Curriculum Plan Physical Education

Year 7

	Autumn	Spring	Summer
Unit/Topics	Boys • Baseline skills tests • Volleyball • OAA - Outdoor & Adventurous Activity (Orienteering, map skills, trekking, cross country) • Football Girls • Baseline skills tests • Trampolining • Basketball • Netball	Boys • Badminton • Table Tennis • Football Girls • Volleyball • Badminton • Football	Boys • Basketball • Athletics • Striking & Fielding (Cricket / Softball) Girls • Athletics • Gymnastics • Rounders
Key Assessment	• Baseline skills – catching, throwing, hand-eye and foot-eye co-ordination, components of fitness, team game competence • Volleyball – 1v1 ladder using serve, dig and volley. • OAA – school course using map orientation and landmarks. • Football – small sided games • Trampolining – basic routine built from skills taught. • Basketball – 3v3 small sided games with umpiring skills • Netball – 3v3 small sided matches (attack vs defence)	• Badminton – half court hero (king of the court) • Table tennis – 1v1 ladder league system • Football – small sided games • Volleyball – 1v1 ladder using serve, dig and volley	• Basketball – 3v3 small sided games with umpiring skills • Athletics – sprint, middle distance, jump & throw ESAA times and distances. • Cricket – net bowling and batting • Gymnastics – basic routine selected from skills taught • Rounders – small sided games, fielding and bowling drills
Why is it studied?	Pupils are assessed at the beginning of their KS3 journey, to set a more appropriate PE target than the academic SATs results. In volleyball, basketball, netball and football, pupils will be taught a range of basic tactics and strategies to help them overcome opponents in direct competitive situations. They will also be taught the basic rules associated with these sports, for example, double dribble and travel in basketball. Without this basic knowledge, competitive practice would not be possible moving forward.	Tactical knowledge is transferred from the previous terms teaching of volleyball, basketball and netball, and applied appropriately. Net and wall games, such as badminton and table tennis, have elements of positive skill, rule and tactical transfer. Basic racket skills are taught, such as serving, forehand, backhand, drop shot and clear. In football, tactics and skills to help outwit an opponent can be transferred	In athletics, pupils are encouraged to develop their technique and improve upon their previous performances on a lesson by lesson basis. This knowledge of performance helps them select activities for the school summer sports day and potentially to represent the school in district or even county athletics events. Skills of measuring, recording and evaluating data have cross-curricular links and are

	Pupils will build on fundamental skills (catching/throwing/running/jumping) learnt in KS2, to help develop their technique and improve their sports specific skills, such as shooting, passing and intercepting in football and netball. In outdoor and adventurous activities, pupils will be presented with basic intellectual and physical challenges and be encouraged to work in a team or in pairs, to build trust and teamwork skills. They will also develop map reading skills to solve problems, either individually or as a group. In trampolining, pupils will learn body management, control and aesthetics. Intellectual challenge is presented via appropriate routine selection and reproduction of serial skills, such as half twist followed by seat drop. Both trampolining and OAA (cross country) help develop personal fitness and promote an active, healthy lifestyle.	from basketball and netball for the girls. At this point in year 7, it is important that pupils build the foundations of knowledge, skills and understanding in these sports, as they will continue to be taught in year 8 and 9. They also form the basis of the most popular sports selected at KS4. By playing competitive sport, pupils gain positive character building values such as sportsmanship, teamwork, honesty, communication, leadership and courage.	essential life skills for the future. In cricket and rounders, hand-eye co-ordination is tested through fielding drills involving catching and throwing to a target. Pupils learn a range of techniques including, long barrier, underarm and overarm throwing, side arm throwing and retrieving the ball on the move. Again, the intellectual challenge presented via appropriate routine selection and reproduction of skills in order for gymnastics, has high physical and mental benefits to the pupils.

Year 8

	Autumn	**Spring**	**Summer**
Unit/Topics	Boys • Volleyball • OAA - Outdoor & Adventurous Activity (Orienteering, map skills, trekking, cross country) • Football Girls • Trampolining • Basketball • Netball	Boys • Badminton • Table Tennis • Football Girls • Volleyball • Badminton • Football	Boys • Basketball • Athletics • Striking & Fielding (Cricket / Softball) Girls • Athletics • Gymnastics • Rounders
Key Assessment	• Volleyball – 2v2 ladder using serve, dig and volley. • OAA – rural course using map orientation and landmarks. • Football – small sided games • Trampolining – routine built from a selection of skills taught.	• Badminton – half court hero (king of the court) • Table tennis – 1v1 ladder league system • Football – small sided games • Volleyball – 2v2 ladder using serve, dig and volley	• Basketball – 3v3 small sided games with umpiring skills • Athletics – sprint, middle distance, jump & throw ESAA times and distances. • Cricket – net bowling and batting • Gymnastics – routine selected from a

	• Basketball – 3v3 small sided games with umpiring skills • Netball – 3v3 small sided matches (attack vs defence)		variety of skills taught • Rounders – small sided games, fielding and bowling drills
Why is it studied?	Pupils will build on and embed the physical development and skills learned in year 7, to become more competent, confident and expert in their skills, tactics and techniques. They will apply these more effectively to competitive situations and will start to apply these principles to the improvement of their own and others' work. Pupils will be encouraged to get involved in extra-curricular exercise, sports and activities offered by the school. This will lead to lifelong participation and long-term health benefits. In volleyball, the dig, set and attack (3 touch game) become more important. Rotation and rules on carrying the ball are more strictly applied. In OAA, pupils experience a more rural setting and look for landmarks and points of interest to get bearings. More complex skills are taught in trampolining, such as swivel hips and in netball and basketball, pupils are challenged to use their teams physical attributes to gain success.	In badminton, more advanced overhead techniques are developed, such as the clear, drive and smash. In table tennis, topspin and slice are explored alongside applying service variations to outwit the opponent. In football, teams are challenged to select a formation in response to an opponents strengths and weaknesses. In addition to this, pupils may be asked to lead a team through an appropriate warm-up and skill rehearsal before a game. This links to future skills required at KS4.	In athletics, pupils are encouraged to develop their technique and improve upon their previous performances from year 7. This knowledge of performance helps them select activities for the school summer sports day and potentially to represent the school in district or even county athletics events In cricket and rounders, batting tactics are explored with teams. Looking at fielding positions and also considering the stage in the game and run requirements. Again, the intellectual challenge presented via appropriate routine selection and reproduction of skills in order for gymnastics, has high physical and mental benefits to the pupils. Especially with a greater range and complexity of skills now being available than in year 7.

Year 9

	Autumn	Spring	Summer
Unit/Topics	Boys • Volleyball • OAA - Outdoor & Adventurous Activity (Orienteering, map skills, trekking, cross country) • Football Girls • Trampolining • Basketball • Netball	Boys • Badminton • Table Tennis • Football Girls • Volleyball • Badminton • Football	Boys • Basketball • Athletics • Striking & Fielding (Cricket / Softball) Girls • Athletics • Gymnastics • Rounders
Key Assessment	• Volleyball – 3v3 ladder using serve, dig and volley (overarm serve, block and spike considered). • OAA – rural course using map orientation, grid references, time limits/estimations and landmarks. • Football – small sided games • Trampolining – routine built from a selection of more basic and advanced skills taught. • Basketball – 3v3 small sided games with umpiring skills • Netball – 3v3 small sided matches (attack vs defence)	• Badminton – half court hero (king of the court) • Table tennis – 1v1 ladder league system • Football – small sided games • Volleyball – 3v3 ladder using serve, dig and volley (overarm serve, block and spike considered)	• Basketball – 3v3 small sided games with umpiring skills • Athletics – sprint, middle distance, jump & throw ESAA times and distances. • Cricket – net bowling and batting • Gymnastics – routine selected from a variety of basic and advanced skills taught • Rounders – small sided games, fielding and bowling drills
Why is it studied?	Pupils will build on and embed the physical development and skills learned in year 8, to become more competent, confident and expert in their skills, tactics and techniques. They will apply these effectively to competitive situations and will be able to apply these principles to the improvement of their own and others' work autonomously. Pupils will still be encouraged to get involved in extra-curricular exercise, sports and activities offered by the school. This will assist them in their potential selection of GCSE PE at KS4. In volleyball, more advanced skills of blocking, spiking and overarm serving are taught. OAA will look at grid references, time management and working in a	In badminton, table tennis and volleyball, as well as building on the knowledge, skills and understanding from year 7 and 8, pupils are challenged to bring this all together in competitive situations more regularly. Fundamental skills should be well applied and consistent, as well as more advanced skills being evident or attempted. Assessment data at this stage, links directly with GCSE PE grade descriptors and gives a good indication of a pupils suitability for the GCSE PE course. The best performing pupils at this stage, can produce a range of skills and tactics in response to an opponent, to gain success over them in a competitive situation.	In athletics, pupils are encouraged to develop their technique and improve upon their previous performances from year 8. This knowledge of performance helps them select activities for the school summer sports day and potentially to represent the school in district or even county athletics events In cricket and rounders, batting tactics are explored with teams. Looking at fielding positions and also considering the stage in the game and run requirements. Again, the intellectual challenge presented via appropriate routine selection and reproduction of skills in order for gymnastics, has high

	much larger area. In trampolining, front and back landings may be taught and applied to more advanced routines. In football and basketball, pupils will be asked to use their knowledge skills and understanding to coach, organise or officiate competitive games. Leadership, communication and sportsmanship are particular focusses here.	These pupils are regularly attend extra-curricular sports clubs and clubs outside of the school setting.	physical and mental benefits to the pupils. Especially with a greater range and complexity of skills now being available than in year 7 and 8.

Year 10

	Autumn	Spring	Summer
Unit/Topics	**Exam 02** • Engagement patterns • Commercialisation	**Exam 02** • Ethical & sociocultural issues • Sport Psychology	**Exam 02** • Sport Psychology continued • Health, fitness & well-being **AEP coursework** • Analysing and Evaluating Performance (AEP) Sections 1-4
Key Assessment	• Individual Action Planning (IAPs) 1 x team, 1 x individual and 1 x either • Half termly knowledge assessment using exam questions and mark schemes. • Red pen activity to correct misconceptions or further understanding. • Assessment review sheet completed to highlight individual gaps in knowledge. • GAP tasks set on Arbor related to areas of weakness.	• Practical assessments • Half termly knowledge assessment using exam questions and mark schemes. • Red pen activity to correct misconceptions or further understanding. • Assessment review sheet completed to highlight individual gaps in knowledge. • GAP tasks set on Arbor related to areas of weakness. • Mini review test from assessment question analysis by teacher.	• Practical assessments • Half termly knowledge assessment using exam questions and mark schemes. • Red pen activity to correct misconceptions or further understanding. • Assessment review sheet completed to highlight individual gaps in knowledge. • GAP tasks set on Arbor related to areas of weakness.

	• Mini review test from assessment question analysis by teacher.		• Mini review test from assessment question analysis by teacher.
Why is it studied?	In Component 02, Socio-cultural issues and sports psychology, students will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports. Students will also develop their knowledge and understanding of how sport impacts on society. Engagement patterns of different social groups will be understood by learners, along with strategies to promote participation with practical examples. Students will also develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.	Students will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports. Students will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activity and sports. Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Students will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Students will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.	Students will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. They will also learn about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. Students will develop their knowledge and understanding of diet and nutrition, as well as the main components of a balanced diet. This includes the effects of these components and hydration on performers using a range of examples from physical activities and sports. Students begin work on their AEP, where they are required to demonstrate their ability to analyse and evaluate their own practical performance. Skills required here include; analysing aspects of their personal performance in a practical activity; evaluating their strengths and weaknesses; producing an action plan which aims to improve the quality and effectiveness of their performance.

Year 11

	Autumn	**Spring**	**Summer**
Unit/Topics	**Exam 01** • Skeletal system • Muscular system • Components of fitness • Principles of training • Optimising training • Aerobic and anaerobic exercise	**Exam 01** • Cardiovascular and respiratory systems • Effects of exercise • Movement analysis • Preventing injury	**Revision** • Exam technique & revision

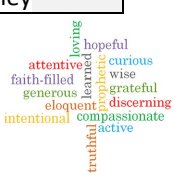
	AEP coursework • Analysing and Evaluating Performance (AEP) Sections 5-6		
Key Assessment	• Practical Activity Assessments • Half termly knowledge assessment using exam questions and mark schemes. • Red pen activity to correct misconceptions or further understanding. • Assessment review sheet completed to highlight individual gaps in knowledge. • GAP tasks set on Arbor related to areas of weakness. • Mini review test from assessment question analysis by teacher. • Year 11 November PPE	• Mark and submit AEP coursework. • Submit practical grades. • Final Practical Activity Assessments • Formal moderation of coursework and practical grads • Half termly knowledge assessment using exam questions and mark schemes. • Red pen activity to correct misconceptions or further understanding. • Assessment review sheet completed to highlight individual gaps in knowledge. • GAP tasks set on Arbor related to areas of weakness. • Mini review test from assessment question analysis by teacher.	• Summer public Exams (01 & 02)
Why is it studied?	Component 01, Physical factors affecting performance, introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports. Students are required to develop knowledge and understanding of data analysis in relation to key areas of physical activities and sports. Students should be able to: demonstrate an understanding of how data is collected – both qualitative and quantitative data, including graphs and tables Students will develop knowledge and understanding of the basic structures and functions of body	Students will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms. They will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions. Students will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to	Students can review the key knowledge that they have gained across the two years by using the checklist, knowledge organisers and revision guides provided. They are also then able to practise applying this knowledge to a range of past examination questions

	systems that are particularly important to physical activities and sports. Students will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection. Students will also be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports. Students will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.	show where these levers might operate to produce movement. Students will become aware of the mechanical advantage provided by levers in movement. Students will know the three planes of movement and be able to give examples of these levers from different physical activities and sports. Frontal, transverse and longitudinal axes of rotation will be recognised by learners who will be able to apply these to examples from physical activities and sports.	

Year 12

	Autumn	Spring	Summer
Unit/Topics	**Exam 01** • Skeletal system (analysis of movement) • Muscular system (muscle contraction during exercise and recovery) **Exam 02** • Skill Classification • Methods of practice **Exam 03** • Emergence & evolution of modern sport • Sport in the 21st Century **05/06 Coursework** • Selection of appropriate practical performance for analysis • Strengths and weakness analysis with overall success of performance	**Exam 01** • Cardiovascular system • Respiratory system **Exam 02** • Stages of learning, guidance & feedback • Theories of learning • Goal setting **Exam 03** • Global sporting events • Ethics & deviance, commercialisation & the media **05/06 Coursework** • Applied theory to strengths and weaknesses. • Chosen area of improvement and justification	**Exam 01** • Diet & Nutrition (Ergogenic aids) **Exam 02** • individual differences **Exam 03** • Modern technology • Routes to sporting excellence **05/06 Coursework** • Development plan • Coaching points • Video evidence of practical performance • Performance log
Key Assessment	• Half termly knowledge assessment using exam	• Half termly knowledge assessment using	• Half termly knowledge assessment using

	questions and mark schemes. • Red pen activity to correct misconceptions or further understanding. • Assessment review sheet completed to highlight individual gaps in knowledge. • GAP tasks set on Arbor related to areas of weakness. • Mini review test from assessment question analysis by teacher. • Student readthrough of EAPI S&W assessment	exam questions and mark schemes. • Red pen activity to correct misconceptions or further understanding. • Assessment review sheet completed to highlight individual gaps in knowledge. • GAP tasks set on Arbor related to areas of weakness. • Mini review test from assessment question analysis by teacher. • Student assessment of EAPI S&W with applied theory and justification of prioritised weakness.	exam questions and mark schemes. • Red pen activity to correct misconceptions or further understanding. • Assessment review sheet completed to highlight individual gaps in knowledge. • GAP tasks set on Arbor related to areas of weakness. • Mini review test from assessment question analysis by teacher. • Year 12 PPE – exam 01content covered. • Year 12 PPE exam 02/03 content covered. • EAPI assessment.
Why is it studied?	In exam 01, students gain an overview of the skeletal and muscular systems that underpin further requirements in biomechanics and their ability to give a detailed movement analysis for the EAPI coursework talk. The content taught in exam 02 links with prior knowledge from the GCSE PE course, but also provides the basic knowledge needed to design training plans and classify the skills taught within them. The exam 03 content provides students with the foundation knowledge of how and why sport and physical activity formed over the last 200 years, as well as an understanding of more recent changes in sport through socio-cultural factors such as law and order and commercialisation. Key technical vocabulary needed across the course is also introduced and defined in this phase. Students gain the opportunity to observe and analyse a sports performance for	Building on the foundation knowledge of skeletal and muscular systems, students discover how the cardiovascular and respiratory systems operate. Knowledge from GCSE Biology and PE are revisited such as double circulation, stroke volume, resting heart rate and tidal volume to name a few. Goal setting, guidance and feedback are crucial areas to produce a successful development plan in the EAPI coursework talk. Students learn how teachers and coaches select the best methods appropriate for a performers stage of learning and level of expertise. In addition to this, students learn how the modern Olympic Games have occasionally been exploited for political gain and this leads nicely into modern developments in sports media and global commercialisation of sport as a business.	Students move on to discover how diet and nutrition are so important to an athlete's performance and for the maintenance of a healthy, active lifestyle. Personality and its impact on a performer are established in this section. It provides students with the knowledge of how different individuals prefer to receive feedback or criticism in various scenarios, as well as how they may react to differing levels of stress and anxiety on the sports field. The work of UK sport is explored and how modern technology is playing an ever-increasing part in improving standards at elite and participation level. Students continue to develop the skills in observation, analysis and evaluation of a practical performance. They also begin to apply their theoretical knowledge to the practical examples they



	the first time, to highlight strengths and weaknesses and how they affect the quality of the overall performance.		observe. A most critical skill for success on this course. Exam 03 content is completed in its entirety during year 12.

Year 13

	Autumn	Spring	Summer
Unit/Topics	**Exam 01** • Linear, angular & projectile motion & fluid mechanics • Biomechanical principles, levers and technology • Energy systems • Preparation and training methods **Exam 02** • Individual differences • Aggression, social facilitation, Group dynamics **05/06 coursework** • Collate practical video evidence and logbook for submission. • Add recent theory knowledge to EAPI talk.	**Exam 01** • Environmental effects of body systems (Including 'The Recovery Process' – EPOC) • Injury prevention & rehabilitation **Exam 02** • Leadership & Attribution • Memory Models **05/06 coursework** • Submit practical video evidence and logbook (15% of total) • Submit EAPI coursework talk (15% of total)	• Exam Technique & Revision • Preparation for final summer examination
Key Assessment	• Half termly knowledge assessment using exam questions and mark schemes. • November PPE on all taught content across the three exams. This will inform a student's PPG. • Red pen activity to correct misconceptions or further understanding. • Assessment review sheet completed to highlight individual gaps in knowledge.	• Fully assessed practice attempt of the EAPI talk. • Feedback and GAP tasks to improve. • Final video evidence assessment of the EAPI coursework talk • Final assessment of practical evidence and associated logbook • Half termly knowledge assessment using exam questions and mark schemes. • Red pen activity to correct misconceptions or further understanding.	• Knowledge review test each half term to identify individual and whole class areas strengths and gaps in knowledge. • Command word questions set as interim homework tasks on Arbor. • Final year 13 PPE

	• GAP tasks set on Arbor related to areas of weakness. • Mini review test from assessment question analysis by teacher.	• Assessment review sheet completed to highlight individual gaps in knowledge. • GAP tasks set on Arbor related to areas of weakness. • Mini review test from assessment question analysis by teacher.	
Why is it studied?	Students will develop their knowledge and understanding of how the body uses and re-syntheses energy. They will be able to interpret figures relating to the contribution of the three energy systems to exercise of different intensities and durations. Students will also develop their knowledge and understanding of the periodisation of training and how to plan personal health and fitness programmes. Students will study force and its effect on human movement in physical activities and sports. The goal of biomechanics is to improve performance and the prevention and treatment of injury by optimising technique, training and equipment in physical activity and sport. The study of biomechanical movement will allow learners to develop their knowledge and understanding of the more technical aspects of performance and participation in physical activity and sport and evaluate their own and others' effectiveness and efficiency. Transferable skills from maths and physics are useful in this area of the course. Students learn about the individual differences affecting performers in physical activity and sport; group and team dynamics in sport; the importance of goal setting in sports performance.	Students will develop their knowledge and understanding of acute and chronic injuries related to physical activities and sports. The prevention of injury will also be known by understanding the risk factors and the relative value of warm up and cool down routines used in physical activities and sports. Students will develop their knowledge and understanding of how we might respond to injuries and medical conditions in a sporting context. Rehabilitation of injury will be understood by knowing about common sports injuries and common treatments. Students gain an understanding the role of attribution in motivating performers; confidence and self-efficacy in sport; leadership in sport and stress management in physical activities and sports to optimise performance. This theory can be directly applied to the EAPI coursework talk from the observed practical performance.	Students can review the key knowledge that they have gained across the two years by using the checklist, knowledge organisers and revision guides provided. They are also then able to practise applying this knowledge to a range of past examination questions