

**CURRICULUM MAP**

Subject	PHYSICAL EDUCATION
Head of Department	TONY JOYCE

SCHOOL INTENT

Rutlish School Vision: Rutlish School is committed in providing the **highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

Rutlish School Mission Statement: “Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness”

We want students to:

succeed (we strive to provide pathways to support their success)

embrace challenge, build resilience, overcome setbacks and become increasingly independent in pursuit of their goals

be aware of their responsibilities and feel confident to participate and contribute to society. (Curriculum Intent)

Rutlish School: Curriculum Intent

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

The School aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students’ time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students’ curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

PE is a vital part of school life and ultimately children’s future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-house and inter-school competition and festivals as well as directly trying to support the local clubs within the Merton area and our feeder schools through links with the Merton Schools Sports Partnership. This allows us to positively engage with our local community and be active citizens within it.

KEY STAGE 3 RATIONALE/ INTENT

In Year 7 and 8 students will experience 4 hours of Physical Education per fortnight. All students experience a range of Physical Education activities. The range of content within Key Stage 3 includes: - outwitting opponents, working at maximum levels, accurate replication, exploring and communicating ideas and emotions, identifying and solving problems and exercising problems. The main activities that are used to demonstrate these for Rutlish are Rugby, Football, Cricket, Table Tennis, Badminton, Gymnastics/Trampolining, Fitness Testing and Training, Orienteering and Athletics.

KEY STAGE 4 RATIONALE/ INTENT

Rutlish has an examination based GCSE course for students with a keen interest in Physical Education Education as well as a Btec Level 2 Sport course. The GCSE course covers a wide range of theoretical content which enables students to develop areas of knowledge about the various body systems including short term and long term effects of exercise upon these systems. It also explores the relationship between Health and Performance.

By taking Btec Sport the students explore areas of Physical Education based upon practical team games, fitness, leadership in Sport and fitness training programming.

All students participate in core Physical Education lessons. Students take part in 3x60 minute lessons per fortnight.

Students who select the GCSE or Btec option will have a further 5 hours per fortnight.

KEY STAGE 5 RATIONALE/ INTENT

Rutlish offers the Level 3 Btec Sport Extended Diploma. To complete the course students, explore Body Systems, Fitness, Training and Programming, Professional Development In the Sports Industry and one more optional unit which will depend on the expertise of the cohort.



YEAR 7						
	INVASION/RUGBY	GYMNASTICS	OUTDOOR/ADVENTUROUS	NET GAMES	ATHLETICS	STRIKING AND FIELDING - CRICKET
KNOWLEDGE	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to rugby:</p> <ul style="list-style-type: none"> Core Principles of Play – Go Forward, Support, Continuity, Creating Pressure, Contesting Possession Application of the core skills through constraint games based activities <p>Self-evaluate own performance using rugby related terminology</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to gymnastics:</p> <ul style="list-style-type: none"> Explored ways of travel, balance and rotation Use of space, formations, levels as part of sequences. How to develop a performance linking gymnastic actions. <p>Importance of apparatus safety</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to outdoor adventurous activities:</p> <ul style="list-style-type: none"> Developing solutions as part of a team. Understanding of terminology. Application of map skills in a range of contexts. <p>To accurately reflect and feedback to each other on how to improve outcomes</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to table tennis:</p> <ul style="list-style-type: none"> Shot selection in a range of competitive contexts Use of deception and simple strategies to outwit opposition Use of sport specific terminology <p>Application of modified game rules</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> Skill replication in a range of competitive contexts Basic biomechanics to aid core skill execution Simple tactics to improve performances Application of event rules <p>Health and safety guidelines when using equipment</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to cricket:</p> <ul style="list-style-type: none"> Application of techniques in a range of contexts Sport specific terminology Simple strategies to outwit opposition Application of a set of modified game rules
KEY SKILLS	<ul style="list-style-type: none"> Catch & Pass Tackle Technique Body Positioning at Breakdown Scanning (spatial awareness) <p>Communication</p>	<ul style="list-style-type: none"> Rolls Balances (paired and group) Counter balance and counter tension Cartwheel Handstand (supported) <p>Jumps</p>	<ul style="list-style-type: none"> Communication Problem solving Teamwork Map reading skills Time management <p>Organisation/Planning</p>	<ul style="list-style-type: none"> Grip and stance Push – Backhand/Forehand Drive - Forehand <p>Serve</p>	<ul style="list-style-type: none"> Sprinting Pacing Leg and arm drive Take off, flight, landing Throwing actions <p>Starts</p>	<ul style="list-style-type: none"> Batting Bowling Fielding - Sending/Receiving <p>Fielding - Barriers</p>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>To build on the fundamental skills required to perform at maximum levels in small sided games. To develop the use of basic principles relating to attack and defence. To offer the opportunities to explore simple tactics and strategies in order to outwit the opposition. To develop physical literacy/body movement competence throughout.</p>	<p>To explore core gymnastics skills individually and in combination. To develop stability when holding their own body position and when supporting a partner. To incorporate control, precision and aesthetics into sequences showing creativity. Students will learn to evaluate and assess movements to improve the quality of performance.</p>	<p>To further develop an ability to respond effectively to challenges set using a range of teamwork and character skills. To encourage the use of communication and cooperation skills in a variety of contexts. To develop critical thinkers and promote leadership opportunities.</p>	<p>To develop the basic principles of attack and defence and aim to get the ball to land in a target area so that the opponent cannot return it. To develop the replication of the core skills necessary to outwit opponents with increasing pressure. To begin to accurately score and officiate games using the correct terminology throughout.</p>	<p>To accurately replicate running, jumping and throwing skills for athletic events showing an improvement in performances. To explore variations in core techniques and use knowledge to become more technically proficient. To record and improve upon personal bests in relation to speed, height and distance.</p>	<p>To replicate and improve core skills in batting, bowling and fielding with the intention of outwitting opponents. To develop an ability to striking the ball using deception in a competitive context. To develop confidence and a competence in body movements relating to striking and fielding games.</p>



LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models
ASSESSMENTS Summative and Formative as applicable	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>
SPECIALIST VOCABULARY	Restart Breakdown Scrum Formation Decision making	Sequence Rotation Shape Balance Muscular tension Fluency	Compass Bearing Routes	Contact point Court positioning Anticipation Acceleration Tactics	Drive Rotation Pull Push Pace judgement Acceleration Jumping Coordination	Bowling Batting Fielding Throwing Power Deception Decision making
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 8						
	INVASION- RUGBY	GYMNASTICS _ TRAMPOLINING	INVASION - FOOTBALL	NET GAMES - BADMINTON	ATHLETICS	STRIKING AND FIELDING
KNOWLEDGE	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to rugby:</p> <ul style="list-style-type: none"> Core Principles of Play – Go Forward, Support, Continuity, Creating Pressure, Contesting Possession Application of the core skills through constraint games based activities <p>Self-evaluate own performance using rugby related terminology</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to trampolining:</p> <ul style="list-style-type: none"> Develop understanding of how to replicate core skills using coordination, timing and body control. Understanding of how core movements can be linked. <p>Use of sport specific terminology</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to football:</p> <ul style="list-style-type: none"> Principles of attack and defence Finding, using and denying space Making decisions quickly and efficiently Application of game rules <p>Understanding how to work as a team effectively</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to badminton:</p> <ul style="list-style-type: none"> Shot selection in a range of competitive contexts Using space More complex strategies to outwit opposition <p>Application of a set of game rules</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> Skill replication in a range of competitive events Application of a set of rules when competing Understanding of own strengths and limitations <p>Knowledge of personal running, jumping & throwing capacity</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to cricket:</p> <ul style="list-style-type: none"> Application of techniques in a competitive context Sport specific terminology relating to a performer and official Strategies to outwit opposition <p>Application of a set of modified game rules</p>
KEY SKILLS	<ul style="list-style-type: none"> Catch & Pass Tackle Technique Body Positioning at Breakdown Scanning (spatial awareness) <p>Communication</p>	<ul style="list-style-type: none"> Jumps-Tuck, Pike, Straddle Twisting/Turning movements Seat drop + combinations Swivel hips <p>Front drop + combinations</p>	<ul style="list-style-type: none"> Passing/Receiving Shooting Dribbling Ball control <p>Defending/Marking/Tackling</p>	<ul style="list-style-type: none"> Sending/Receiving – forehand/backhand Clear Drop shot Flick shot Smash <p>Service action – variety</p>	<ul style="list-style-type: none"> Sprinting/Speed/Power Pacing/Cardiovascular endurance Starts Drive Take off, flight, landing Throwing actions <p>Relay</p>	<ul style="list-style-type: none"> Batting – Drive shot Batting – Pull shot Bowling Fielding - Sending/Receiving <p>Fielding – Positioning</p>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>To encourage students to select and apply the appropriate core skills, use them tactically with the intention of outwitting their opponents. To develop team play through the principles of play To develop an improved knowledge of small sided competitive games and rules than underpin them.</p>	<p>To develop the use of core skills and techniques individually and in combination with other link movements focusing on the control and aesthetics. To demonstrate creativity and fluency in developed sequences. To develop an ability to evaluate and assess movements and sequences to produced refined outcomes. To understand the basic safety around the trampoline</p>	<p>To focus on developing team attacking and defending strategies and associated core techniques required to support this. To encourage students to select and apply the appropriate core football skills, using them tactically with the intention of outwitting their opponents. To develop an improved knowledge of small sided competitive games and rules than underpin the game.</p>	<p>To develop consistency in replicating core skills through conditioned situations. To develop the ability to land the shuttle in a target area and refining game strategies with the intention of outwitting an opponent. Students will develop confidence in movement and demonstrate the ability to score and officiate games.</p>	<p>To use knowledge of athletics events, strategies and core techniques to develop skill replication and performance. To develop an understanding of fitness and its relationship to performance. To improve core skills and personal bests in relation to speed, height, distance and accuracy. Develop confidence in movement and challenge mental capacity</p>	<p>To provide opportunities to accurately replicate and further develop/refine techniques for batting, bowling and fielding. To develop the ability to place the ball in a target area and improve game strategies with the intention of outwitting an opponent. To build student confidence in movement and test mental capacity through scoring and officiating games</p>



LINKS TO THE WORLD i.e. links to careers; equality; gender; class, ethnicity, etc.; different subjects	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models
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SPECIALIST VOCABULARY	Restart Breakdown Scrum Formation Decision making Tactics	Sequence Rotation Shape Balance Muscular tension Fluency Spotting	Passing Receiving Marking Dodging Formation Decision making Tactics	Contact point Court positioning Anticipation Acceleration Tactics	Drive Rotation Pull Push Jumping Coordination Pace judgement Acceleration	Bowling Batting Fielding Throwing Power Deception Decision making
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 9						
	UNITS OF WORK: INVASION - RUGBY	GYMNASTICS - TRAMPOLINING	INVASION - FOOTBALL	FITNESS	ATHLETICS	STRIKING AND FIELDING
KNOWLEDGE	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to rugby:</p> <ul style="list-style-type: none"> Applying the principles of play to score tries and/or get the ball back in defence Application of the core skills through games based scenarios Self-evaluate own performance using rugby related terminology <p>Reflect on decision making process and articulate desired improvements in performances</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to trampolining:</p> <ul style="list-style-type: none"> Develop understanding of how to replicate core skills using coordination, timing and body control. Understanding of how core movements can be linked. <p>Use of sport specific terminology</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to football:</p> <ul style="list-style-type: none"> Principles of attack and defence Using deception to create space and opportunities for others Decision making for skill execution <p>Working effectively as a team while applying a set of game rules</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to fitness:</p> <ul style="list-style-type: none"> Skill replication in a range of fitness activities. Use a range of health and fitness terminology. Understanding of the way the body responds to exercise using appropriate terminology. <p>Lead warm up & cool down routines</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> Skill replication in a range of competitive events Experienced a number of sprint & pacing races. Understanding of own strengths and limitations <p>Knowledge of the effect of exercise and ways to improve</p>	<p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to cricket:</p> <ul style="list-style-type: none"> Application of techniques in a range of competitive contexts Sport specific terminology Strategies to outwit opposition <p>Application of game rules as a performer and official</p>
KEY SKILLS	<ul style="list-style-type: none"> Catch & Pass Tackle Technique Body Positioning at Breakdown Scanning (spatial awareness) <p>Communication</p>	<ul style="list-style-type: none"> Tuck, Pike, Straddle Twisting movements Seat drop Swivel hips Front drop Rotation 	<ul style="list-style-type: none"> Passing/Receiving Shooting Dribbling Ball control <p>Defending/Marking/Tackling</p>	<ul style="list-style-type: none"> Circuit movements Tests for components of fitness Running for speed/endurance 	<ul style="list-style-type: none"> Sprinting/Speed/Power Pacing/Cardiovascular endurance Starts/Drive Phase Stride length Take off, flight, landing Throwing actions <p>Relay</p>	<ul style="list-style-type: none"> Batting – Drive shot Batting – Cut shot Bowling – Pace and Spin Fielding - Sending/Receiving Fielding – Positioning <p>Wicket Keeping</p>
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>To use core skills and implement them in different competitive situations to achieve an outcome. To focus on developing, implementing and refining team and individual game plans to outwit opponents. To understand games rules, play a number of roles and physically exert themselves throughout.</p>	<p>To develop the use of core skills and techniques individually and in combination with other link movements focusing on the control and aesthetics. To demonstrate creativity and fluency in developed sequences. To develop an ability to evaluate and assess movements and sequences to produced refined outcomes. To understand the basic safety around the trampoline</p>	<p>To focus on developing, implementing and refining team and individual game plans to outwit opponents. Students will be expected to use core skills, implement them in different competitive situations and refine unsuccessful attempts. To understand games rules, play a number of roles and physically exert themselves throughout.</p>	<p>To further develop specific fitness based skills in a range of different contexts. To evaluate and refine movements to produce a more effective performance. To understand the broad range of training methods and different outcomes. To develop knowledge of the immediate effects of exercise and reasoning for these bodily responses.</p>	<p>To allow students to accurately replicate techniques across a range of disciplines. To develop a detailed understanding of fitness and its effect on performance. To allow planning and preparation prior to competing in a range of athletic events. To develop an understanding of the immediate effects of exercise and fatigue factors.</p>	<p>To demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. To improve the skill of outwitting an opponent as a batting and fielding team and develop decision making skills through game play. Students to work independently and demonstrate an ability to score and officiate small sided games.</p>



LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.; different subjects	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models	Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models
ASSESSMENTS Summative and Formative as applicable	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment.	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment	Formative assessment will be ongoing throughout the unit with students encouraged to peer and self-assess skills and implementation of skills into sequences and game situations. At the start of each unit students will be given a core task to determine their ability. This will also take place at the end of each unit to assess progress as part of a summative assessment
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>
SPECIALIST VOCABULARY	Restart Breakdown Scrum Line outs Formation Decision making Tactics	Sequence Rotation Shape Balance Muscular tension Fluency Spotting	Passing Receiving Marking Dodging Set plays Formation Decision making Tactics	Aerobic Anaerobic Continuous Interval Fartlek Resistance Personal Exercise Plan	Drive Rotation Pull Push Jumping Coordination Pace judgement Acceleration	Bowling Batting Fielding Throwing Power Deception Decision making
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 10

GCSE – Students will also take part in a variety of sports. Practical assessment is based on skills and tactical play. Sports must be a mixture of individual and team activities.

	Skeletal System	Muscular System	Cardiovascular System	Respiratory System	Aerobic and Aerobic exercise	Short/long term effects of Exercise	Movement Analysis	Physical training	PEP
KNOWLEDGE	<ul style="list-style-type: none"> Structure Function Labelling bones Classification of bones Classification of joints and ranges of movement Role of ligaments and tendons 	<ul style="list-style-type: none"> Classification of muscles Location and function of main muscles Antagonistic Pairs Classification of Muscle fibres and link to sporting activities 	<ul style="list-style-type: none"> Function and components of CV system Heart Differences in blood vessels Vascular shunting Importance of the components of blood 	<ul style="list-style-type: none"> Inhaled and exhaled air Components of respiratory system Movement of oxygen and carbon dioxide Gas exchange Vital capacity/tidal volume 	<ul style="list-style-type: none"> Difference between aerobic and anaerobic activity Aerobic respiration Lactic Acid Different energy sources 	<ul style="list-style-type: none"> Short and Long term effects on Muscular Cardiovascular Respiratory 	<ul style="list-style-type: none"> Levers Mechanical Advantages/ Disadvantages of lever system Use of lever systems in physical activity 	<ul style="list-style-type: none"> Health Fitness Exercise 	<ul style="list-style-type: none"> Components of fitness Fitness testing Principles of training Methods of training Data collection Interpretation of data
KEY SKILLS	<p>Understanding of key words. To be able to name and locate key areas. Be able to explain their role in the body. Be able to link their use to specific sporting movement</p>	<p>Understanding of key words. To be able to name and locate key areas. Be able to explain their role in the body. Be able to link their use to specific sporting movement</p>	<p>Understanding of key words. To be able to name and locate key areas. Be able to explain their role in the body. Be able to link their use to specific sporting movement</p>	<p>Understanding of key words. To be able to name and locate key areas. Be able to explain their role in the body. Be able to link their use to specific sporting movement</p>	<p>Understanding of key words. To be able to name and locate key areas. Be able to explain their role in the body. Be able to link their use to specific sporting movement</p>	<p>Understanding of key words. To be able to name and locate key areas. Be able to explain their role in the body. Be able to link their use to specific sporting movement</p>	<p>Understanding of key words. To be able to name and locate key areas. Be able to explain their role in the body. Be able to link their use to specific sporting movement</p>	<p>Understanding of key words. To be able to name and locate key areas. Be able to explain their role in the body. Be able to link their use to specific sporting movement</p>	<ul style="list-style-type: none"> Participation Collection of data Recording of data Analysis of data
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness</p>	<p>To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness</p>	<p>To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness</p>	<p>To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness</p>	<p>To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness</p>	<p>To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness</p>	<p>To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness</p>	<p>To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness</p>	<p>To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness</p>
LINKS TO THE WORLD	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology,</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology,</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology,</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology,</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology,</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, identification of role models</p>



	management and business, biomechanics and injury/physiotherapy related. Identification of role models	management and business, biomechanics and injury/physiotherapy related. Identification of role models	management and business, biomechanics and injury/physiotherapy related. Identification of role models	business, biomechanics and injury/physiotherapy related. Identification of role models	management and business, biomechanics and injury/physiotherapy related. Identification of role models	business, biomechanics and injury/physiotherapy related. Identification of role models	business, biomechanics and injury/physiotherapy related. Identification of role models	management and business, biomechanics and injury/physiotherapy related. Identification of role models	
ASSESSMENTS	-End of Unit test -Intervention -External Exam Paper 1 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of Unit test -Intervention -External Exam Paper 1 - -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of Unit test -Intervention -External Exam Paper 1 - -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of Unit test -Intervention -External Exam Paper 1 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of Unit test -Intervention -External Exam Paper 1 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of Unit test -Intervention -External Exam Paper 1 -- -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of Unit test -Intervention -External Exam Paper 1 -- -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of Unit test -Intervention -External Exam Paper 1 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.	-End of PEP: Teacher Marked Assessment -Course work -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.
SPECIALIST VOCABULARY	All anatomical names including Vertebral column Femur Tibia Fibula Clavicle Scapula Sternum Humerus Radius Ulna	All anatomical names including Quadriceps Hamstrings Biceps Triceps Latissimus Dorsi Gastrocnemius Soleus Pectorals Deltoid Gluteus Maximus	All anatomical names including Cardiac Deoxygenated blood Oxygenated blood Ventricle Atrium Tricuspid valve Bicuspid valve Semi-lunar valves Septum Arteries Veins Capillaries Systolic blood pressure Diastolic blood pressure Vascular shunting Vasoconstriction Casodilation Blood Plasma White blood cells Red blood cells Platelets	All anatomical names including Exhalation/expiration Inhalation/inspiration Trachea Bronchus Bronchioles Lungs Alveoli Gaseous exchange Tidal volume Vital capacity	Aerobic Anaerobic Oxygen debt Intensity Anaerobic respiration Aerobic respiration Lactic Acid By-product	Short term effects Adaptations Lactate Muscle fatigue Oxygen debt Recovery rates Ventilation rates Hypertrophy Aerobic training Mitochondria Anaerobic training	Lever systems Components of lever system First class levers Second class levers Third class levers Load Fulcrum Effort Planes Sagittal plane Frontal plane Transverse Plane Axis Frontal axis Sagittal axis Vertical axis	Definitions of Health Fitness Exercise	Plan Implement Analyse Evaluate Agility Balance Co-ordination Reaction Time Power Cardiovascular fitness Body composition Muscular strength Muscular endurance Flexibility Speed Testing methods and training methods for each component ParQ Baseline data Test protocol Normative data tables Principles of training Reversibility Progressive Overload Specificity Individual needs Thresholds of training FITT Overtraining Circuit raining Continuous raining Resistance training Weight training Interval training Plyometrics Body pump Pilates Yoga Aerobics Spinning
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 								



YEAR 11

GCSE – Students will also take part in a variety of sports. Practical assessment is based on skills and tactical play. Sports must be a mixture of individual and team activities.

	Injury Prevention	Performance Enhancing Drugs	Health, Fitness and Well-being	Diet and Nutrition	Classification of skills	Goal Setting	Guidance and feedback/Mental Preparation/Participation in Sport	Commercialisation	Ethical and Socio-Cultural Issues	
KNOWLEDGE	Identify common sports injuries <ul style="list-style-type: none"> RICE Injury prevention Purpose of warmup/cool down Phases of warm up 	Different types of PED <ul style="list-style-type: none"> Positive effects of drugs on sporting performance Negative effects of drugs on sporting performance 	Physical health Emotional health Social health Impact of lifestyle Consequences of sedentary lifestyle	Balanced diet Role of macronutrients/micronutrients How sporting activity can affect optimum weight Optimum weight in physical activity and sport	Classification of a range of sports skills Practice	SMART Targets Goal setting and reviewing	Verbal/manual/Mechanical guidance Advantages and disadvantages of guidance Feedback Mental preparation Reasons for participating in sport	Commercialisation Sponsorship	Deviance Gamesmanship Sledging Deviancy	
KEY SKILLS	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement	Understanding of key words. To be able to name and locate key words/topics. Be able to explain their role to the body/sport Be able to link their use to specific sporting movement
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness	To build on core skills and apply them in a range of theoretical contexts.. To develop the ability to evaluate effects on performance and provide feedback.. To demonstrate a deeper understanding about healthy active lifestyles and fitness



<p>LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models</p>	<p>Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related. Identification of role models</p>
<p>ASSESSMENTS</p>	<p>-End of unit test -Intervention -Final Assessment: External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of unit test -Intervention -Final Assessment: External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of unit test -Intervention -Final Assessment: External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of unit test -Intervention Final Assessment: External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of unit test -Intervention -Final Assessment: External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of unit test -Intervention -Final Assessment – external Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of unit test -Intervention -Final Assessment – External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of unit test -Intervention -Final Assessment – External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>	<p>-End of unit test -Intervention -Final Assessment – External Paper 2 -Opportunity for students to reflect on learning, respond to feedback, improve work, etc.</p>
<p>SPECIALIST VOVCABULARY</p>	<p>Concussion Fractures Dislocation Soft tissue Preventative measure Warm ups Cool downs Risk assessments Protective equipment</p>	<p>Performance enhancing drugs (PEDs) Anabolic steroid Beta Blocker Diuretics Narcotic Analgesics Peptide hormones Stimulants</p>	<p>Physical Health Emotional health Social health Lifestyle choices Passive smoking Alcohol Activity level Sedentary lifestyle Leisure time</p>	<p>Balanced diet Carbohydrates Fats Protein Macronutrients Minerals Vitamins Proteins Hydration Water Optimum weight Bone structure Muscle girth</p>	<p>Skill continua Continuum Open skill Closed skill Basic skill Complex skill Low-organisational skill High-organisational skill Massed practice Distributed practice Fixed practice Variable practice</p>	<p>SMART Specific goal Measurable goal Achievable goal Realistic goal Time-bound</p>	<p>Visual guidance Verbal guidance Manual guidance Mechanical guidance Intrinsic feedback Extrinsic feedback Concurrent feedback Terminal feedback Mental rehearsal Imagery Home Nations Sport England Gender Age Socio-economic Cost Status Stereotypes Disability Barriers Access Time Money Health problems</p>	<p>Commercialisation Sponsorship Golden Triangle</p>	<p>Sportsmanship Gamesmanship Sledging Deviancy Violence in sport Use of PEDs Match fixing Racism Sexism</p>
<p>QUALITY FIRST TEACHING</p>	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 								

