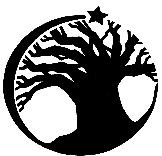
**Long Term Curriculum Planning**:



**Subject:** Physical Education

**Mastery:**

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| **7** | A year 7 student will be able to accurately replicate a range of different skills across a variety of different activities and sports. Their execution of each skill should show confidence, control and consistency. |

**Assessment Style / Type**

**Developing Skills:** Students will be assessed in their ability to perform a range of skills in a variety of different activities and sports. Can students replicate taught skills accurately?

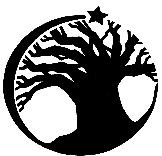
**Leadership:** Students ability to coach / teach a specific skill in any given activity.

**Long Term Curriculum Planning**:

**Subject:** Physical Education

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| **Year** | **Term** | **Unit of Work** | **Core Knowledge** | **Core Skills** |
| **7** | **1** | **Health & Fitness** | Base Line Testing (PE - T.Grades)  Components of Fitness | Movement Dynamics  Testing Components of Fitness  Warming Up / Cooling Down |
| **Invasion Sports** | Football  Rugby  Netball  Hockey  Basketball | Developing Core Invasion Skills |
| **Gymnastics** | Travel / Locomotion | Travel from A – B  Rolling / Jumping / Movement  Balancing  Creating a floor sequence |
| **2** | **OAA** | Swimming | Stroke Development  Water Confidence  Water Safety |
| **Net / Wall** | Volleyball | Developing Core Skills |
| **3** | **Athletics** | Running  Throwing  Jumping | Running style / Technique / Discipline  Throwing Dynamics (Javelin & Shot)  Jumping Dynamics (Long & High) |
| **Striking & Fielding** | Rounders  Softball  Stoolball | Fielding Skills (Catching, Throwing, Relay)  Batting Skills (Forehand, Backhand)  Knowledge of sport specific rules |

**Long Term Curriculum Planning**:



**Subject:** Physical Education

**Mastery:**

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| **8** | A year 8 student will be able to accurately select and apply the correct skill at the correct time. Students will be able to demonstrate the correct application of a skill both within conditioned practices as well as in competitive game situations. |

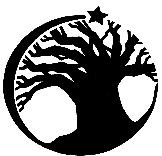
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| **Year** | **Term** | **Unit of Work** | **Core Knowledge** | **Core Skills** |
| **8** | **1** | **Health & Fitness** | Baseline Testing (PE - Targets)  Training Types | Movement Dynamics  Testing Components of Fitness  CV / Circuit / Weights / Plyometric |
| **Invasion Games** | Rugby  Football  Netball  Hockey  Basketball | Developing Core Invasion Skills  Applying Core Skills |
| **Gymnastics** | Low Level Apparatus | Movement over low level apparatus  Balancing using low-level apparatus.  Creating a sequence using low-level apparatus. |
| **2** | **OAA** | SWAC / Woodmill | Sailing – Introductory skills  Climbing – Introductory skills  Kayaking – Introductory skills  Archery – Introductory skills |
| **Net / Wall** | Badminton | Developing core skills  Applying Core Skills |
| **3** | **Athletics** | Running  Throwing  Jumping | Running style / Technique / Discipline  Throwing Dynamics (Javelin & Shot)  Jumping Dynamics (Long & High) |
| **Striking & Fielding** | Rounders  Softball  Cricket | Fielding Skills (Bowling, Backstop, G Triangle)  Batting Skills (Forehand, Backhand, Space)  Knowledge of sport specific Rules & Tactics |

**Assessment Style / Type**

**Selecting & Applying Skills:** Students will be assessed in their ability to select and perform correct skills at the right time. Have previously developed skills been applied accurately?

**Leadership:** Students ability to coach / teach a conditioned game or drill with the focus on encouraging others to apply a specific skill within any given activity.

**Long Term Curriculum Planning**:



**Subject:** Physical Education

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| **9** | A year 9 student will be able to effectively evaluate both their own performance as well as that of others. Students will be able to identify strengths and weaknesses in performance and will be able to describe how future improvements could be made. |

**Mastery**

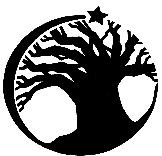
**Assessment Style / Type**

**Evaluating and Improving:** Students will be assessed in their ability to understand and demonstrate a range of different tactics in order to outwit an opponent. Can students evaluate their own performance as well as that of others? How effective are they at this?

**Leadership:** Students ability to analyse strengths and weaknesses in performance and then to corrective coach in order to enable improvement.

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| **Year** | **Term** | **Unit of Work** | **Core Knowledge** | **Core Skills** |
| **9** | **1** | **Health & Fitness** | Baseline Testing (PE - Targets)  Principles of Training | Movement Dynamics  Testing Components of Fitness  F.I.T.T |
| **Invasion Games** | Rugby  Football  Netball  Basketball  Hand Ball / Tchoukball | Developing Core Invasion Skills  Applying Core Skills  Identifying & Implementing Tactical Play |
| **Gymnastics** | Vaulting (Flight) | Flight – Trampette  Cat Spring  Through Vault  Straddle Vault  Gate Vault  Hand Spring |
| **2** | **OAA** | Winter Sports | Skiing – Introductory Skills  Snow Boarding – Introductory Skills |
| **Net / Wall** | Table Tennis | Developing Core Skills  Applying Core Skills  Identifying & Implementing Tactical Play |
| **3** | **Athletics** | Running  Throwing  Jumping | Running style / Technique / Discipline  Throwing Dynamics (Javelin & Shot)  Jumping Dynamics (Long & High) |
| **Striking & Fielding** | Rounders  Softball  Stool Ball | Fielding Skills (Bowling, Backstop, G Triangle)  Batting Skills (Forehand, Backhand, Space)  Applying Tactics (Strengths / Weaknesses) |

**Long Term Curriculum Planning**:



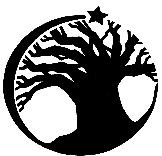
**Subject:** Btec Level 2 First Award in Sport

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| **10** |  |

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| **Year** | **Term** | **Unit of Work** | **Core Knowledge** | **Core Skills** |
| **10** | **1** | **UNIT 2**  **Practical Sport** | Rules, Regulations and Scoring Systems | * Describe the rules, regulations and scoring systems for two selected sports. * Apply the rules within four situations * Describe / explain the roles and responsibilities of officials from two sports |
| Sports Coaching Company  (Autumn Term Sports) | * Describe the technical and tactical demands of two selected sports. * Use relevant skills, techniques and tactics effectively in two selected sports. |
| Sports Performance Review  (Autumn Term Sports) | * Produce an observation checklist that can be used effectively to review own performance. * Review own performance in two selected sports. * Explain and analyse strengths and areas for improvement in two selected sports. |
| **2** | **UNIT 5**  **Training for**  **Personal Fitness** | My Personal Fitness programme  (Planning a 6 Week Programme) | * Collect personal health & fitness information. * Design a safe 6-week training programme. * Describe the principles of training and their application to the training programme. |
| Exercise Adherence  (Barriers to Participation) | * Describe four personal exercise adherence factors. * Describe four strategies for training success. |
| My Training Diary  (6 Week Training programme) | * Implement a 6-week training programme, maintaining a training diary summarising outcomes for each. |
| Programme Review  (Training Programme Evaluation) | * Review the 6-week training programme, describing / explaining strengths and areas for improvement. * Provide recommendations for future training and performance. |
| **3** | **UNIT 2**  **Practical Sport** | Sports Coaching Company  (Summer Term Sports) | • Describe the technical and tactical demands of two selected sports.  • Use relevant skills, techniques and tactics effectively in two selected sports. |
| Sports Performance Review  (Summer Term Sports) | * Produce an observation checklist that can be used effectively to review own performance. * Review own performance in two selected sports. * Explain and analyse strengths and areas for improvement in two selected sports. |

**Long Term Curriculum Planning**:

**Subject:** Btec Level 2 First Award in Sport



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| **Year** | **Term** | **Unit of Work** | **Core Knowledge** | **Core Skills** |
| **11** | **1** | **UNIT 1**  **Fitness for Sport & Exercise** | Learn about the components of fitness and the principles of training. | * Learn and understand the components of physical fitness. * Learn and understand the components of skill related fitness. * Understanding why fitness components are important for successful sports participation. * Exercise intensity and how it can be determined. * Know and be able to apply the principles of training. |
| Explore the different fitness training methods. | * Understand the advantages and disadvantages for each of the fitness training methods. * Be able to design a training programme based around each of the different fitness training methods. * Be able to describe, explain each of the different training methods. |
| Investigate fitness testing to determine fitness levels. | * To know the individual fitness test for each identified component of fitness. * Be able to describe and perform the test procedure / protocol for each fitness test. * Be able to interpret the information and results collected from fitness testing. |
| **2** | **Unit 1**  **External Exam** | Online Exam based on the content learnt in Unit 1. | * As listed above (Unit 1 Content) |
| **2**  **&**  **3** | **UNIT 4**  **The Sports Performer In Action** | Responding and Adapting to Exercise | * Describe / explain the responses of the musculoskeletal system to short-term exercise. * Summarise long-term adaptations of the musculoskeletal system to exercise. * Describe / explain the responses of the cardiorespiratory system to short-term exercise. * Summarise long-term adaptations of the cardiorespiratory system to exercise. |
| Energy for Sports Performance | * Describe the functions of the three energy systems. * Explain how the body uses both the anaerobic and aerobic energy systems. |