section 1.1. Starters key questions to check understanding from previous lessons. Quick 6 recall. Homework's – completion of exam style questions and revision in specified homework booklet. 9 mark question covering component 1 topic area. Practical assessments using GCSE practical assessment grids.	Adapted and balanced examination-style questions that meet the assessment objectives in component 1 – sections 2.1 & 2.2 and component 2 – section 1.2 & 1.3. Starters key questions to check understanding from previous lessons. Quick 6 recall. Homework's – completion of exam style questions and revision in specified homework booklet. Mock exam paper on component 1&2 topics covered. Practical assessments using GCSE practical assessment grids.
Assessment Intent	Prepare learners for external assessment – paper 1. Complete practical fitness tests to gain data needed for the completion of component 4 – PEP. Quick 6 and self-assessment to recall	Prepare learners for external assessment – paper 1. Complete practical fitness tests to gain data needed for the completion of component 4 – PEP. Quick 6 and self-assessment to recall	Prepare learners for external assessment – paper 1 and paper 2. Complete 6 week training programme to prepare for completion of component 4 – PEP. Quick 6 and self-assessment to recall	Prepare learners for external assessment – paper 1 and paper 2. Complete team activity to prepare for practical external moderation. Quick 6 and self-assessment to recall knowledge from previous topics.	Prepare learners for external assessment – paper 1 and paper 2. Complete individual activity to prepare for practical external moderation. Quick 6 and self-assessment to recall	Prepare learners for external assessment – paper 1 and paper 2. Complete team activity to prepare for practical external moderation. Quick 6 and self-assessment to recall knowledge from previous topics.

	knowledge from previous topics. Homework tasks to recall knowledge from previous topics and to develop an understanding of the layout and style of examination questions. Use of model answers to prepare for 9 mark extended writing questions. Frequent marking of completed work and feedback, checking for accuracy and identifying and addressing gaps in knowledge. Frequent questioning throughout <u>every lesson</u> to check understanding.	knowledge from previous topics. Homework tasks to recall knowledge from previous topics and to develop an understanding of the layout and style of examination questions. Frequent marking of completed work and feedback, checking for accuracy and identifying and addressing gaps in knowledge. Frequent questioning throughout <u>every lesson</u> to check understanding.	knowledge from previous topics. Homework tasks to recall knowledge from previous topics and to develop an understanding of the layout and style of examination questions. Use of model answers to prepare for 9 mark extended writing questions. Frequent marking of completed work and feedback, checking for accuracy and identifying and addressing gaps in knowledge. Frequent questioning throughout <u>every lesson</u> to check understanding.	Homework tasks to recall knowledge from previous topics and to develop an understanding of the layout and style of examination questions. Frequent marking of completed work and feedback, checking for accuracy and identifying and addressing gaps in knowledge. Frequent questioning throughout <u>every lesson</u> to check understanding.	knowledge from previous topics. Homework tasks to recall knowledge from previous topics and to develop an understanding of the layout and style of examination questions. Use of model answers to prepare for 9 mark extended writing questions. Frequent marking of completed work and feedback, checking for accuracy and identifying and addressing gaps in knowledge. Frequent questioning throughout <u>every lesson</u> to check understanding.	Homework tasks to recall knowledge from previous topics and to develop an understanding of the layout and style of examination questions. Frequent marking of completed work and feedback, checking for accuracy and identifying and addressing gaps in knowledge.
Wider Curriculum Links	Fundamental British Values Mutual Respect & Tolerance - Respect shown of each other's abilities when completing fitness testing. Tolerance of each other's limitations. The Rule of Law - Develop an understanding of the laws that control a wide range of sports activities and the consequences on the individual and team if those laws are broken. SMSC Understanding human feelings & emotions - Developing an understanding of how people feel when they are finding the completion of a practical skill or activity hard. Empathy shown in a game if a player makes a mistake and recognising when a team mate is happy or unhappy. Using imagination and creativity in learning - Creativity applied through the creation of the individual personal exercise programme Developing and expressing personal views or values - Discussion in BIG activities which allow students to share their personal views on health and wellbeing topics.					

Recognising right and wrong and applying it

- Applying rules within the game and understanding there are sanctions if rules are broken. Developing the concept of self-discipline.

Understanding the consequences of actions

- Playing by the rules in all activities and understanding the consequences if rules are not followed.

Developing personal qualities and using social skills

- The use of team work and communication, where students learn to work co-operatively. Taking different roles within a practical lesson to develop social skills - e.g performer / umpire / official / scorer.

Health and Well-being
Maintaining physical, mental and emotional health & wellbeing

- Adopting a healthy active lifestyle through completion of physical activities and learning about ways in which physical activity can improve physical, social and emotional health.

Assessing & managing risks to health and keeping self & others safe

- Looking after equipment used with specific activities and adhering to health and safety guidelines in play to keep each other safe. E.g use of protective equipment and adapting play to match the level of ability within the group

Living in the Wider World
Developing employability team working & leadership skills, flexibility & resilience

- Learning how to be part of a team in a variety of team games covered in the course. Use of leadership skills to lead warm ups and skills practises. The ability to be flexible by being able to change positions and roles within an activity and the ability to be resilient when your team are losing or you have got an answer wrong in an exam.

Building Character
Leadership

- Being able to take ownership of their own and others performance and lead by example in areas of strength. Leadership shown when taking a warm up and helping others during skills practises.

Organisation

- Effectively organising homework and revision materials and the ability to organise team mates in team games.

Resilience

- Demonstrated through good sportsmanship and etiquette.

Communication

- Teamwork and cooperation particularly in team games

Literacy

- Opportunities for discussion throughout each topic reading a range of texts and sources of information; writing in a range of forms (including note-taking, short and long answer exam questions); focus on SPaG both within lessons and marking.

Numeracy



	• Use of data during the completion of the PEP. Analysis of heart rates, plotting graphs and analysing trends.
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