

	Unit 1 Movement and fitness	Unit 2 Invasion games 1	Unit 3 Invasion games 2	Unit 4 Net games	Unit 5 Striking/fielding	Unit 6 Specialist
7	<i>In dance students will learn to choreograph a small dance routine that includes concepts of gestures, levels, timing and aesthetics. In gymnastics students will choreograph a paired gymnastics routine that includes balances, roles and lifts.</i>	Students will complete a unit in either football, basketball, netball or uni-hoc. Students will be challenged to learn the basics skills such as; passing, shooting and dribbling. Attacking and defensive tactics will also be introduced.	Students will complete a unit in either football, basketball, netball or uni-hoc. Students will be challenged to learn the basics skills such as; passing, shooting and dribbling. Attacking and defensive tactics will also be introduced.	Students will complete a badminton unit. The core focus will be on some of the basic concepts and skills of badminton, such as; how to hold the racquet, set up the court, the lines and rallying. Students will play small single games on half a court.	In year 7 students will learn the basics of fielding, bowling and batting through conditioned cricket games and activities. Students learn about overs and how to run a small sided game.	Students will learn to develop track and field events such as sprinting, middle distance, relay and discus, javelin and long jump. Students will learn the rules and regulations of each event and begin to experience competition. Students will work towards the end of year sports day.
8	<i>Students will complete the opposite movement unit from year 7. In dance students will learn to choreograph a small dance routine that includes concepts of gestures, levels, timing and aesthetics. In gymnastics students will choreograph a paired gymnastics routine that includes balances, roles and lifts.</i>	Students will be challenged to revisit their skills development from year 7. Skills and drills will be further advanced of year 7 and incorporate harder skill concepts. By year 8 students will have the ability to lead sections of the lesson such as a warm up and undertake some analysis of their performance.	Students will be challenged to revisit their skills development from year 7. Skills and drills will be further advanced of year 7 and incorporate harder skill concepts. By year 8 students will have the ability to lead sections of the lesson such as a warm up and undertake some analysis of their performance.	Students will revisit basic skills taught in year 7 and have further opportunity to develop these techniques. In addition students will start to learn about how to play a full court singles game and concepts surrounding serving and scoring.	Students will revisit their knowledge and expertise of basic fielding, bowling and batting skills. In year 8 these skills will be challenged through advanced drills and students will begin to discuss fielding and batting strategies and play in larger scale game situations.	Students will revisit the track and field events learn in year 7. In year 8 students will progress to using coaching methods and analysis to improve field events. Running events will start to introduce tactics and key concepts that improve performance. Students will work towards the end of year sports day.

9	<p><i>Students will learn about continuous training and circuit training. In year 9 they will learn about training zones and the RPE scale and the importance of training in the correct ‘training zone’. Students will learn how to train safely and use fitness equipment correctly.</i></p>	<p>Students will begin to understand different defensive tactics and the difference between zonal and man marking across different invasion sports. Students will develop the skills to officiate and use their knowledge to referee and start leading drills themselves.</p>	<p>Students will begin to understand different defensive tactics and the difference between zonal and man marking across different invasion sports. Students will develop the skills to officiate and use their knowledge to referee and start leading drills themselves.</p>	<p>Students will progress their knowledge from singles into doubles. They will learn about serving rotations and scoring in doubles. Students will continue to improve and revisit skills from year 7 and 8 and have the opportunity to improve these techniques.</p>	<p>Students will revisit their knowledge and expertise of basic fielding, bowling and batting skills. In year 9 students will have the knowledge to set up and run their own full cricket match. There is an emphasis on fielding strategies, bowling overs and batting partnerships.</p>	<p>Students will have the knowledge and expertise to deliver and officiate their own track and field events and run independent competitions. Students will work towards the end of year sports day.</p>
10/11	<p>In year 10 students will start to gain the knowledge of how to build muscular strength and muscular endurance. Students are introduced to the principals of training and the importance of progressive overload, adaptation and rest and recovery.</p>	<p>Across Key stage 4 students will be challenged to lead parts of the lesson independently. Students will continue to improve and develop the core skills of invasion games learnt across key stage 3 but will now incorporate game play strategies with an emphasis on combination play and possession.</p>	<p>Across Key stage 4 students will be challenged to lead parts of the lesson independently. Students will continue to improve and develop the core skills of invasion games learnt across key stage 3 but will now incorporate game play strategies with an emphasis on combination play and possession.</p>	<p>Across Key stage 4 students will be challenged to lead parts of the lesson independently. Students will continue to improve and develop the core skills of badminton learnt across key stage 3 but will now incorporate the development of challenging skill sets such as the drop shot and smashes.</p>	<p>In key stage four students will have the knowledge and skills to run their own full scale cricket games. In addition students will be challenged to set up and deliver their own warm-ups and skills.</p>	<p>International Unit At key stage 4 students have the opportunity to participate in a variety of international sports, not yet experienced at key stage 3. Students will implement concepts of KLAP across sports such as rounders, softball, American football and handball. This is added to the curriculum to give students wider experiences of sports away from what they learnt at key stage 3.</p>

GCSE PE	Unit 1 Fitness and body systems	Unit 2 Health and Wellbeing	Unit 3 Practical Performance	Unit 4 Practical Exercise Programme
10	<p><i>In year 10 students will learn a specific content in line with the Pearson GCSE specification. Students will have gained prior knowledge through the KS3 core curriculum so academic content will be familiar to them, albeit at KS4 the knowledge and understanding of each topic goes into much greater detail. Students will need to learn quickly how to identify short and long answer questions and learn to write using specific language and definition surrounding key definitions and written examples. This unit comprises of knowledge around the cardiovascular and respiratory systems, as well as the skeleton, how it moves and training principles.</i></p>	<p><i>In year 10 students will learn a specific content in line with the Pearson GCSE specification. Students will have gained prior knowledge through the KS3 core curriculum so academic content will be familiar to them, albeit at KS4 the knowledge and understanding of each topic goes into much greater detail. Students will need to learn quickly how to identify short and long answer questions and learn to write using specific language and definition surrounding key definitions and written examples. This unit comprises of knowledge around the components of health, diet and target setting. The unit also debates what social economic factors affect participation in sport.</i></p>		
11	<p><i>Students will revisit all topics in year 11 and revisit taught schemes of work from year 10. Time will be spent on exam practice and implementing theoretical revision into test situations. Students will continue to enhance their knowledge of the components of fitness and body systems.</i></p>	<p><i>Students will revisit all topics in year 11 and revisit taught schemes of work from year 10. Time will be spent on exam practice and implementing theoretical revision into test situations. Students will continue to enhance their knowledge of the components of health and wellbeing.</i></p>	<p>Students will be internally assessed by an internal examiner in this unit. They need to use their practical skill set, developed from KS3, to complete an assessment across three sports. One must be a team sport, one an individual sport and a free choice. Students are assessed against a specific criteria set out by Pearson. Students must be able to compete and demonstrate a high level of skill and match/game knowledge in a practical setting. Students will complete their practical assessments in term 4 of year 11.</p>	<p>In this unit students will plan and write a Practical exercise Programme (PEP). Students are to analyse their fitness performance in a sport and design a personal exercise programme that will improve their fitness and performance. Students are challenged to use creative design and show they can analyse in detailed language, specific to sport. Students will complete their 6 week PEP in term 1 and analysis write up in term 2 of year 11.</p>

BTEC SPORT	Unit 1 Fitness for sport and exercise	Unit 2 Practical Sports Performance	Unit 3 The Sports Performer in Action	Unit 4 Training for personal fitness
10	<p>Students will learn about the components of fitness, principles of training, fitness methods and fitness tests. Students will have two terms to learn and practice implementing this content into an external exam. KS3 core knowledge will act as a strong base of knowledge for this unit.</p>	<p>Students have to produce a website document that explains the rules and regulations of two sports and the regulations and roles of officials. Students can use their KS3 knowledge from practical lessons to support them as well a research. At key stage 4 students are expected to be competent in game settings and this unit requires them to play two competitive games and analyse their performance. Students need to show creative thinking and writing and use research and governing bodies to review their performance.</p>		
11			<p>Students will use their anatomy knowledge from KS3 to support their learning and understanding of the short and long term effects of exercise and energy systems. Students will need to produce a booklet for a sports centre that explains the impact of sport and exercise upon our cardiorespiratory and musculoskeletal systems.</p>	<p>Students will use knowledge from all previous units on the course to plan, carry out and analyse a 6 week training programme. Students will need to set targets and demonstrate which components of fitness they want to improve, in order to develop their physical fitness. Students should relate key components to the shorts and long term effects of exercise, training methods and fitness components, as well as practical performance.</p>

The Physical Education department's intent is to provide opportunities and educate the student's interests in a wide range of sports and activities at Key stage 3. In PE we aim to create an inclusive curriculum through a holistic teaching model that focuses on knowledge, leadership, analysis and performance (KLAP).

Our aim is to allow all our students to play, train and compete in a variety of invasion, striking/fielding, net, fitness and individual sports. We want the students to learn practical skills, rules, tactics and experience competition. Our vision is to use sport to embed personal skills such as teamwork, co-operation, leadership and analysis. The department is an advocate for helping the students understand the importance of their physical, social and emotional wellbeing, as well as, having recognition of their diet and lifestyle choices. We use our practical lessons in Key stage 3 to develop skills across sports such as football, basketball, netball, uni-hoc, athletics, cricket, badminton and fitness. In addition the students complete 6 academic units each year. In year 7 students develop their knowledge of warm-ups, wellbeing, components of skill and physical fitness, and training methods. Year 8 students revisit elements of the year 7 curriculum and in addition learn about factors affecting weight, targets and lifestyle choices. In year 9 tests are designed to draw on knowledge from year 7 and 8, as well as adding in new knowledge of the cardiovascular system and respiratory system, the muscles and skeleton and drugs and injuries in sport.

This content compliments and creates a pathway for students to have the practical skills and expert knowledge to complete either a BTEC Sport or GCSE PE course in key stage 4.

The GCSE course is split into two modules, taught linearly in year 10 and then revisited and expanded upon in year 11. In module 1, the students will acquire in depth knowledge of fitness and body systems comprising of: the skeletal structure, movement and joints, the respiratory and cardiovascular systems, and the principals of training. Module 2 consists of elements of health and wellbeing such as; lifestyle choices, diet, target setting and social economic factors affecting participation.

The BTEC course provides a similar pathway for students to gain a qualification that will create a pathway to key stage 5 and higher education. The course consists of four units, 3 compulsory: Practical Sports Performance, Fitness for sport and exercise and Leading Sports Activities. The optional unit is The Sports Performer in Action which factors in the body's anatomy.

Those students whom do not pursue the academic route of the subject can access different core sports at key stage 4, such as rounders, American football, handball and softball. Beyond key stage four we want to have given our students the passion, skills and knowledge to seek further education and employment in what is a growing and competitive industry.

