

Physical Education Department Curriculum Overview

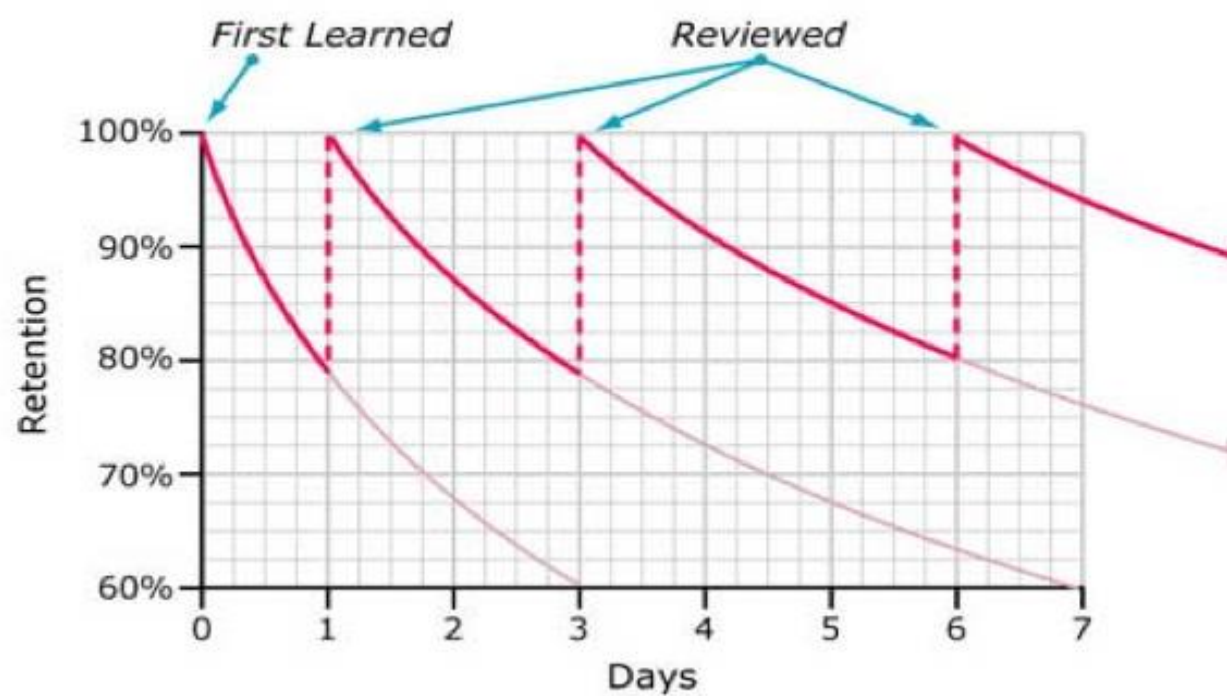
Curriculum Intent:

“The most important thing is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered, but to have fought well.”

Pierre De Coubertin

A high-quality physical education curriculum inspires all learners to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for learners to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities builds character and help to embed values such as fairness and respect.

Typical Forgetting Curve for Newly Learned Information



Key Stage 3 Curriculum Overview

		Year 7			
Autumn Term 1A and 1B		Spring Term 2A and 2B		Summer Term 3A and 3B	
TOPIC TITLE: Winter Games		TOPIC TITLE: Games / Gymnastics / Health related fitness		TOPIC TITLE: Summer Games	
Topic	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
Trampolining	Knowledge/safe practice of use of trampolines. Knowledge/execution of controlled bouncing and stopping. Knowledge/execution of turns. Knowledge/execution of basic landings. Knowledge/execution of simple twisting skills from and into landings. Knowledge/execution of basic routine. Knowledge and understanding of basic scoring of a routine.	Basketball	Knowledge and execution of a range of passes Knowledge and execution of the basic skills involved in the sport they are playing (Dribble, Tackling, Shooting, Handling) Knowledge of some tactical elements within the sport they are playing Be able to demonstrate conditioned game play (2v1, 3v1, 3v2, small sided games) To increase knowledge in regards to special awareness	Striking Games Rounders Cricket Softball	Throwing (underarm and overarm) and catching techniques Simplified bowling techniques Batting focus on grip, stance and consistency of connection Introduction of rules and scoring Bowling- focus on straight arm and releasing the ball at it's highest point (cricket).
Table Tennis	Develop understanding and execution of how to serve correctly Develop knowledge and execution of how to use the backhand/forehand push/drive shot To be able to hold and execute a rally Develop knowledge in regards to health and safety of the area and the equipment	Flag football/ Tchoukball	Flag football Develop knowledge and understanding in regards to health and safety Understand how to put a tag belt on and how to reattach the strips Develop knowledge and understanding of the rules of a new sport. Develop throwing and catching techniques. Develop understanding of the role of the quarterback. Tchoukball Develop knowledge and understanding of the rules of a new sport Develop throwing and catching techniques.	Athletics Field events	Know how to safely handle the equipment Demonstrate / explain the correct grip and stance for each throw Demonstrate the correct angle of release (45 degrees) Know how to measure throws using metres and centimetres Basic rules of competition- eg clean palm on shot putt, walking out of the back of the throwing area etc
Striking Games Cricket (limited to weather)	Ball familiarity Throwing (underarm and overarm) and catching techniques Simplified bowling techniques Batting focus on grip, stance and consistency of connection Introduction of rules and scoring			Track Events	Sprinting- key techniques in the start- drive and stride phases Middle distances- experiencing for the first time how these make the body feel and the production of lactic acid. Long distances – pacing strategies, running in team races to make up large distances Relay- experiencing exchanging a baton and moving away from the exchange How to time using a stop watch Basic rules of competition – eg false starts and lane control
Football	Knowledge and execution of a range of passes Knowledge and execution of how to dribble effectively. Knowledge and execution of how to execute a driven shot. Knowledge and execution of how to tackle in 1 vs 1 situations. Knowledge of how to keep the ball in overloaded situations. Be able to demonstrate conditioned game play (2v1, 3v1, 3v2, small sided games) To increase knowledge in regards to spacial awareness	HRF	Knowledge/execution of safe warm-up and cool down. Knowledge of basic muscles, resting and working HR. Knowledge/execution of a range of training methods. Develop knowledge in regards to health and safety of the area and equipment	Pickleball	Develop understanding and execution of how to serve correctly Develop knowledge and execution of how to use the backhand/forehand. To be able to hold and execute a rally Develop knowledge in regards to health and safety of the area and the equipment
Tag Rugby	Develop knowledge and understanding in regards to health and safety Develop knowledge on how to execute a tag in conditioned/small sided games Develop basic ball handling skills when offloading and retrieving the ball Develop knowledge and understanding of spatial awareness when offloading the ball	(Netball/ Trampolining)	An opportunity for students to explore these sports in greater depth developing further advanced skills. To continue to develop knowledge and execution of a range of passes To continue to develop knowledge of some tactical elements within the sport they are playing. To continue to perfect the quality of shapes, landing and turns in trampolining. Be able to demonstrate conditioned game play (2v1, 3v1, 3v2, small sided games). Flexibility with choice of sport based on the needs of the group (teacher interpretation).	Multi-sports (dodgeball/ benchball)	Develop a clear understanding of the rules and regulations of the game (dodgeball and bench ball) To be able to throw the ball using the correct grip and technique To understand why catching a ball is important
Netball	To understand court markings and on court positions To develop knowledge and execute how to dodge and collect rebounds Understand and develop footwork Be able to demonstrate a range of passes (chest, bounce)				
Multi-skills (X5)	<u>Some additional multi- skillsbased lessons for (X5 groups) throughout half -term 1 to continue to develop fundamental skills such as; balance and coordination.</u>				

Prior Domains: Netball- Learners will be expected to be able to throw and catch in team games with some success as well as demonstrate a basic bouncing technique to dribble the ball. Trampolining- Learners will not be expected to have prior experience or knowledge of trampolining. Table Tennis – I would expect learners to be familiar with the health and safety aspect of table tennis, along with knowing how to serve correctly when starting a rally. The backhand/forehand push or drive should be used and practiced in order for learners to progress. Football – I would expect all learners to understand how to execute a range of passes in the sport they are participating in. Learners should be confident and somewhat knowledgeable of the basic rules in each sport. The conditioned games the learners play should influence decision making and be a tool to see if learners have learnt key skills. Tag rugby- Learners may also have some experience of tag rugby and it’s basic rules. Striking games- it is expected learners will have some coordination skills in how to throw and catch a ball but will need to develop catching over further distances and whilst on the move. Most primary school will have done some kwik cricket and rounders style games but the rules and scoring are unlikely to be accurate.		Invasion sports- Learners will be expected to be able to throw and catch in team games with some success as well as demonstrate a basic bouncing technique to dribble the ball. I would expect students to have basic passing ability and be able to keep the ball in overload possession games. Fitness- Learners will be expected to understand what is required in a basic warm-up. Emerging sports- I would expect pupils to have limited to no experience of the rules of these games but to have developed some basic throwing and catching techniques through KS2. Basketball- pupils will have experienced these sports during the autumn term and developed some of the fundamental skills of each sport. This will form the basis to beginning to develop more advanced skills. Trampolining- previous term of trampolining so students will be able to execute basic shapes and some landings/ turns.		Striking games- it is expected learners will have some coordination skills in how to throw and catch a ball but will need to develop catching over further distances and whilst on the move. Most primary school will have done some kwik cricket and rounders style games but the rules and scoring are unlikely to be accurate. Athletics- it is expected learners will have experience of only short distance relay runs and it is unlikely they have held or thrown outdoor athletics equipment before. Pickleball -it is expected that students may have experienced some short tennis. Multi games – I would expect learners to have some understanding of the game and the impacts that certain decisions made will affect the outcome. All learners will understand the importance of throwing the ball towards opponents legs rather than chest.	
 Spiritual, Moral, Social Cultural (SMSC) seeds: Spiritual Development in Physical Education Physical Education has the ability to instill in learners a sense of enjoyment and fascination in learning about themselves, others and the world around them. Learners should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences. Moral Development in Physical Education PE in general teaches students about code of conduct, etiquette, fair play, unwritten rules and sportsmanship. Learners should abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions, which in turn helps learners apply this understanding to their own lives. Learners should be taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself. Social Development in Physical Education Learners in PE can use of a range of social skills in different contexts, including working and socialising with learners from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. An interest in and understanding of, the way communities and societies function at a variety of levels. Also learners can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs. Cultural Development in Physical Education The PE department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.					
British Values Links: Individual Liberty Within our lessons learners are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our learners so they feel empowered to make their own decisions and make the right choices. Democracy Within all lessons learners get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. They are encouraged to allow everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons. Mutual Respect Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. They are encouraged to respect everyone’s abilities and performances during lessons and extra-curricular activities. Tolerance Learners in PE are expected to use a range of social skills in different contexts, including working and socialising with learners from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting people's differing level of abilities and also to respect the judgements made by officials during games. The Rule of Law A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In lessons learners are taught to abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps them apply this understanding to their own lives.					
Reading, Speaking and Writing foci: Reading objectives off the white board when inside lessons Discussion work in team games on tactics and the ability to evaluate performance. Officiating in table tennis requires oracy to explain decision.		Reading, Speaking and Writing foci: Subject specific vocabulary developed, correct spelling of major muscles in fitness, poor use of language corrected (e.g. I caught it- I caught it). Reading of trampolining cards.		Reading, Speaking and Writing foci: Discussion work in summer games on tactics and the ability to evaluate performance. Reading objectives off the white board when inside lessons Leading warm ups and communicating tactics.	

Numeracy foci: Scoring systems, counting passes, Scoring rallies, Counting time, Win/Loss percentage	Numeracy foci: Scoring systems for each sport, estimating times for pupil led warm-ups, degrees of turns and angles of movements in trampolining, estimating distances, working out percentages for successful shots/execution, heart rate zones percentages.	Numeracy foci: Measuring in athletics throws Recording times in track events Understanding of distances and dividing large distances by a 200m track Angles used in throwing events Use of score systems to count- in cricket adding up in 1,2,3,4 and 6s. In rounders counting in 1s and halves.
Inter-disciplinary links: HRF links to science, oxygenated/ deoxygenated blood.	Inter-disciplinary links:	Inter-disciplinary links:
Curriculum Product(s): Basketball, Football, Tag Rugby, Netball, Dodgeball – 3v3, 4v4, 5v5 assessments. Observations of skills learnt in conditioned games. Table Tennis: 1v1 rallies to 7 or 11. Peer assessment of basic serve.	Curriculum Product(s): Practical assessment of competitive games through observations; basketball 5vs5, handball 7vs7, rugby 7vs7, volleyball 3vs3. Observation of trampolining routines (Levels 1-4). Q&A around muscles, heart rates and training methods.	Curriculum Product(s): Practical assessment of throwing and catching, bowling and batting skills in drill situations and small sided games. Measured distances in shot putt, discus and javelin (modified equipment can be used for less able / SEN pupils) Timed runs in 100m, 200m and one middle distance

		Year 8			
Autumn Term 1A and 1B		Spring Term 2A and 2B		Summer Term 3A and 3B	
TOPIC TITLE: Winter Games		TOPIC TITLE: Games / Gymnastics / Health related fitness		TOPIC TITLE: Summer Games	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
Netball	To develop understanding of the power and accuracy needed to execute passes To be able to lead a warm up to the group To develop use of on court positions in conditioned games	Trampolining	Revisit previous landings and twists to refine movements. Continue to develop complexity of sequences.	Striking Games Rounders Cricket Softball	Throwing with accuracy- at stumps, to stationary and moving people. Catching techniques- explore deep field and close catching methods. Introduce backstop and wicketkeeper techniques. Improved bowling accuracy and speed. Cricket look at line and length with overarm technique. In rounders use of donkey drop, spin etc. Batting focus on hitting into space and increasing consistency and accuracy. In cricket look at defensive shots, pulls and drives. Pupils should apply rules and scoring more effectively.
Trampolining	Refine turns with growing control and precision. Refine simple twisting skills from and into landings. Knowledge/execution of swivel hips, turntable, roller. Knowledge/execution of a routine with growing complexity.	Basketball	Advanced knowledge of formations used within the sport they are playing (Attacking, Defending) Execute advanced skills in conditioned games (Layup, set shot, Volley, Rebound) Continue to demonstrate small sided game play (condition where necessary) Develop use of weaker hand		
Table Tennis	To develop the smash shot in conditioned games To develop the use of spin (Top/Back) To start to develop tactical elements of the game (Reaction to opponents’ shots	HRF	Imbedded knowledge of muscles, resting, working HR and recovery. Imbedded knowledge of a range of training methods. Knowledge of anaerobic/aerobic activities. Knowledge of basic principles of training (FITT).	Athletics Field events	Recap the correct grip and stance for each throw, introduce movement into each throw (shuffle or run up) to increase distance. Demonstrate the correct angle of release (45 degrees) Be independent in measuring throws using metres and centimetres. To compare performance to UK athletics national bronze, silver and gold distances at year 8. Use of increased weights in line with age group / UK athletics
Striking Games Rounders Cricket Softball	Throwing with accuracy- at stumps, to stationary and moving people. Catching techniques- explore deep field and close catching methods. Introduce backstop and wicketkeeper techniques. Improved bowling accuracy and speed. Cricket look at line and length with overarm technique. In rounders use of donkey drop, spin etc. Batting focus on hitting into space and increasing consistency and accuracy. In cricket look at defensive shots, pulls and drives. Pupils should apply rules and scoring more effectively.	Flag Football and Tchoukball	To develop an understanding of the role of quarterback. To develop a positional understanding of positions such as the wide receiver. To begin to develop more complex attacking plays. To develop different strategies for attacking and defending shots at the rebounder.	Track Events	Sprinting- apply and refine the key techniques in the start- drive and stride phases. Use of a sprint start and measuring their own feet position. Middle distances / Long distances - use of pacing strategies and explain how the body responds to exercise. Develop running endurance to run further distances. Relay- upsweep and down sweep techniques, exchange the baton in a set distance
Football	Develop use of weaker foot/hand	Invasion games (netball)	An opportunity for students to explore these sports in greater depth developing further advanced skills.		

Tag Rugby Multi-skills	Leading of safe warm-up and cool down. Refine a range of different passes in more pressured environments. Refine a range of different shots, executing the lay-up in competitive situations. Knowledge/execute dribbling and running with the ball with a focus on using the weaker hand and foot. Advanced knowledge of formations used within the sport they are playing (Attacking, Defending) Continue to demonstrate small sided game play (condition where necessary) Develop use of weaker foot. Knowledge/execute a 3- man scrum in rugby. Knowledge/ability to execute some attacking and defensive strategies in competitive situations. Growing knowledge and understanding of rules To further develop ball handling skills and introduce backwards passing only conditions To further condition games in order to improve quality (6 tags then turnover possession) To recognise key terminology (offload, try) Develop body movement skills (sidestep, faint etc) Develop knowledge and understanding of 3 man scrum and 3 man line outs. <u>Further additional multi- skills based lessons for (X5 groups) throughout half -term 1 to continue to develop fundamental skills such as; balance and coordination.</u>		Advanced knowledge of formations used within the sport they are playing (Attacking, Defending)	Pickleball Multi-games	To compare performance to UK athletics national bronze, silver and gold times at year 8. Apply rules of competition – eg false starts, lane control, relay baton exchange. To develop the volley in conditioned games To serve with more power and accuracy To start to develop tactical elements of the game (Reaction to opponents’ shots) To develop and understand the procedure to block To understand and execute tactics when you have the ball to defend (Blocking) To increase knowledge in regards to space and awareness
Prior Domains: Netball Learners will be expected to be able to demonstrate a range of passes and basic shooting within team games. They will also be expected to know the basic rules within those games. Football,– I would expect all learners to have some knowledge in regards to tactical aspects within the game they are playing. Also I would expect learners to take an		Prior Domains: Invasion sports Learners will be expected to be able to demonstrate a range of passes and basic shooting within team games. They will also be expected to know the basic rules within those games. Fitness- Learners will be expected to have a knowledge of the importance of warming up/cooling down, the basic muscles and the methods of training.		Prior Domains: Striking games- The grip and stance for batting and bowling should be known. Batting will be inconsistent and lacking direction. Basic over-arm bowling technique should be known. Further rules and scoring systems will be known.	

active role in leading a warm up and helping to set up specific drills. Learners will also now start to be able to identify positions easily with strengths and weaknesses. Trampolining- pupils will be expected to know all the safety expectations within trampolining. They will be expected to be able to execute basic landings and turns. Striking games- In year 7 the hand eye coordination skills will have been developed so pupils should now be catching from further distances, heights or speeds. The grip and stance for batting and bowling should be known. Batting will be inconsistent and lacking direction. Simplified rounders and cricket score systems and rules will be known. Table Tennis – I would expect learners to have developed the smash shot aswell as continued to practice the drive and push shots. Tactical elements of the game will also be explored to help learners progress. Rugby- I would expect students to have knowledge of lateral passing and running with the ball, where they should be able to outwit an opponent with some success.	Flag Football and Tchoukball- Pupils will have knowledge of the basic rules of both games and will have developed sound throwing and catching skills. Basketball,– I would expect all learners to have some knowledge in regards to tactical aspects within the game they are playing. Also I would expect learners to take an active role in leading a warm up and helping to set up specific drills. Learners will also now start to be able to identify positions easily with strengths and weaknesses. Netball Learners will be expected to be able to demonstrate a range of passes and basic shooting within team games. They will also be expected to know the basic rules within those games.	Athletics- In year 7 they will have learnt the basic , grips, stance and throwing angles. They will be more familiar in how to handle the equipment safely. Throwing will likely have only been done from a stationary position. Sprint events will have been performed with some technique looked at in the start , drive and stride phases. Middle to longer distances may have been done in team events. Pickleball- I will expect students to be able to serve and maintain a rally with some control. Students should know the basic rules and scoring system. Multi-games – I would expect learners to understand the rules and be able to throw the ball using the correct technique. Using the ball to block will be a main focus, whilst decision making and tactics will also be explored.
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British Values Links: Individual Liberty Within our lessons learners are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our learners so they feel empowered to make their own decisions and make the right choices. Democracy Within all lessons learners get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. They are encouraged to allow everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons. Mutual Respect Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. They are encouraged to respect everyone’s abilities and performances during lessons and extra-curricular activities. Tolerance Learners in PE are expected to use a range of social skills in different contexts, including working and socialising with learners from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting peoples differing level of abilities and also to respect the judgements made by officials during games. The Rule of Law A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In lessons learners are taught to abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps them apply this understanding to their own lives.		
Reading, Speaking and Writing foci: Reading objectives off the white board when inside lessons Discussion work in team games on tactics and the ability to evaluate performance. Officiating in table tennis requires oracy to explain decision.	Reading, Speaking and Writing foci: Subject specific vocabulary developed, correct spelling of major muscles, poor use of language corrected (e.g. I caught it- I caught it). Reading of trampolining cards.	Reading, Speaking and Writing foci: Discussion work in summer games on tactics and the ability to evaluate performance. Reading objectives off the white board when inside lessons Leading warm ups and communicating tactics.
Numeracy foci: Scoring systems, counting passes, Scoring rallies, Counting time, Win/Loss percentage	Numeracy foci: Scoring systems for each sport, estimating times for pupil led warm-ups, degrees of turns and angles of movements in trampolining, estimating distances, working out percentages for successful shots/execution. Collecting fitness data and comparing to normative data tables. Use of heart rate percentages.	Numeracy foci: Measuring in athletics throws Recording times in track events Understanding of distances and dividing large distances by a 200m track Angles used in throwing events Use of score systems to count- in cricket adding up in 1,2,3,4 and 6s. In rounders counting in 1s and halves.

Inter-disciplinary links: HRF links to science, oxygenated/ deoxygenated blood, lactic acid. Resting, working and maximum HR. Short term adaptations and long- term effects of exercise on body.	Inter-disciplinary links:	Inter-disciplinary links:
Curriculum Product(s): Basketball, Football, Tag Rugby, Netball, Dodgeball – 5v5, 7v7 assessments. Teacher observations of all techniques learnt. Attendance of extra curricular clubs. Table Tennis: 1v1/2v2 games looking specifically at skills and techniques. Differentiated games and activities on selected tables. Observation of learners scoring/officiating games to 7.	Curriculum Product(s): Practical assessment of competitive games through observations; basketball 5vs5, handball 7vs7, rugby 7vs7, volleyball 3vs3. Observation of trampolining routines (Levels 2-6). Q&A around aerobic/anaerobic respiration, basic principles (FITT). Fitness test results compared to normative data	Curriculum Product(s): Practical assessment of throwing and catching, bowling and batting skills in drill situations and small sided games. Measured distances in shot putt, discus and javelin (modified equipment can be used for less able / SEN pupils) Timed runs in 100m, 200m, 300m, 800m, 1500m (optional)

		Year 9			
Autumn Term 1A and 1B		Spring Term 2A and 2B		Summer Term 3A and 3B	
TOPIC TITLE: Winter Games		TOPIC TITLE: Games / Gymnastics / Health related fitness		TOPIC TITLE: Summer Games	
Topics Netball	Domains (Core knowledge and skills) To develop use of tactics on court in conditioned games (from centre passes) Be able to apply attacking and defending tactics with quickness and precision To be able to develop officiating skills in conditioned games Execution of swivel hips, turntable, roller with growing control. Knowledge/execution of front somersault tucked. Knowledge/execution of back somersault tucked. Knowledge/execution of a routine with growing complexity. Knowledge and ability to score the routine of a peer.	Topics Trampolining	Domains (Core knowledge and skills) Revisit complex movements. Execution of swivel hips, turntable, roller with growing control. Knowledge/execution of front somersault tucked. Knowledge/execution of back somersault tucked. Knowledge/execution of a routine with growing complexity. HRF Knowledge of skill and health related principles of training. Knowledge and understanding of cardiovascular and respiratory systems. Knowledge and understanding of training zones.	Topics Striking Games Rounders Cricket Softball	Domains (Core knowledge and skills) Refine throwing, catching, bowling and batting techniques in a range of pressurised competitive drills. Apply a range of batting shots in game situations. In rounders, explore the use of a reverse hit. In cricket new shots such as sweep can be added. Pupils should apply rules and scoring more effectively in line with a real game. Develop leadership skills with the role of bowler in rounders organising the field and captain in cricket.
Trampolining	Execution of swivel hips, turntable, roller with growing control. Knowledge/execution of front somersault tucked. Knowledge/execution of back somersault tucked. Knowledge/execution of a routine with growing complexity. Knowledge and ability to score the routine of a peer.	Invasion games Netball	An opportunity for students to explore these sports in greater depth developing further advanced skills. To understand and develop tactics that can be applied in certain scenarios	Athletics Field events	Demonstrate the correct grip and stance for each throw, introduce movement into each throw (turn, glide or run up) to increase distance. Demonstrate the correct angle of release (45 degrees). Be independent in measuring throws using metres and centimetres. To compare performance to UK athletics national bronze, silver and gold distances at year 9. Use of increased weights in line with age group / UK athletics
Striking Games Rounders Cricket Softball	Refine throwing, catching, bowling and batting techniques in a range of pressurised competitive drills. Apply a range of batting shots in game situations. In rounders, explore the use of a reverse hit. In cricket new shots such as sweep can be added. Pupils should apply rules and scoring more effectively in line with a real game. Develop leadership skills with the role of bowler in rounders organising the field and captain in cricket.	Emerging Sports (Flag Football and Tchoukball)	Flag football Develop knowledge and understanding in regards to health and safety Understand how to put a tag belt on and how to reattach the strips Develop knowledge and understanding of the rules of a new sport. Develop throwing and catching techniques. Develop understanding of the role of the quarterback. Development of attacking and defensive plays to outwit opponents.	Track Events	Sprinting- apply and refine the key techniques in the start-drive and stride phases. Use of a sprint start and measuring their own feet position. Middle distances / Long distances - Develop running endurance to run further distances in faster times. A greater emphasis in year 9 to be placed on the 300/400m and 800m events. Relay- upsweep and down sweep techniques, exchange the baton in a set distance. To compare performance to UK athletics national bronze, silver and gold times at year 9. Apply rules of competition – e.g. false starts, lane control, relay baton exchange.
				Pickleball	To understand and develop officiating skills (officiating to 11 points) To be able to analyse opponents and pick out strengths and weaknesses with solutions To be able to use a range of shots to outwit an opponent in conditioned games.

Football To develop the use of 1/2 touch passing in game situations To understand and develop tactics in certain scenarios (long ball, overload etc) To develop leadership and officiating roles (warm up, leading small practices) Multi-skills <u>Further additional multi- skills based lessons for (X5 groups) throughout half -term 1 to continue to develop fundamental skills such as; balance and coordination.</u> Table Tennis To understand and develop officiating skills (officiating to 11 points) To be able to use the correct hand signal for (point, let etc) To be able to analyse opponents and pick out strengths and weaknesses with solutions To be able to use a range of shots to outwit an opponent in conditioned games. Tag Rugby Knowledge/execute a maul in rugby. Revisit the 3-man scrum and 3- man line out. Select and apply a range of attacking and defensive strategies in competitive situations To develop leadership and officiating roles		Basketball	Some positional understanding developed. Tchoukball Develop knowledge and understanding of the rules of a new sport Develop throwing and catching techniques. Develop attacking and defensive strategies to outwit opponents. To execute half court and full court press tactic in games To improve knowledge of when, where and how to execute a set shot and lay up in conditioned games Develop three-man weave situations in games To develop officiating skills (double dribble, contact, travel)	Multi-games	To be able to understand a range of conditioned games (last man standing, golden ball) To develop officiating skills and peer reflection
Prior Domains: Netball-Learners will be expected to be able to demonstrate a range of passes and shooting within competitive situations. They will be expected to have a basic understanding of tactical approaches and specific positions with the game that they are playing. Learners will be expected to have a strong understanding of the rules of the games. Football,– I would expect all learners to have a good understanding of spacial awareness and be confident to play in a number of positions. Learners should also be able to officiate games and call the obvious decisions. Other leadership roles such as coach can be explored and learners can also reflect and analyse performances of themselves and peers. Trampolining - Pupils will be expected to know all the safety expectations within trampolining. They will be expected to be able to execute twisting skills from and into landings and execute swivel hips. Striking games-Learners should be more able to throw and catch consistently Batting will be more consistent and with more power but will lack accuracy. There should be some understanding of defensive and attacking batting shots. Bowling styles in rounders and cricket should have been explored. Rugby- I will expect students to have experience of 3 man scrums and small 1vs 1 line outs. I will expect students to have more knowledge of the rules including the offside rule. Table Tennis – I would expect learners to be able to use a range of shots to outwit their opponents and address and reflect on the tactics needed to try and win points. Officiating games to 11 using the correct hand signals should also be expected of the learners		Prior Domains: Invasion sports-Learners will be expected to be able to demonstrate a range of passes and shooting within competitive situations. They will be expected to have a basic understanding of tactical approaches and specific positions with the game that they are playing (particularly netball). Learners will be expected to have a strong understanding of the rules of the games. Fitness Learners will be expected to understand the difference between aerobic and anaerobic activities and the basic principles of training (FITT). Basketball,– I would expect all learners to have a good understanding of spacial awareness and be confident to play in a number of positions. Learners should also be able to officiate games and call the obvious decisions. Other leadership roles such as coach can be explored and learners can also reflect and analyse performances of themselves and peers. Flag Football & Tchoukball- I would expect pupils to have sound knowledge of the rules of these games but to have developed throwing and catching skills. Pupils will have a good understanding of the QB and the technique used to throw. Pupils will also have a good understanding of the importance with attacking at speed in Tchoukball and spatial awareness when defending shots.		Striking games-Learners should be more able to throw and catch consistently Batting will be more consistent and with more power but will lack accuracy. There should be some understanding of defensive and attacking batting shots. Bowling styles in rounders and cricket should have been explored. More advanced rounders and cricket score systems and rules will be known. Athletics- Learners will have learnt the basic , grips, stance and throwing angles. They will be more familiar in how to handle the equipment safely. Throwing will have been done from both stationary, and with a turn or side stride technique. Middle to longer distances should have been experienced at year 8. Learners should be more confident measuring and timing. Heavier equipment will have been used in line with UK athletics guidance. Multi-games – Learners should be confident to explore and play a range of conditioned dodgeball games. Learners will also develop officiating skills in conditioned games.	



Spiritual, Moral, Social Cultural (SMSC) seeds:
Spiritual Development in Physical Education

Physical Education has the ability to instill in learners a sense of enjoyment and fascination in learning about themselves, others and the world around them. Learners should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences.

Moral Development in Physical Education

PE in general teaches students about code of conduct, etiquette, fair play, unwritten rules and sportsmanship. Learners should abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps learners apply this understanding to their own lives.

Learners should be taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

Social Development in Physical Education

Learners in PE can use of a range of social skills in different contexts, including working and socialising with learners from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. An interest in and understanding of, the way communities and societies function at a variety of levels. Also learners can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs.

Cultural Development in Physical Education

The PE department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

British Values Links:

Individual Liberty

Within our lessons learners are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our learners so they feel empowered to make their own decisions and make the right choices.

Democracy

Within all lessons learners get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. They are encouraged to allow everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.

Mutual Respect

Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. They are encouraged to respect everyone’s abilities and performances during lessons and extra-curricular activities.

Tolerance

Learners in PE are expected to use a range of social skills in different contexts, including working and socialising with learners from different religious, ethnic and socio-economic backgrounds.

They are also taught about respecting peoples differing level of abilities and also to respect the judgements made by officials during games.

The Rule of Law

A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In lessons learners are taught to abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps them apply this understanding to their own lives.

Reading, Speaking and Writing foci: Reading objectives off the white board when inside lessons Discussion work in team games on tactics and the ability to evaluate performance. Officiating in table tennis requires oracy to explain decision.	Reading, Speaking and Writing foci: Subject specific vocabulary developed, correct spelling of major muscles, poor use of language corrected (e.g. I caught it- I caught it). Reading of trampolining cards.	Reading, Speaking and Writing foci: Discussion work in summer games on tactics and the ability to evaluate performance. Reading objectives off the white board when inside lessons Leading warm ups and communicating tactics.
Numeracy foci: Scoring systems, counting passes, Scoring rallies, Counting time, Win/Loss percentage	Numeracy foci: Scoring systems for each sport, estimating times for pupil led warm-ups, degrees of turns and angles of movements in trampolining, estimating distances, working out percentages for successful shots/execution. Heart rate zones and percentages.	Numeracy foci: Measuring in athletics throws Recording times in track events Understanding of distances and dividing large distances by a 200m track Angles used in throwing events Use of score systems to count- in cricket adding up in 1,2,3,4 and 6s. In rounders counting in 1s and halves.
Inter-disciplinary links: HRF links to science, oxygenated/ deoxygenated blood, lactic acid. Resting, working and maximum HR. Blood vessels; arteries, veins, capillaries. Short term adaptations and long- term effects of exercise on body.	Inter-disciplinary links:	Inter-disciplinary links:
Curriculum Product(s): Basketball, Football, Tag Rugby, Netball, Dodgeball – Peer reflection worksheets and teacher observations through full sided games. Condition games to suit the needs of the learner if a specific skill is being observed. Table Tennis – Learners to play games to 11 and officiate own games. Hand signals will be used to identify any faults within the game itself.	Curriculum Product(s): Practical assessment of competitive games through observations; basketball 5vs5, handball 7vs7, rugby 7vs7, volleyball 6vs6. Observation of trampolining routines (3-9). Q&A around skill and health related principles of training, cardiovascular & respiratory systems and training zones. Fitness test results compared to normative data	Curriculum Product(s): Practical assessment of throwing and catching, bowling and batting skills in drill situations and small sided games. Measured distances in shot putt, discus and javelin (modified equipment can be used for less able / SEN pupils) Timed runs in 100m, 200m, 300m, 800m, 1500m (optional)

Key Stage 4 Curriculum Overview

Year 10 OCR											
Autumn Term 1A		Autumn Term 1B		Spring Term 2A		Spring Term 2B		Summer Term 3A		Summer Term 3B	
TOPIC TITLE: Performance and leadership in sports activities		TOPIC TITLE: Performance and leadership in sports activities		TOPIC TITLE: Performance and leadership in sports activities		TOPIC TITLE: Performance and leadership in sports activities		TOPIC TITLE: Performance and leadership in sports activities		TOPIC TITLE: Sport and the media	
Topics TA1: Key components of performance 1.1 Performance in two selected activities 1.1.1 Performance of skills and techniques 1.2 Participating in your activities 1.2.1 Appropriate use of: -Tactics -Strategies -Compositional ideas -Use of creativity in performance 1.3 Decision-making during performance 1.3.1 Appropriate and timely decisions 1.4 Managing & maintaining performance in individual activities. 1.4.1 Ability to manage and maintain own performance (individual activities only):	Domains Examples of skills and techniques may include: • Front somersault in trampolining (individual) Examples may include: • Tactics - using a drop shot against a baseline player in tennis • Strategies - when to bowl a bouncer in cricket, when to break away from the pack in running or cycling To include decisions such as: • Shot selection from different lies in golf • Choice of pass, kick or run in rugby union To include aspects such as: • Manging to serve ‘in’ after several ‘outs’	Topics TA1: Key components of performance 1.1 Performance in two selected activities 1.1.1 Performance of skills and techniques 1.2 Participating in your activities 1.2.1 Appropriate use of: -Tactics -Strategies -Compositional ideas -Use of creativity in performance 1.3 Decision-making during performance 1.3.1 Appropriate and timely decisions 1.4 Managing & maintaining performance in individual activities. 1.4.1 Ability to manage and maintain own performance	Domains Examples of skills and techniques may include: • Front somersault in trampolining (individual) Examples may include: • Tactics - using a drop shot against a baseline player in tennis • Strategies - when to bowl a bouncer in cricket, when to break away from the pack in running or cycling To include decisions such as: • Shot selection from different lies in golf • Choice of pass, kick or run in rugby union To include aspects such as: • Manging to serve ‘in’ after several ‘outs’	Topics TA2: Applying practice methods to support improvement in a sporting activity 2.1 Strengths and weaknesses of sports performance 2.1.1 Key components for assessing strengths and weaknesses in an activity: 2.2 Methods to improve performance 2.2.1 Different types of practices and progressive drills 2.2.2 Altering the context of performance 2.3 Measuring improvement in performance 2.3.1 Use of tools to aid evaluation.	Domains • Review of strengths and weaknesses in key components for the sport. • Tactics, strategies and compositional ideas to be used. • Progressive practices/drills - that show a clear increase in difficulty. • Different types of practice • Altering the context – could be by playing with more or against better players • Video analysis • Monitoring competition results - over a period of time • Tools selected will be dependent on the chosen activity and the ability level of the performer.	Topics TA 3: Organising and planning a sports activity session. 3.1 Organisation of a sports activity session 3.1.1 Appropriate venue. 3.1.2 Equipment. 3.1.3 Timing. 3.1.4 Supervision. 3.1.5 Contingency plan 3.2. Safety considerations when planning a sports activity session 3.2.1 Risk assessment and corrective action: Activity-specific risks 3.2.2 Checking of equipment 3.2.3 Basic first aid and child protection 3.2.4 Emergency procedures 3.3 Objectives to meet the needs of the group 3.3.1 Introduction and conclusion 3.3.2 Basic warm up and cool down 3.3.3 Skill and	Domains (Core knowledge and skills) • Appropriate venue – considering the working space required • Timing – suitable for the age and ability of the group • Supervision – will depend on age and activity chosen • Risk assessment and corrective action – facilities etc • Emergency procedures – what to do in the event of an accident or other emergency. • Introduction and conclusion • Basic warm up and cool down. • Skills and technique development – consider how to structure the activities. • Safe practice – organising the group Appropriately. • Timing – being punctual and ready for the session	Topics TA 4: Leading a sports activity session 4.1 Organisation of a sports activity session 4.1.1 Safe practice 4.1.2 Timing 4.1.3 Adaptability 4.1.4 Reliability 5.1 Review your leadership of a sports activity session 5.1.1 Planning -Positives -Negatives 5.1.2 Leading: -Positives -Negatives 5.1.3Improvements that could be made 5.1.4 Opportunities to develop leadership skills for the future	Domains • Activity-specific details – showing the skills appropriate to the needs. • Leadership style – democratic, autocratic, laissezfaire • Delivery style – proactive, reactive, demonstrations • Communication – verbal, non-verbal, using appropriate language Planning: -Suitability of activities -Taking into account the different abilities Leading: -Appropriate amount of time spent on activities -Keeping all participants motivated Improvements that could be made: - Adaptations to activities to consider different abilities. Opportunities to develop leadership skills: Coaching/leadership courses.	Topics TA1: The different sources of media that cover sport 1.1 Distinguish between different media sources and how they cover sport. 1.1.1 Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want. 1.1.2 Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources. 1.1.3 Print media sources and their role as traditional media sources in comparison to other media sources.	• Social and digital media – different source types for example Twitter • Streaming sites – for example YouTube • Technology on the move – tablets and phones • Websites/blogs – for example Sky Sports, F1 fanatic, CAUGHTOFFSIDE, the sporting blog • TV – Freeview, SMART TV and subscription services • Radio – specific sport internet streaming services and radio providers • Podcasts – iTunes, Amazon Music; That Peter Crouch Podcast • Newspapers – Broadsheet, tabloids • Magazines – Monthly subscriptions • Books – History, skill books

1.5 Your role and contribution to team activities 1.5.1 Awareness of role and contribution to the team (team activities only):	To include aspects such as: • Covering for a team mate who is out of position in football	(individual activities only): 1.5 Your role and contribution to team activities 1.5.1 Awareness of role and contribution to the team (team activities only):	• Covering for a team mate who is out of position in football			technique development. TA 4: Leading a sports activity session 4.1 Organisation of a sports activity session 4.1.1 Safe practice 4.1.2 Timing 4.1.3 Adaptability 4.1.4 Reliability	Adaptability – making changes to the session. • Activity-specific details – showing the skills appropriate to the needs. • Leadership style – democratic, autocratic, laissezfaire • Delivery style – proactive, reactive, demonstrations • Communication – verbal, non-verbal, using appropriate language				
Prior Domains: Learners will have experienced playing all of these sports before at KS3 and will have some key knowledge in the rules and tactics of these sports.		Prior Domains: Learners will have experienced playing all of these sports before at KS3 and will have some key knowledge in the rules and tactics of these sports.		Prior Domains: Studentst will have experince of identifying their own strengths and areas of improvement through a range of sports. Students will have engaged in lots of peer evaluation in KS3.		Prior Domains: Learners will be able to name some leaders in sport and likely know the qualities that make a good leader. Learners will be able to identfy some risks with each sports facility and sport. Learners will have some experience of leading warm ups and drill activities from key stage 3 core PE lessons.		Prior Domains: Learners will have experience at writing evaluations and will be familiar with identifying strengths, weaknesses and suggesting improvements.		Prior Domains: Learners will be aware of some ways sport is shown on television, in newspapers, on radio and on the internet.	
 Spiritual, Moral, Social Cultural (SMSC) seeds: Working in different social groups practically in a variety of sports. Showing good sportsmanship when following on morals during competitive situations.	 Spiritual, Moral, Social Cultural (SMSC) seeds: Working in different social groups practically in a variety of sports Showing good sportsmanship when following on morals during competitive situations.	 Spiritual, Moral, Social Cultural (SMSC) seeds: Working with a partner and engaging in constructive conversations during peer evaluation. The negative social effects of sports stars who have demonstrated poor on and off field behaviour		 Spiritual, Moral, Social Cultural (SMSC) seeds: Social interaction through leading and instructing peers		 Spiritual, Moral, Social Cultural (SMSC) seeds: Social interaction through leading and instructing peers. How sport stars can be positive role models- looking at role models from ethnic minorities, female role models in male dominated sports, disabled athlete role models.		 Spiritual, Moral, Social Cultural (SMSC) seeds: The English class system - how newspapers cater to working or upper classes.			
British Values Links: Individual Liberty Within our lessons learners are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our learners so they feel empowered to make their own decisions and make the right choices. Democracy Within all lessons learners get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. They are encouraged to allow everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons. Mutual Respect Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. They are encouraged to respect everyone’s abilities and performances during lessons and extra-curricular activities. Tolerance Learners in PE are expected to use a range of social skills in different contexts, including working and socialising with learners from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting peoples differing level of abilities and also to respect the judgements made by officials during games. The Rule of Law A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In lessons learners are taught to abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps them apply this understanding to their own lives.											
Reading, Speaking and Writing foci: Speaking in groups to apply tactics and evaluate performances.		Reading, Speaking and Writing foci: Speaking in groups to apply tactics and evaluate performances.		Reading, Speaking and Writing foci: Speaking in groups to apply tactics and evaluate performances.		Reading, Speaking and Writing foci: Giving verbal instructions to lead a session plan.		Reading, Speaking and Writing foci:		Reading, Speaking and Writing foci:	

Reading trampoline resource cards	Reading trampoline resource cards	Reading trampoline resource cards	Speaking to officiate and communicate decisions.	Giving verbal instructions to lead a session plan. Speaking to officiate and communicate decisions. Engaging and sharing in self reflection of how the session went. Writing about your strengths and weaknesses in a given sport.	Reading various media texts- newspapers, magazines, websites, and autobiographies. Writing to describe and writing to explain
Numeracy foci: Adding when officiating Counting rallies Use of data in sport at elite level- percentages and ratios , distances covered etc	Numeracy foci: Adding when officiating Counting rallies Use of data in sport at elite level- percentages and ratios , distances covered etc	Numeracy Adding when officiating Counting rallies Use of data in sport at elite level- percentages and ratios , distances covered etc y foci:	Numeracy foci: Scoring systems, counting passes, Scoring rallies, Counting time, Win/Loss percentage. Degrees of turns and angles of movements in trampolining	Numeracy foci: Scoring systems, counting passes, Scoring rallies, Counting time, Win/Loss percentage Degrees of turns and angles of movements in trampolining	Numeracy foci: Money – understanding money in and money out for national governing bodies and sports teams.
Inter-disciplinary links: N/A	Inter-disciplinary links: N/A	Inter-disciplinary links: English- writing an assignment Use of ICT word processing skills	Inter-disciplinary links: English- writing an assignment Use of ICT word processing skills	Inter-disciplinary links: English- writing an assignment Use of ICT word processing skills	Inter-disciplinary links: English- writing an assignment Use of ICT word processing skills Media studies- different forms of media
Curriculum Product(s) TA1 Assessed performances in a competitive situation in two sports from highlighted list. Both assessed out of 14 marks (total 28 marks)	Curriculum Product(s): TA1 Assessed performances in a competitive situation in two sports from highlighted list. Both assessed out of 14 marks (total 28 marks)	Curriculum Product(s): TA2 Typed assignment identifying strengths and weaknesses in one sport with adapted practices and how to measure improvement over time. Assessed out of 14 marks.	Curriculum Product(s): TA3 Risk assessment and session plan. Assessed out of 14 marks.	Curriculum Product(s): TA5 Evaluation of session, identifying strengths and weaknesses. Assessed out of 15 marks.	Curriculum Product(s): LO1 – typed assignment explaining the sports coverage on different media platforms with a range of sporting examples. Assessed out of 12 marks.

Year 11 OCR (24-26)											
Autumn Term 1A		Autumn Term 1B		Spring Term 2A		Spring Term 2B		Summer Term 3A		Summer Term 3B	
Performance and leadership in sports activities		Performance and leadership in sports activities		TOPIC TITLE: Contemporary issues in sport		TOPIC TITLE: Contemporary issues in sport		TOPIC TITLE: Contemporary issues in sport		TOPIC TITLE:	
Topics TA 3: Organising and planning a sports activity session. 3.1 Organisation of a sports activity session 3.1.1 Appropriate venue. 3.1.2 Equipment. 3.1.3 Timing. 3.1.4 Supervision. 3.1.5 Contingency plan 3.2. Safety considerations when planning a sports activity session	Domains (Core knowledge and skills) • Appropriate venue – considering the working space required • Timing – suitable for the age and ability of the group • Supervision – will depend on age and activity chosen • Risk assessment and corrective action – facilities etc • Emergency procedures – what to do in the event of an accident or other emergency.	Topics 5.1 Review your leadership of a sports activity session 5.1.1 Planning -Positives -Negatives 5.1.2 Leading: -Positives -Negatives 5.1.3Improvements that could be made	Domains Planning: -Suitability of activities -Taking into account the different abilities Leading: -Appropriate amount of time spent on activities -Keeping all participants motivated Improvements that could be made: - Adaptations to	Topics 1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK. 1.4.1 Positive and negative impacts on the popularity of sport in the UK includes: -The number of people participating -The provision of facilities Environment/climate activity influences -Live spectator opportunities -The amount and range of media coverage The high-level success of both individuals and teams	Domains To include applied examples of positive and negative factors, illustrating how those factors impact the popularity of the sport, for example: -Number of people participating - importance of being able to cite specific examples, with statistics and	Topics TA 4: The role National Governing Bodies (NGBs) play in the development of their sport 4.1 National Governing Bodies (NGBs) 4.1.1 What NGBs do for their sport: -Promote participation - Develop the sport’s coaching and officiating infrastructure -Organise tournaments and competitions - Amend the existing rules and apply disciplinary	Domains To include functions of the roles of any named NGB with sporting examples relating to: • Participation - could be promoted through schemes, media coverage • Coaching and officiating - Students should be able to identify and illustrate coaching and officiating qualifications •Tournaments/competitions - examples of current	Topics Revision for final exam. TA 1: Issues which affect participation in sport Topic Area 2: The role of sport in promoting values TA 3: The implications of hosting a major sporting event for a city or country	Domains	Topics	Domains (Core knowledge and skills)

3.2.1 Risk assessment and corrective action: Activity-specific risks 3.2.2 Checking of equipment 3.2.3 Basic first aid and child protection 3.2.4 Emergency procedures 3.3 Objectives to meet the needs of the group 3.3.1 Introduction and conclusion 3.3.2 Basic warm up and cool down 3.3.3 Skill and technique development. TA 4: Leading a sports activity session 4.1 Organisation of a sports activity session 4.1.1 Safe practice 4.1.2 Timing 4.1.3 Adaptability 4.1.4 Reliability	• Introduction and conclusion • Basic warm up and cool down. • Skills and technique development – consider how to structure the activities. • Safe practice – organising the group Appropriately. • Timing – being punctual and ready for the session - Adaptability – making changes to the session. • Activity-specific details – showing the skills appropriate to the needs. • Leadership style – democratic, autocratic, laissezfaire • Delivery style – proactive, reactive, demonstrations • Communication – verbal, non-verbal, using appropriate language	5.1.4 Opportunities to develop leadership skills for the future Contemporary issues in sport TA 1: Issues which affect participation in sport 1.1 User groups -Gender -Ethnic groups -Retired/people over 60 -Families with children -Carers -People with family commitments -Young children -Teenagers -People with disabilities -Parents -People who work - Unemployed 1.2 Possible barriers 1.2.1 Possible barriers which affect participation in sport: -Employment and unemployment -Family commitments -Lack of disposable income -Lack of transport -Lack of positive sporting role models -Lack of positive family role models -Lack of provision -Lack of awareness - The lack of equal coverage in media. 1.3 Possible barrier solutions 1.3.1 Possible solutions to the barriers which affect	activities to consider different abilities. Opportunities to develop leadership skills: Coaching/leadership courses. Know the user groups that participate in the physical activity or sport. -Gender - sometimes different genders have different needs, goals and requirements for sport -Carers - adults or children, caring for relatives, elderly, parents or siblings An appreciation that not everyone in society has an unlimited choice of when and where they might participate in physical activity. The barriers impacting user group participation. -Lack of awareness of appropriate activity provision –not knowing the local area. To include consideration of barrier solutions, providing specific	-The number and range of positive role models available in a sport -Social acceptability Topic Area 2: The role of sport in promoting values 2.1 Sport values 2.1.1 Values which can be promoted through sport: -Team spirit -Fair play -Citizenship -Tolerance AND Respect -Inclusion -National pride Excellence 2.2 The Olympic and Paralympic movement 2.2.1 Olympic and Paralympic: -The Creed -The Symbol -The Olympic and Paralympic values: -The Olympic values of Excellence, Friendship and Respect -The Paralympic values of Courage, Determination, Inspiration and Equality 2.3 Sporting values initiative and campaigns 2.3.1 Other initiatives, campaigns and events which promote sporting values: Local Regional National	trends of popular and less popular sports -Provision of facilities - in relation to locality or types of sports activities available for both watching and participating in sporting activities • Awareness of how the values can be seen in sport • Examples of each value in a sporting context. Students must know the Olympic values: Excellence means doing the best we can, on the field of play or in our professional life. -Respect - This includes respect for yourself and your body, for other people, for rules and regulations, for sport and for the environment To include: • An awareness and examples of current initiatives, campaigns and events which are likely to promote the sporting values identified in (2.1) This Girl Can.	procedures for rule breaking -Ensure safety within their sport -Provide support, insurance and technical guidance to members -Develop policies and initiatives -Lobby for funding TA 5: The use of technology in sport 5.1 The role of technology in sport 5.1.1 To enhance performance 5.1.2 To increase the safety of participants 5.1.3 To increase fair play and increase the accuracy of officiating 5.1.4 To enhance spectatorship 5.2 Positive and negative effects of the use of technology in sport 5.2.1 Positive: -Enhanced performance -Lower risk of injury from injury -Quicker recovery -More accurate decisions - Technical analysis 5.2.2 Negative: -Unequal access to the same quality of technology - Increased cost of technological advances - Availability and affordability of technology - Potential reduction in the flow of the game -Officials’ decisions influenced by technology.	tournaments/competitions organised by NGBs • Rules and disciplinary procedures - an awareness of recent/current rule changes and an awareness • Policies and Funding - an awareness of how an NGB develops its policies and initiatives and generates its funding. • Enhanced performance - an awareness of and be able to give examples of a range of methods, equipment and clothing to enhance performance • Increased safety - technology that enhances the safety of participants • Increased fair play/accuracy - technology such as video refereeing can support officials in making decisions and enhance fair play. • Enhanced spectatorship - use of screens in stadia in order to allow spectators to view appeals. • Suitability of technology • Named examples linked to sporting activities, with their positive and negative effects. For example VAR in football and Hawkeye in tennis.	TA 4: The role National Governing Bodies (NGBs) play in the development of their sport TA 5: The use of technology in sport				
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			3.1.2 The nature of the participants and spectators 3.2 Positive and negative pre-event aspects of hosting a major sporting event 3.2.1 Positive and negative pre-event aspects of hosting a major sporting event: -Bidding for the event -Infrastructure and transport systems Financial/commercial investment/support - Increased employment -Local/national objections to the bidding process 3.3 Potential positive and negative aspects of hosting a major sporting event 3.3.1 During the event: Positive aspects/benefits - Improved social infrastructure - Improved national morale -Increase in national status -Greater national interest in sport - Increased media coverage of the sport(s) -A potential increase in direct and indirect tourism -An increase in short-term employment during the event Negative aspects/drawbacks - An increase in transport, litter and noise -The potential for an increase in terrorism -Poor performance by home nation -Lack of investment in regional areas not involved in the national event -Negative media	international: involving participants and spectators from two or more countries To include comparing and contrasting of positive and negative pre-event aspects of hosting a major sporting event, specific examples for: • Bidding - should include justifications relating to both the positive and negative aspects of bidding for a major sporting event. To include applied examples of the benefits and drawbacks relating to hosting a major sporting event, both during and longer term post-event.						
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				3.3.2 Immediate and longer term post-event: Positive aspects/benefits -A legacy of improved/new sporting facilities -An increase in the sports' participation - An increase in the profile of sports involved -A legacy of improved transport and social infrastructure -Raising of the city/nation's international profile/status -An increase in future financial investment Negative aspects/drawbacks -- The event might have costed more to host -Sports facilities unused after the event -A loss in national reputation/status.	To include applied examples of the benefits and drawbacks relating to hosting a major sporting event, both during and longer term post-event.						
Prior Domains: Learners will be able to name some leaders in sport and likely know the qualities that make a good leader. Learners will be able to identify some risks with each sports facility and sport. Learners will have some experience of leading warm ups and drill activities from key stage 3 core PE lessons.		Prior Domains: Learners will have experience at writing evaluations and will be familiar with identifying strengths, weaknesses and suggesting improvements. Learners will likely be able to describe some user groups and the basic barriers that may limit participation in sport.		Prior Domains: Learners will have some familiarity of values such as inclusion and fair play. Learners will have some familiarity with the Olympic games and be aware of some uses of drugs in sport. Learners will be aware of some major sporting events such as the football world cup, Wimbledon, Olympic games etc.		Prior Domains: Learners will have some knowledge of familiar governing bodies such as The FA, The ECB, The RFU. Learners will have some knowledge that the FA are responsible for the England football teams. Learner will be aware of some of the forms of technology in sport such as VAR in football and Hawkeye in tennis.		Prior Domains: Learners will have gained and in-depth knowledge through learning the 5 topic areas in previous terms.			
 Spiritual, Moral, Social Cultural (SMSC) seeds: Social interaction through leading and instructing peers.		 Spiritual, Moral, Social Cultural (SMSC) seeds: Social interaction through leading and instructing peers. How sport stars can be positive role models- looking at role models from ethnic minorities, female role models in male dominated sports, disabled athlete role models.		 Spiritual, Moral, Social Cultural (SMSC) seeds: Sporting values Olympic and Paralympic values Inclusion in sport (gender, disability and ethnic minorities) Respecting cultures in sport Etiquette and socially accepted behaviours The ethics around drug taking in sport The positive social benefits of hosting a major sporting event How sports events can unite countries, increase national pride etc		 Spiritual, Moral, Social Cultural (SMSC) seeds: How Governing Bodies enforce rules and laws for players to follow and how they sanction these rules. Qualities that can be transferred into life as students meet social, cultural and moral expectations in society.		 Spiritual, Moral, Social Cultural (SMSC) seeds: Identifying weaknesses and areas to develop in knowledge in preparation for exam building character and resilience.		 Spiritual, Moral, Social Cultural (SMSC) seeds:	

		The risk of terrorism when hosting sports events eg Munich 1972 The ethics of spending billions on sporting events , use of migrant workers etc.									
British Values Links: Individual Liberty Within our lessons learners are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our learners so they feel empowered to make their own decisions and make the right choices. Democracy Within all lessons learners get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. They are encouraged to allow everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons. The theme of democracy will be looked at in the hosting of sporting events and the allocation of cities. Mutual Respect Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. They are encouraged to respect everyone’s abilities and performances during lessons and extra-curricular activities. Tolerance Learners in PE are expected to use a range of social skills in different contexts, including working and socialising with learners from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting peoples differing level of abilities and also to respect the judgements made by officials during games. The Rule of Law A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In lessons learners are taught to abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps them apply this understanding to their own lives.											
Reading, Speaking and Writing foci: Reading exam papers and mark schemes Reading exam revision materials Writing to answer short answer questions and extended answer questions worth 8 marks. Speaking to answer targeted questions.	Reading, Speaking and Writing foci: Reading exam papers and mark schemes Reading exam revision materials Writing to answer short answer questions and extended answer questions worth 8 marks. Speaking to answer targeted questions.	Reading, Speaking and Writing foci: Writing an assignment to describe roles and qualities of sports leaders. Writing a sports session plan and risk assessment.	Reading, Speaking and Writing foci: Speaking- projecting voice and explaining drills and demonstrations when leading their sports session	Reading, Speaking and Writing foci: Writing to analyse strengths and weaknesses.	Reading, Speaking and Writing foci:						
Numeracy foci: NA	Numeracy foci: Money – understanding money in and money out for national governing bodies and sports teams.	Numeracy foci: Use of timings Number groupings	Numeracy foci: Use of timings Number groupings	Numeracy foci: NA	Numeracy foci:						
Inter-disciplinary links: History- looking at hosts of Olympic games and major incidents such as Munich terrorism 1972, Berlin 1936 – Jesse Owens and Hitler, Mexico 1968 Black Power salute	Inter-disciplinary links: Geography- host countries and cities of major sports events eg Brazil , Qatar, Tokyo, London	Inter-disciplinary links:	Inter-disciplinary links:	Inter-disciplinary links: English- evaluation skills to analyse	Inter-disciplinary links:						
Curriculum Product(s): A range of short answer questions in lessons (1-4 marks) (self and peer assessment). Mock exam 1- a full 60-mark OCR paper even though only 50% of the course is covered.	Curriculum Product(s): Mock exam 2 a full 60-mark OCR paper once 100% of the course is covered. Peer assessed 8 mark questions.	Curriculum Product(s): LO1 assignment on the different types of sports leader, the qualities of a leader, leadership styles and a comparison of two different known sports leaders. LO2 – a detailed session plan and risk assessment for a sports session.	Curriculum Product(s): LO3 a 3 part sports session (warm up, drills, modified game) delivered to a minimum of 10 learners for 30-45 minutes.	Curriculum Product(s): LO4 typed assignment on the strengths , weaknesses and suggested improvements for the planning and delivery of their session.	Curriculum Product(s):						
Year 11 OCR 09/2025-06/2026											
Autumn Term 1A		Autumn Term 1B		Spring Term 2A		Spring Term 2B		Summer Term 3A		Summer Term 3B	
TOPIC TITLE:		TOPIC TITLE:		TOPIC TITLE: Contemporary issues in sport		TOPIC TITLE: TOPIC TITLE: Contemporary issues in sport		TOPIC TITLE: TOPIC TITLE: Contemporary issues in sport		TOPIC TITLE: Sport and the media	
Topic Area 2: Positive effects of the media in sport		Topic Area 3: Negative effects of the media in sport		As above for previous year 11.		As above for previous year 11.		As above for previous year 11.			

2.1.1 Participation:	Exposure and coverage more likely to inspire others to participate – grass roots increase (netball after Commonwealth gold, cycling after 2012 Olympic success) • ‘Influencers’ through social networks • How this exposure and coverage might remove some barriers to participation	3.1.1 External factors affecting decline in live spectatorship	• Effect on clubs and surrounding communities; Pay Per View (PPV), live streaming, social networks, increased technology and multiple devices • Links between gambling online and attendance at live sports events								
2.1.2 Raising profile of the sport:	Initiatives – how the media use topical role models and famous people (celebrities) to promote current initiatives • Rise in home health and fitness industry – online, live and on demand fitness classes	3.1.2 Ethical appropriateness of sponsors	• Gambling logos: might this be banned? • Alcohol sponsors: American National Football league								
2.2.1 Education:	Examples of emerging/new and minority sports – such as handball, walking football • Increase in media sources – this increases exposure and wider demographic reached so new initiatives are easily promoted • Education/changes: rules, new technologies, new variations to attract more spectators and participants	3.1.3 How the media is assisting a widening wealth divide in sport	• Gender divide in earnings • Divide between top sports and ‘growing’/minority sports								
		3.1.4 Impact of wider global issues on sport/performers and spectators	• Reduction in live spectator sport due to current affairs (e.g. pandemics)								
		3.1.5 Media demands affecting sport fixture scheduling	• Christmas calendar for Premiership football • Major events/tournaments – international breaks								
2.2.2 Revenue:	• Owning teams, merchandising (e.g. Premier league) • Sport being a lucrative business (involvement of sports promoters/agents) Individuals performers have sponsors/endorsements • Sponsors of major events (e.g. Olympics)	3.2.1 Coverage of inappropriate behaviour	• A broad range of media sources – one off or repeated poor behaviour is for all to see, up close, replayed, archived forever								
		3.2.2 Rejection of sporting heroes									
		3.2.3 Scrutiny and criticism of participants:									
		3.2.4 Increased pressure on athletes to look a certain way and links to mental health	• Impact in society - aggression seen in football fans, aggression against officials at grass roots								

			• Research examples of current sporting heroes. Examples from 2020 may include: o Sir Bradley Wiggins o Danny Cipriani o Victoria Pendleton • How range of media sources make these people 'accessible'; trolling, fan pressure								
Prior Domains: Learners will be able to name some leaders in sport and likely know the qualities that make a good leader. Learners will likely be able to describe some user groups and the basic barriers that may limit participation in sport. Learners will have some familiarity with the Olympic games and be aware of some uses of drugs in sport.		Prior Domains: Learners will be aware of some major sporting events such as the football world cup, Wimbledon, Olympic games etc.		Prior Domains: Learners will be able to identify some risks with each sports facility and sport.		Prior Domains: Learners will have some experience of leading warm ups and drill activities from key stage 3 core PE lessons.		Prior Domains: Learners will have experience at writing evaluations and will be familiar with identifying strengths, weaknesses and suggesting improvements.			
 Spiritual, Moral, Social Cultural (SMSC) seeds: Sporting values Olympic and Paralympic values Inclusion in sport (gender, disability and ethnic minorities) Respecting cultures in sport Etiquette and socially accepted behaviours The ethics around drug taking in sport		 Spiritual, Moral, Social Cultural (SMSC) seeds: The positive social benefits of hosting a major sporting event How sports events can unite countries, increase national pride etc The risk of terrorism when hosting sports events eg Munich 1972 The ethics of spending billions on sporting events, use of migrant workers etc.		 Spiritual, Moral, Social Cultural (SMSC) seeds: How sport stars can be positive role models- looking at role models from ethnic minorities, female role models in male dominated sports, disabled athlete role models.		 Spiritual, Moral, Social Cultural (SMSC) seeds: Social interaction through leading and instructing peers.		 Spiritual, Moral, Social Cultural (SMSC) seeds: Identifying self-weaknesses and areas to develop building character and resilience.		 Spiritual, Moral, Social Cultural (SMSC) seeds:	