

## **Physical Education**

**Intent - In PE we provide all students with a positive experience and grow a lifelong love of Physical activity.**

**The major themes a student will follow are;**

- Developing motor competence in a range of activities**
- Growing knowledge of rules, strategies and tactics across a range of activities**
- Knowledge of healthy participation in activity and how this can have a positive effect on our lives.**

**Pupils are challenged in lessons and opportunities are provided for all pupils to be successful and to take their learning further within our extensive extracurricular programme. We strive that some pupils will go on to represent our school in the county and beyond.**

## **Context**

**Pupils come to us from a wide range of primary partners in small and large schools. Whilst primary competition is strong their experiences are very different when they arrive in Year 7. Lack of specialist PE teachers in primary schools and Sport Premium funding means many pupils experience sport and not Physical Education. Fitness levels are in decline for many who arrive in Year 7.**

# The Marches - Physical Education

## Year 7 – Curriculum Map

**The Three Pillars of progression:**  
 The aim of Year 7 is to start creating a lifelong love for PE.  
 Your lessons will link to the 3 pillars of progression.

- 1) Motor competence
- 2) Rules and strategies
- 3) Healthy participation

### Athletics

To introduce students to the three fundamental skills of running, jumping and throwing in Athletics. To work individually and within a team to practice, develop and refine these skills. During this unit students will also develop their physical strength, stamina and speed to cope with the demands of different activities whilst developing their mental determination to succeed whilst performing.



### Striking and fielding (rounders/cricket)

You will learn the technique of throwing under and overarm over short and long distances. You will learn how to bat and bowl in rounders and develop your fielding skills by learning the long barrier technique. You will learn the rules of the game including those specific to bowling and batting and you will learn how to score.



### Handball

You will learn the basic rules of handball to play successfully. Knowledge of basic rules, numbers on team, some tactical awareness, and different defensive setups, when to pass/shoot/dribble.

Assessment: Spring 2

Performance and Decision Making

### Dance

You will be introduced to new dance styles. You will learn how to do the 5 basic actions and how to change your dynamics. You will begin to learn of to perform your dance to the best of your ability.



Assessment: Spring 1

Performance and Decision Making

Summer Term

Assessment: Summer

Performance and Decision Making

### Football

You will learn the fundamental skills of passing the ball using a range of techniques. You will be taught to control the ball using a variety of body parts, planning touches, allowing the use of the body to protect the ball.



### Gymnastics

To explore individual balances using different parts of the body and develop partner balances using counter tension and counterbalance. Learn the 8 basic gymnastics shapes and demonstrate these with body tension and control. Be able to construct a floor routine with a start position, canon, unison, linking movements and an end position and adapt your skills on low apparatus.

### Badminton

You will learn how to hold the racket and play basic shots building into rallies. Simple serve and return. You will be learning to move your opponent around the court.



### Hockey

You will learn the basic rules of the game and develop skills such as knowing when to tackle, pass, shoot and dribble.



Assessment: Autumn 1

Leadership and Fitness/Mindset (ongoing throughout the year)

### Rugby

You will learn the basic laws and principles of the game. You will learn core skills that will remain important throughout your rugby career; how to tackle, pass, identify space and how to present the ball and create a ruck.



### Netball

You will learn the basic principles of the game, positions and areas on court. You will learn the different passes and where to pass. You will be introduced to the positions during a netball match and their zones.

Assessment: Autumn 2  
Performance and Decision Making

Leadership

Performance

### Assessment

Decision Making

Mind Set

### SHOW YOUR COMMITMENT...

How many of these can you complete?

Try your best in all lessons.

Bring your PE kit to all lessons.

Attend at least one extra curricular club each term.

Represent The Marches in a sporting fixture.

Your Physical Education journey starts here...

**The Big Picture—Intent:**

You will grow sport specific knowledge of rules strategies and tactics across a range of sports and activities. The aim of Year 7 is to start creating a lifelong love for healthy participation in PE. Students will study a range of activities. They will grow motor competence in the different areas through 6-8 week units. Students will be tested through the units in the areas of Leadership, Performance, Decision making, Mindset and Fitness. At the best levels pupils will lead, be creative, command in games, show resilience and intensity. The core assessments can be improved through the units, skill base should also improve year to year where there is continuity.

**Year 7**  
**P. E.**

Content / Units	Skills	Knowledge	Prior—Y6	Next—Y8
Gymnastics Badminton Dance Netball Hockey / Football Rugby Rounders / Cricket Athletics	Students will develop a variety of skills that will build on skills developed at KS2. These include: <ul style="list-style-type: none"> <li>Learning and practicing new skills in isolation.</li> <li>Putting these skills into a competitive situations including small sided games and full side where appropriate.</li> <li>Performing these skills either in a competitive situation or a performance in front of an audience.</li> </ul>	Students will develop their knowledge and understanding of: <ul style="list-style-type: none"> <li>Rules of the game.</li> <li>Tactics and decision making within a game.</li> <li>Performance skills.</li> <li>How to officiate.</li> <li>How to lead in P.E.</li> <li>Health and fitness for a healthy lifestyle</li> </ul>	Students will build on and expand upon skills and knowledge gained in KS2.	Students will build on and expand upon skills and knowledge gained in Year 7 and try and improve in their assessment levels in Year 7.

Implementation	Marches Futures Links	Summative Assessment
<p>Specific sports units are on a 6-8 week carousel through the year, teachers move with their groups.</p> <p>There will be assessment opportunities built around areas which incorporate LORIC themes.</p> <p>Teachers will use specific language and promote lessons aimed at the strands as they move through the year.</p> <p>There is no home learning in PE, but pupils will be encouraged to take part in activity challenges at home through the year and will be invited to attend the extra curricular clubs that are on offer.</p> <p>Pupils will not return to sports this year, but some continuity will occur in Y8/9 and in KS4.</p> <p>The themes that run through the assessment scheme will be relevant through the year with pupils demonstrating the core behaviors needed to reach the top marks in their assessments.</p> <p>Wow moments will occur in lots of situations in practical work.</p> <p>Lessons will be active, fun, engaging and should challenge pupils physically and mentally across the year.</p> <p>There will be opportunities for pupils to develop themes of LORIC and will be assessed throughout the year.</p>	<p>Take part in Winter Sports Week.</p> <p>Join extra curricular clubs.</p> <p>Level 2 Bikeability.</p> <p>Marches Multi Academy Trust Varsity Cup.</p> <p>Represent the school in fixtures.</p> <p>Represent north Shropshire at the Area School games.</p> <p>Volunteer to help out at a primary Event.</p> <p>Inter house competitions.</p> <p>Winter Sports Week.</p> <p>Take part in the sponsored walk.</p> <p>Take part in Sports Day.</p>	<p>Students will be assessed in the following four strands separately.</p> <p>FITNESS will also be assessed throughout the year.</p> <ol style="list-style-type: none"> <li>Leadership</li> <li>Performance</li> <li>Decision Making</li> <li>Mind Set</li> </ol>

**Impact:**

At the end of the year pupils will be able to sustain physical activity over a period of time. They will have developed the resilience to keep working to grow their skill and fitness levels. They will take ownership of learning, leading in lessons. Pupils will have the creative and decision making skills to be successful in all activities. They will be applying life skills to sport situations and will grow as human beings. They will be ready for year 8.

**EXPECTED STANDARD IN YEAR 7 PE:** Y7 curriculum operates on a carousel of activities that are season specific.

**YEAR 7 CURRICULUM**

<p><b>Athletics</b></p>	<p>Understanding of sprinting technique and sprint-starts.                  Understanding of pacing in middle distance events.                  Introduction to correct generic jumping technique which can be applied to all jumping events.                  Know how to use a tape measure and be able to measure effectively.                  Complete long jump and high jump effectively                  Learn safety for all throws.                  Correct techniques for throws: Javelin, shot, discus</p>
<p><b>Badminton</b></p>	<p>perform a forehand shot with accurate technique                  perform a backhand shot with accurate technique                  the ready position for each shot                  perform a backhand short serve                  hit an overhead shot</p> <p>Tactical                  maintain a half court rally with my partner                  keep score of a half-court game                  explain service rules                  outwit an opponent by selecting the right shot</p>
<p><b>Cricket</b></p>	<p><b>Batting</b>                  Skill - To be able to hit a moving ball.                  Tactic – Understanding the difference between a 4 and 6.</p> <p><b>Bowling</b>                  Skill – To be able to bowl from a standing position with a straight arm.                  Tactic – Understand the importance of where the ball is pitched.</p> <p><b>Fielding</b>                  Skill – To be able to perform a long barrier to a moving ball.</p>

<p><b>Gymnastics</b></p>	<p>Demonstrate control of their body when performing balances, jumps and travel.                  Link sequences effectively making use of compositional ideas Identify to work on the strength and suppleness they need to perform with greater quality                  Use of criteria to judge their own and others’ performance.</p>
<p><b>Rugby</b></p>	<p>Pass and catch with correct technique                  Running holding a ball correctly                  Score a try                  Tackle safely (kneeling and standing)                  Evade a tackle (speed, swerve, changing direction)                  Knowledge of rules of tag                  Knowledge of passing backwards                  Knowledge of onside and offside when game has stopped</p>
<p><b>Hockey</b></p>	<p>Hold the stick correctly and move with the ball at the end of the stick                  Pass and receive the ball whilst stationary                  Effective tackling including the block tackle and jab tackle (using correct technique)</p> <p>Tactical                  Understand rules associated with hit ins and free hits.</p>

**EXPECTED STANDARD IN YEAR 7 PE:** Y7 curriculum operates on a carousel of activities that are season specific.

YEAR 7 CURRICULUM

<p><b>Dance</b></p>	<p>Perform a dance from 2 genres: One street dance/historical dance based and one contemporary dance based with a stimulus.                  Demonstrate posture/alignment and alignment when performing.                  Demonstrate co-ordination, balance, tension, control and mobility                  Accuracy in your movements                  Compose/create a dance using 5 basic actions                  Use a stimulus to create a dance sequence                  Develop the dance using direction and levels                  Use canon and unison</p> <p>Tactical                  I can use 5 basic actions in my dance                  I can use a stimulus to create a dance                  I can use direction and levels to develop my dance                  I can use canon and unison to develop my dance</p>
<p><b>Fitness</b></p>	<p>To understand, how to use the machines safely and effectively and why a Warmup / Cool Down is important.                  To be able, to group machines to body parts and identify basic muscle groups.                  To do, break workload into sets and reps and understand why.</p>
<p><b>Football</b></p>	<p>Control the ball (dominant foot)                  Pass the ball (dominant foot)                  Dribbling (close control / dominant foot)                  Tackling (jockeying)                  Knowledge of the essential rules                  Basic knowledge of the positions                  Attacking principle of pass and move</p>

<p><b>Boys Rugby</b></p>	<p>Handling – pass and catch over different distances.                  Running with the ball and evading defenders                  The tackle from the front and side                  Effective rucking - all roles (being tackled to ground, first man, support players)                  Use of these skills within games in attack and defence</p>
<p><b>Netball</b></p>	<p>Pass the ball over a short distance.                  Land correctly when receiving the ball.                  Catch the ball whilst stationary.                  Use a chest pass in a game.                  Know where one-two positions on court are allowed and their role in the game.                  Understand and demonstrate how to execute a centre pass successfully.</p>
<p><b>Rounders</b></p>	<p>Throwing and catching the ball using underarm and overarm techniques over a short distance.                  Learn how to bowl.                  Basic batting technique including grip, stance and swing.                  Tactics                  Know what is considered a no-ball.                  Know how to score in Rounders.                  As a batter, understand their role as they are running around the posts (run outside the posts, keep contact with the posts, stump 4<sup>th</sup> etc).                  Knowledge of stumping bases to stop batters/get batters out.                  Understand the hit behind rule.</p>



# The Marches - Physical Education

## Year 8 – Curriculum Map

**The Big Picture:**  
 The aim of Year 8 is to broaden your sporting experiences. Your lessons will link to the 3 pillars of progression.

- 1) Motor competence
- 2) Rules and strategies
- 3) Healthy participation

### Athletics

To develop the three fundamental skills of running, jumping and throwing in Athletics. To work individually and within a team to practice, develop and refine more advanced skills. Students will further develop their physical strength, stamina and speed to cope with the demands of different activities whilst continuing to develop their mental determination to succeed. Students will take on a variety of different roles including performing and coaching.



### Striking and fielding (rounders/cricket)

You will develop and refine existing skills and techniques needed to bat and bowl effectively and you will develop your existing catching, fielding and throwing skills, performing them with accuracy and consistency. You will develop an understanding of the rules of the game and apply your skills with tactical awareness while batting, bowling and fielding in games.



### Handball

You will learn the basic rules of handball to play successfully. Knowledge of basic rules, numbers on team, some tactical awareness and different defensive setups, when to pass/shoot/dribble.

Assessment: Spring 2

Performance and Decision Making

**Dance**  
 You will develop your skills in choreography by learning how to use space and relationships. Your dance will be based around contact. Your performance skills will be challenged using different music to support your dance.



Summer Term

Assessment: Summer

Performance and Decision Making

### Football

You will learn the fundamental skills of turning with the ball. You will learn principles of 1 v 1 defending including tackling, jockeying and marking. In attack you will be taught to shoot from a variety of angles including volleying. (Heading not allowed in training).



### Gymnastics / Parkour

You will be introduced to handling gymnastic equipment and how to use the springboard effectively. You will progress your skills of rolling and balancing including individual, partner and group balances. You will learn how to access the vault and develop confidence in flight actions by learning vaulting skills. Be able to construct a routine and adapt it to perform on apparatus. Parkour is the physical discipline of training to move freely over and through any terrain using only the abilities of the body, principally through running, jumping and climbing movements. You will learn a variety of movements that will allow you to safely do this. You will explore the most interesting way to navigate over gym equipment using and developing strength, agility, spatial awareness, coordination, control, precision and creativity.



### Badminton

You will learn to hit a long and short serve. You will learn an overhead clear and a drop shot and should be able to apply these skills in games.

### Hockey

You will learn to develop your skills in game situations and start learning about tactics and team formations. You will be introduced to set plays such as short and long corners.

Assessment: Autumn 1

Leadership and Fitness/Mindset (ongoing throughout the year)

Spring Term

Autumn Term

### Rugby

You will develop your knowledge of the laws of the game and begin to explore technical aspects such as scrummaging and mauling. You will continue to develop key skills of the game such as creating space and defending as a team.



### Netball

You will learn the basic principles of the game, positions and areas on court. You will learn the different passes and where to pass as well as attacking and defending strategies. You will also learn basic tactics such as rebounds and simple set plays.

Assessment: Autumn 2  
 Performance and Decision Making



Your Physical Education journey starts here...



### SHOW YOUR COMMITMENT...

How many of these can you complete?

- Try your best in all lessons.
- Bring your PE kit to all lessons.
- Attend at least one extra curricular club each term.
- Represent The Marches in a sporting fixture.

**The Big Picture—Intent:**  
You will be growing sport specific knowledge of rules strategies and tactics across a range of sports and activities. The aim of Year 8 is to broaden your sporting experiences and develop a lifelong love for healthy participation. They will grow motor competence in the different areas through the 6-8 week units. Students will have a grounding from Year 7 and should have at least a basic grasp of skills and rules for the activities studied. At the best levels students will also lead, be creative, command in games, show resilience and intensity. These aspirations will apply in different degrees across their units, with bespoke areas used for each category. The core assessments can be improved through the units, skill base should also improve year to year where there is continuity.

Content / Units	Skills	Knowledge	Prior—Y7	Next—Y9
Gymnastics Badminton Dance Netball Hockey / Football Rugby Rounders / Cricket Athletics	Students will develop a variety of skills that will build on skills developed in Year 7. These include: <ul style="list-style-type: none"> <li>Learning and developing new and advanced skills in isolation.</li> <li>Putting these skills into a competitive situations developing into full sided games.</li> <li>Performing these skills either in a competitive situation or a performance in front of an audience.</li> </ul>	Students will develop their existing knowledge and understanding of: <ul style="list-style-type: none"> <li>Rules of the game.</li> <li>Tactics and decision making within a game.</li> <li>Performance skills.</li> <li>How to officiate.</li> <li>How to lead in P.E.</li> <li>Health and fitness for a healthy lifestyle</li> </ul>	Students will build on and expand upon skills and knowledge gained in Year 7.	Students will build on and expand upon skills and knowledge gained in Year 8 and try and improve in their assessment levels in Year 9. Pupils will also have a Pre GCSE unit where they will have a taster of the course.

Implementation	Marches Futures Links	Summative Assessment
<p>Specific sports units are on a 6-8 week carousel through the year, teachers move with their groups. There will be assessment opportunities built around areas which incorporate LORIC themes. Teachers will use specific language and promote lessons aimed at the strands as they move through the year.</p> <p>There is no home learning in PE, but pupils will be encouraged to take part in activity challenges at home through the year</p> <p>Pupils will not return to sports this year, but some continuity will occur in Y/9 and in KS4. The themes that run through the assessment scheme will be relevant through the year with pupils demonstrating the core behaviors needed to reach the top marks in their assessments.</p> <p>Wow moments will occur in lots of situations in practical work. Lessons should be active, fun, engaging and should challenge pupils physically and mentally across the year.</p>	<p>Take part in their second Winter Sports Week.</p> <p>Join extra curricular clubs.</p> <p>Marches Multi Academy Trust Varsity Cup.</p> <p>Represent the school in fixtures.</p> <p>Represent north Shropshire at the Area School games.</p> <p>Volunteer to help out at a primary Event.</p> <p>Inter house competitions.</p> <p>Winter Sports Week.</p> <p>Take part in their second sponsored walk.</p> <p>Take part in their second Sports Day.</p>	<p>Students will be assessed in the following four strands separately. FITNESS will also be assessed throughout the year.</p> <ol style="list-style-type: none"> <li>Leadership</li> <li>Performance</li> <li>Decision Making</li> <li>Mind Set</li> </ol>

**Impact:**  
At the end of the year pupils will be able to sustain physical activity over a period of time. They will have developed the resilience to keep working to grow their skill and fitness levels. They will take ownership of learning, leading in lessons. Pupils will have the creative and decision making skills to be successful in all activities. They will be applying life skills to sport situations and will grow as human beings. They will be ready for year 9.

**EXPECTED STANDARD IN YEAR 8 PE:** Y8 curriculum operates on a carousel of activities that are season specific.

YEAR 8 CURRICULUM

<p><b>Athletics</b></p>	<p>From Y7 – enhance knowledge of all concepts Understanding of sprinting technique and sprint-starts.                  Understanding of pacing in middle distance events.                  Introduction to correct generic jumping technique which can be applied to all jumping events.                  Know how to use a tape measure and be able to measure effectively                  Complete long jump and high jump effectively.                  Learn triple jump.                  Learn safety for all throws.                  Correct techniques for throws: Javelin, shot, discus                  Basic relay change over</p>
<p><b>Badminton</b></p>	<p>perform a forehand and backhand shot with accurate technique                  perform a backhand short serve and a forehand long serve                  perform an overhead clear with accurate technique                  perform a smash with accurate technique                  place the shuttle away from my opponent                  Tactical                  understand which shot to play when my opponent is in different areas of the court                  umpire and keep the score of a game of singles/doubles                  explain what service court to perform my serve in                  understand what is “out” in a game of singles/doubles                  Know what serve to use depending on where opponent is stood on the court</p>
<p><b>Cricket</b></p>	<p>Batting                  Skill - To be able to hit a moving ball and choose which side (leg / offside).                  Tactic – Understanding which side the off and legside is.                  Bowling                  Skill – To be able to bowl from short run up (can also walk).                  Tactic – To understand why bowling to the field set it important.                  Fielding                  Skill – To be able to pick the ball up while running in the same direction as the ball.                  Tactic – Using this technique to pressure a batter running.</p>

<p><b>Dance</b></p>	<p>I can perform an accurate short dance with confidence                  I can perform a dance from two different styles                  I can perform a dance using correct technique with consistency and confidence                  I can perform a dance that is fluid                  Tactical                  I can use different dynamics in my dance                  I can use a variety of stimuli to create a dance                  I can use different body parts when creating                  I can use focus and projection to develop my dance                  I can use formation and contact to develop my dance</p>
<p><b>Fitness</b></p>	<p>Recap – Year 7 Skills                  To Understand, two or more immediate effects of exercise and why they happen. (E.g. Sweating à Cool the body down).                  To be able, to link each machine and different muscles groups to each other.                  To do, use free weights such as DB’s effectively and correctly.</p>
<p><b>Football</b></p>	<p>Control the ball (both feet)                  Pass the ball (short and long with dominant)                  Dribbling (both feet)                  Marking (player with the ball)                  Tackling (block tackle)                  Shooting (short range, dominant)                  Knowledge of the gameplay rules                  Knowledge of the role of different positions                  Defending principle (marking the player with the ball)                  Attacking principles (wide play)</p>



**EXPECTED STANDARD IN YEAR 8 PE: Y8 curriculum operates on a carousel of activities that are season specific.**

**YEAR 8 CURRICULUM**

<p><b>Gymnastics</b></p>	<p>Perform skills, actions and agilities on the floor and use apparatus with control;</p> <p>move into and out of individual actions with control, putting these into order within a sequence;</p> <p>with guidance, identify and carry out exercises that help suppleness and strength;</p> <p>make basic judgements about the quality of work, applying some of the set criteria;</p> <p>be aware of areas needing improvement and work on them under guidance and supervision</p>
<p><b>Rugby</b></p>	<p>Develop passing backwards. Tackling at speed Understand more complex rules e.g knock on. Knowledge of rucking Knowledge of onside and offside in a game Knowledge of an attacking and defensive line Beating a defender 2 v 1 Knowing how to support the player with the ball</p>
<p><b>Hockey</b></p>	<p>Pass and receive the ball whilst moving Effective tackling including the jab tackle</p> <p>Tactical Understand rules associated with hit outs and 3<sup>rd</sup> party</p>

<p><b>Boys Rugby</b></p>	<p>Ball Handling refresher Beating a defender 2 v 1 Tackle refresher Re- Alignment Scrum up to 3v3 Game structure</p>
<p><b>Netball</b></p>	<p>Skill Pass the ball over a long distance. Use at least one type of dodge to change direction when moving to receive the ball. Use signalling for the ball. Use a variety of passes in a game. Understand and demonstrate how to execute a side line and back line pass.</p>
<p><b>Rounders</b></p>	<p>Throwing and catching over long distance. Refine batting skills with focus on power. Practice backing up and covering bases. Short and long barrier technique. Know how to end an inning after the last batter. Know which throw to use depending on their own position in the field. Know when to back up bases during defensive play i.e. hit behind. Understand when to apply a short or long barrier technique in a game.</p>

# The Marches - Physical Education

## Year 9 – Curriculum Map

**The Big Picture:**  
 The aim of Year 9 is to develop skills and embed knowledge.  
 Your lessons will link to the 3 pillars of progression.  
 1) Motor competence  
 2) Rules and strategies  
 3) Healthy participation

### Athletics

To master the three fundamental skills of running, jumping and throwing in Athletics. To work individually to practice, develop and refine advanced skills. Students will further develop their physical strength, stamina and speed to cope with the demands of different activities whilst continuing to develop their mental determination to succeed. Students will take on a variety of different roles including coaching, officiating and performing.



### Striking and fielding (rounders/cricket)

You will refine existing skills and techniques needed to bat and bowl effectively. You will develop catching, fielding and throwing skills, perform them with accuracy and consistency and further develop an understanding of the rules of the game. You will apply your skills with tactical awareness while batting, bowling and fielding in games and have the opportunity to experience a range of roles i.e. performer, coach, official. Revise bowling technique to include a wider range of pace, length, variation, consistency and deception. You will learn the requirements of different fielding positions and develop further fielding skills including backstop, bases, short and deep fielding, roles and responsibilities. You will revise your batting skills – timing, placement, deception and recap position, stance and grip of the bat. You will be introduced to the use of the body weight distribution to place the ball in the field.

### Pre GCSE/Cambridge National

You will learn the phases of a warm-up and be able to deliver a warm-up to your peers. You will know the qualities and attributes of a good leader. You will know some of the leadership roles that are available in sports (manager, coach, teachers etc). You will have a basic understanding of health and safety and know what a risk assessment is. You will be given opportunities to develop your organisation and communication skills. You will be taught the process of leading a session including how to evaluate the session you led.

### Fitness/Fitness Room

You will learn how to keep your body physically fit. You will take part in a variety of activities such as workout classes, gym sessions and finding ways that work to improve your fitness.



Assessment: Spring 2

Performance and Decision Making

Summer Term

### Football

You will learn to cross the ball and improve passing quality from set pieces. You will learn dribbling skills and methods to beat an opponent with the ball. You will learn the principles of attack and defend and the contribution of individual skills to the team's overall play.



Assessment: Spring 1

Performance and Decision Making

Spring Term

### Basketball

You will learn the basic skills and rules of basketball, such as double dribble, travelling and the rules for contact. You will begin to explore different ways of scoring, such as the set shot, jump shot and layups, as well as some information about the different positions in basketball.



Assessment: Autumn 2

Performance and Decision Making

Autumn Term

Assessment: Autumn 1  
 Leadership and Fitness/Mindset (ongoing throughout the year)

### Rugby

You will enhance your knowledge of the laws and principles of the game. You will begin to learn certain tactics of the game such as how to attack and defend as a team in different ways and begin to think about the different positions and their responsibilities. You will have opportunities to learn advanced skills such as jackalling and line out play.

### Netball

You will learn more advanced set plays and learn how to play in different positions. You will be expected to lead a small group for a warm-up and even start to lead skills and drills.

### Assessment

Decision Making

Performance

Mind Set

### Gym Games

You will develop and enhance your knowledge of team games and sports, such as volleyball and dodgeball. You will be given knowledge of the rules and tactics of the game and use your prior knowledge of other team games to gain an advantage in these new sports. Not only will you learn the rules, but also the basic techniques of playing, such as serving in volleyball, and the different kind of shots that can be played.

### SHOW YOUR COMMITMENT...

#### How many of these can you complete?

Try your best in all lessons.

Bring your PE kit to all lessons.

Attend at least one extra curricular club each term.

Represent The Marches in a sporting fixture.

Your Physical Education journey starts here...



Scheme of Learning Year Overview

**The Big Picture—Intent:** The aim of Year 9 is to develop skills and embed knowledge. Students will be growing sport specific knowledge of rules strategies and tactics across a range of sports and activities whilst being assessed in Leadership, Performance, Decision making, Mindset and Fitness. We also complete a PRE GCSE unit based around fitness which allows them to be GCSE ready – if that is their chosen pathway. Our aim is always to produce young people who are active, resilient. They know why healthy participation is important and have a lifelong love of Physical Activity. They will have the motor competence to take part. Students will grow skill levels in the different areas through the 6-8 week units. Where pupils are lower in ability the teacher will make a decision to be more lifestyle orientated to allow the big picture aim to be met. At a pure high ability level pupils will learn the core and advanced skills for each sport whilst also focusing on the assessment areas to develop rounded athletes. Our intent is that all students will thrive in PE at their own level of ability.

**Year 9**  
**PE**

Content / Units		Skills	Knowledge	Prior—Y8	Next—Y10/11
<b>Girls</b> Gym games Badminton Fitness Netball Pre GCSE Rugby Rounders Athletics	<b>Boys</b> Rugby Hockey Football Badminton Fitness Room Basketball Cricket Athletics	Students will refine a variety of skills from year 7 and 8. These include: <ul style="list-style-type: none"> <li>Learning and practicing new and advanced skills in competitive situations or a performance in front of an audience.</li> <li>Students will also develop their teamwork, leadership and interpersonal skills as well as exploring their decision making and tactics.</li> </ul>	Students will develop their knowledge and understanding of: <ul style="list-style-type: none"> <li>Rules of the game.</li> <li>Tactics and decision making within a game.</li> <li>Performance skills.</li> <li>How to officiate.</li> <li>How to lead in P.E.</li> <li>Health and fitness for a healthy lifestyle.</li> </ul>	Students will build on and expand upon skills and knowledge gained in year 7 and 8.	In core PE students will build on and expand upon skills and knowledge gained in Year 9 and apply them into more game based lessons.  In Exam PE students can select a GCSE or Cambridge National pathway where they will widen their knowledge of sport through a range of theory topics.
Implementation			Marches Futures Links		Summative Assessment
<p>Specific sports units are on a 6-8 week carousel through the year, teachers move with their groups. There will be assessment opportunities built around areas which incorporate LORIC themes. Teachers will deliver a sport specific skill based programme but based at the level of the group. There should be stretch and challenge through the fitness aspects of lessons and pupils should develop resilience in this area.</p> <p>There is no home learning in PE, but pupils will be encouraged to take part in activity challenges at home through the year</p> <p>Pupils will not return to sports this year, but some continuity will occur in KS4. The themes that run through the assessment scheme will be relevant through the year with pupils demonstrating the core behaviors needed to reach the top marks in their assessments. Students will have the opportunity to learn and develop leadership skills in all of the activities and can use these skills in primary and secondary competitions that run throughout the year. Students should show resilience and creativity during competitive situations both in lessons and through opportunities that are ran in the PE department.</p> <p>Wow moments will occur in lots of situations in practical work. Lessons should be active, fun, engaging and should challenge pupils physically and mentally across the year.</p>			<ul style="list-style-type: none"> <li>Opportunity to take part in new sports</li> <li>Compete against students in the year group in Interhouse competitions including winter sports week</li> <li>Represent north Shropshire at school games</li> <li>Volunteer to help out at primary events</li> <li>Choose PE as an option choice to learn more in depth knowledge.</li> <li>Sports day</li> <li>Sponsored walk</li> <li>Achieve ks3 sports tie by representing the school in sports teams during the 3 years from year 7 to 9.</li> </ul>		Students will be assessed in the following four strands separately. FITNESS will also be assessed throughout the year. <ol style="list-style-type: none"> <li>Leadership</li> <li>Performance</li> <li>Decision Making</li> <li>Mind Set</li> </ol>

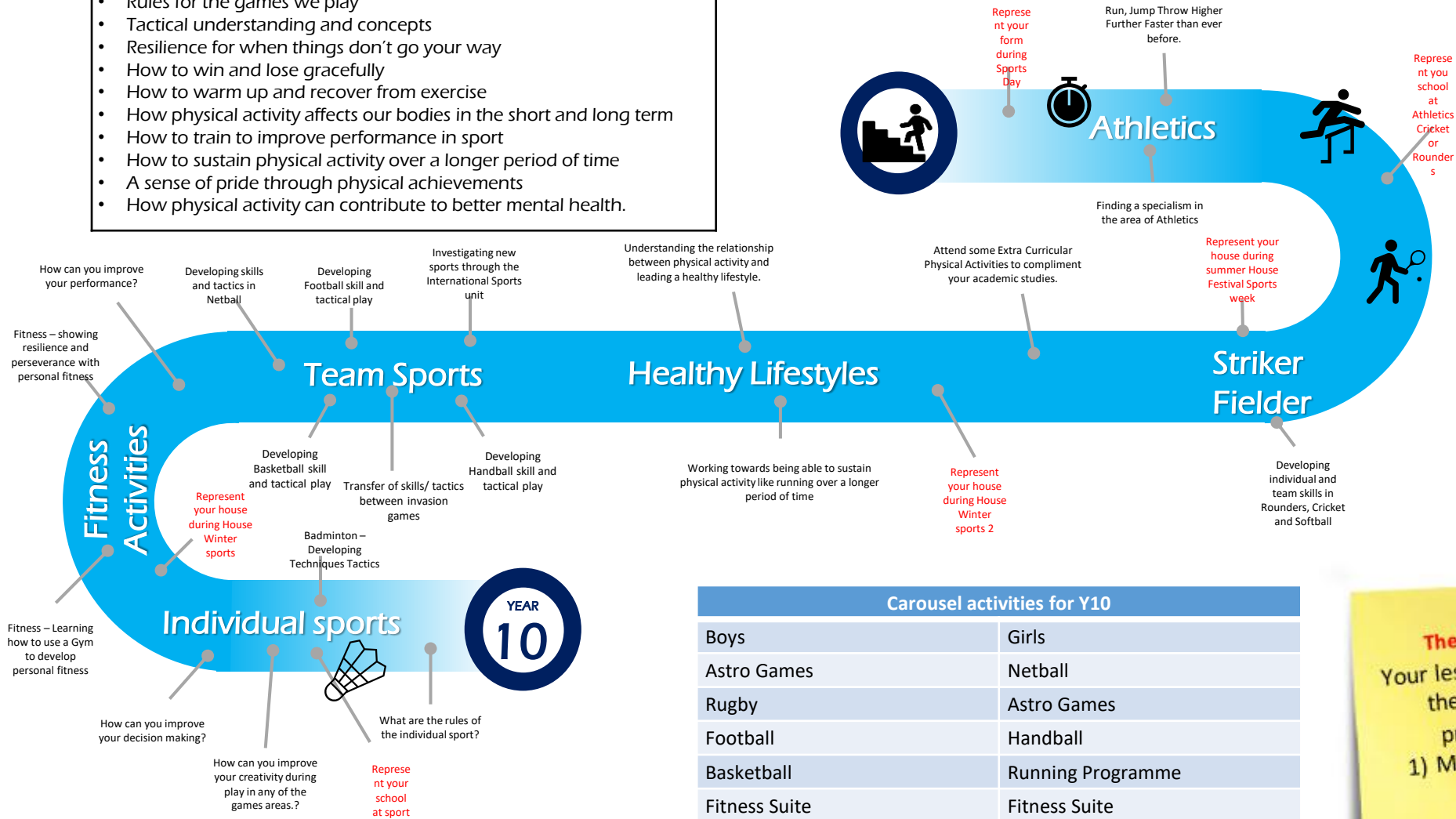
**Impact:**

At the end of the year pupils will be able to sustain physical activity over a period of time. They will have developed the resilience to keep working to grow their skill and fitness levels. They will take ownership of learning, leading in lessons. Pupils will have the creative and decision making skills to be successful in all activities. They will be applying life skills to sport situations and will grow as human beings. They will be ready for year GCSE if that is their chosen pathway, OR they will be finding a lifelong love of physical activity.

# What will you be learning in Year 10 Core PE?



- Skill and attributes learnt through the activities**
- Skills for the games we play
  - Rules for the games we play
  - Tactical understanding and concepts
  - Resilience for when things don't go your way
  - How to win and lose gracefully
  - How to warm up and recover from exercise
  - How physical activity affects our bodies in the short and long term
  - How to train to improve performance in sport
  - How to sustain physical activity over a longer period of time
  - A sense of pride through physical achievements
  - How physical activity can contribute to better mental health.



Carousel activities for Y10	
Boys	Girls
Astro Games	Netball
Rugby	Astro Games
Football	Handball
Basketball	Running Programme
Fitness Suite	Fitness Suite
Badminton	Badminton
Athletics	Athletics
Striking Fielding	Striking Fielding

**The Big Picture:**  
 Your lessons will link to the 3 pillars of progression.  
 1) Motor competence  
 2) Rules and strategies  
 3) Healthy participation



**The Big Picture—Intent:** Students will study a broad range of activities which grow motor competence and the knowledge of rules, strategies and tactics. The key concept is active enjoyable lessons where students develop as people with a desire for healthy participation and the knowledge of why this is important. For the more elite students there are opportunities to specialize further in some sporting areas in a higher skilled environment. All pupils should develop knowledge of rules strategies and tactics. Lessons should enable pupils to move into activities outside of school and give them the confidence to do so. This may be sport or leisure based. There is continuity from KS3 in most areas.  
 Our intent is that all will thrive in PE at their own level of ability.

**Year 10**  
**PE**

Content / Units	Skills	Knowledge	Prior—Y9	Next—Y11
Students will complete a range of activities: : Rugby, Football, Hockey, Netball, Basketball, International Sports, Dance, Badminton, Fitness, Rounders, Athletics, Cricket, Softball	Students will develop a variety of skills that will build on skills developed at KS3. These include: <ul style="list-style-type: none"> <li>• Learning and practicing new skills in isolation.</li> <li>• Putting these skills into a competitive situations including small sided games and full side where appropriate.</li> <li>• Performing these skills either in a competitive situation or a performance in front of an audience.</li> </ul>	Students will develop their knowledge and understanding of: <ul style="list-style-type: none"> <li>• Rules of the game.</li> <li>• Tactics and decision making within a game.</li> <li>• Performance skills.</li> <li>• How to officiate.</li> <li>• How to lead in P.E.</li> <li>• Health and fitness for a healthy lifestyle</li> </ul>	Students in year 9 have been on a carousel of activities through KS3 and have progressed to either a leisure based route or an academic PE route depending on their set.	Further development of individual skills in games but with more of an emphasis on being active and engaged with lessons for fun and personal health.
Implementation		Marches Futures Links		Summative Assessment
<p>Students receive an average of 2 hours or core PE each week. Students are ability set with those who study exam PE placed in the highest sets. Some sets are targeted at pure progress, some are targeted more at involvement and positive life long learning experiences.</p> <p>Specific sports units are on a 6-8 week carousel through the year, with groups typically working on an indoor and an outdoor unit in each week. teachers move with their groups. There is no assessment in KS4 PE unless it is supporting GCSE though students do receive lesson gradings each lesson.</p> <p>There is no home learning in core PE.</p> <p>Wow moments will occur in lots of situations in practical work. Lessons should be active, fun, engaging and should challenge students physically and mentally across the year. Students should meet different experiences to those encountered in KS3 PE and staff are looking to hook pupils on activities they can form a lifelong habit in.</p> <p>LORIC evident through: Leadership in lessons; Organisation of self, others and equipment; Resilience through struggling to learn new skills and through determination to succeed with fitness based activities; Initiative and creativity through tactical situations in games and composition in dance.</p>		<p>Include the following:</p> <p>SMSC</p> <p>Britain in the 21st Century</p> <p>Relationships and Sex Education</p> <p>Community Links</p> <p>Careers</p> <p>Planned curriculum events such as trips, focus weeks for example science week or presentations.</p>		<p>Students are not formally assessed in core PE in year 10 or 11 though staff are constantly engaged with AFL to ensure progress with students and groups in activities.</p>

**Impact:**

At the end of year 10 students will be able to sustain physical activity over a period of time. They will have developed the resilience to keep working to grow their skill and fitness levels. They will take ownership of learning, leading in lessons. Pupils will have the creative and decision making skills to be successful in all activities. They will be applying life skills to sport situations and will grow as human beings. They will be ready for an active life with good exercise habits and the confidence to take part in physical activity and sport away from school

# What will you be learning in Year 11 Core PE?

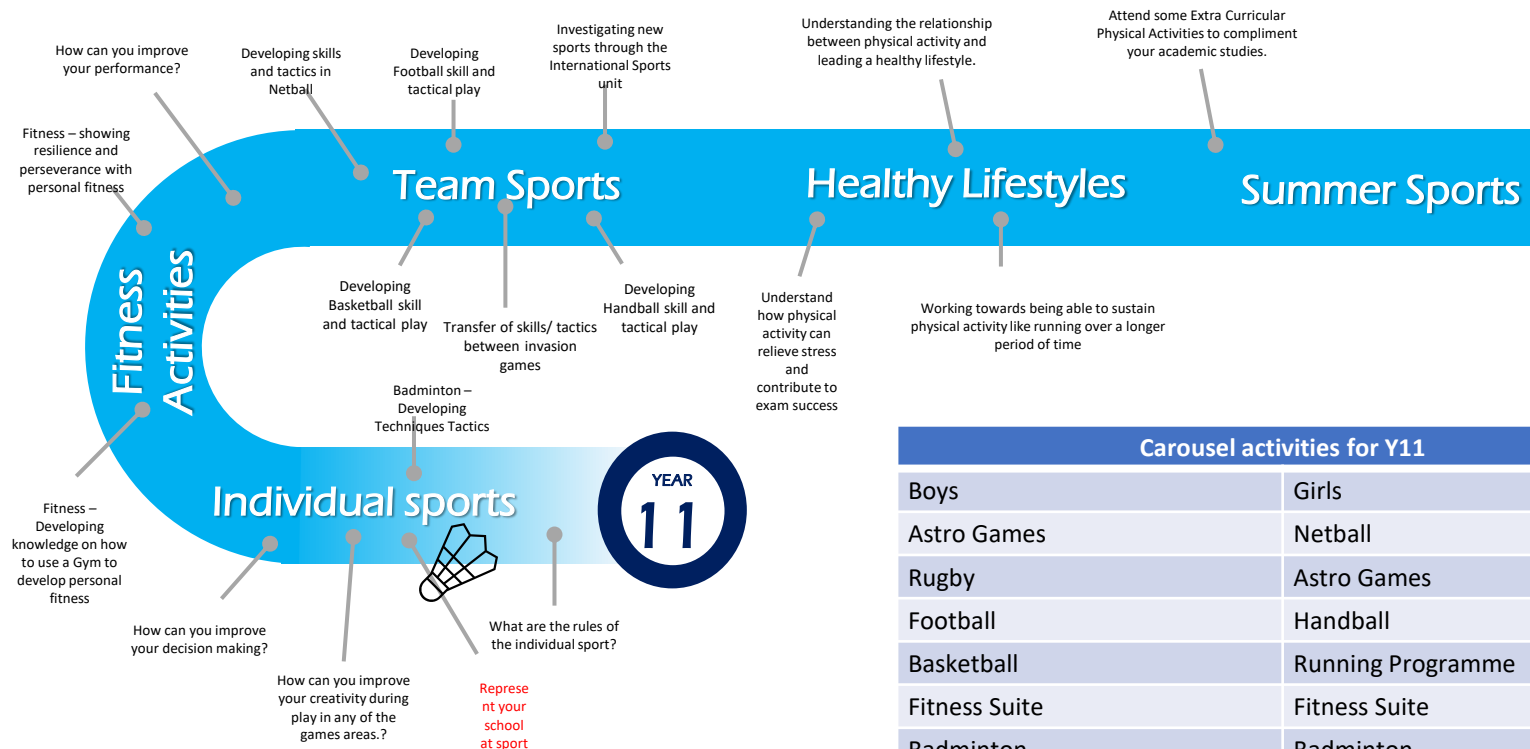
## Skill and attributes learnt through the activities

- Skills for the games we play
- Rules for the games we play
- Tactical understanding and concepts
- Resilience for when things don't go your way
- How to win and lose gracefully
- How to warm up and recover from exercise
- How physical activity affects our bodies in the short and long term
- How to train to improve performance in sport
- How to sustain physical activity over a longer period of time
- A sense of pride through physical achievements
- How physical activity can contribute to better mental health.



**The Big Picture:**  
Your lessons will link to the 3 pillars of progression.

- 1) Motor competence
- 2) Rules and strategies
- 3) Healthy participation



## Carousel activities for Y11

Boys	Girls
Astro Games	Netball
Rugby	Astro Games
Football	Handball
Basketball	Running Programme
Fitness Suite	Fitness Suite
Badminton	Badminton
Athletics	Athletics
Striking Fielding	Striking Fielding

**The Big Picture—Intent:** Students will study a broad range of activities which grow motor competence and knowledge of rules, strategies and tactics. The key concept is active enjoyable lessons where students develop knowledge of why healthy participation is important for them. For the more elite students there are opportunities to specialize further in some sporting areas in a higher skilled environment. Lessons should enable pupils to move into activities outside of school and give them the confidence to do so. This may be sport or leisure based.

There is continuity from KS3 in most areas.

Our intent is that all will thrive in PE at their own level of ability. Pupils will be engaged in lessons, active and improving health through good exercise habits.

**Year 11**  
**PE**

Content / Units	Skills	Knowledge	Prior—Y10	Next Leaving school or VI form
Students will complete a range of activities: : Rugby, Football, Hockey, Netball, Basketball, International Sports, Dance, Badminton, Fitness, Rounders, Athletics, Cricket, Softball	Students will develop a variety of skills that will build on skills developed at KS3. These include: <ul style="list-style-type: none"> <li>• Learning and practicing new skills in isolation.</li> <li>• Putting these skills into a competitive situations including small sided games and full side where appropriate.</li> <li>• Performing these skills either in a competitive situation or a performance in front of an audience.</li> </ul>	Students will develop their knowledge and understanding of: <ul style="list-style-type: none"> <li>• Rules of the game.</li> <li>• Tactics and decision making within a game.</li> <li>• Performance skills.</li> <li>• How to officiate.</li> <li>• How to lead in P.E.</li> <li>• Health and fitness for a healthy lifestyle</li> </ul>	Students have been engaged in lessons developing personal fitness levels .and growing confidence in a range of activities. They have experienced a range of activities across many areas.	Further development of individual skills in games but with more of an emphasis on being active and engaged with lessons for fun and personal health.
Implementation		Marches Futures Links		Summative Assessment
<p>Students receive an average of 2 hours or core PE each week. Students are ability set with those who study exam PE placed in the highest sets. Some sets are targeted at pure progress, some are targeted more at involvement and positive life long learning experiences.</p> <p>Specific sports units are on a 6-8 week carousel through the year, with groups typically working on an indoor and an outdoor unit in each week. teachers move with their groups. There is no assessment in KS4 PE unless it is supporting GCSE though students do receive lesson gradings each lesson.</p> <p>There is no home learning in core PE.</p> <p>Wow moments will occur in lots of situations in practical work. Lessons should be active, fun, engaging and should challenge students physically and mentally across the year. Students should meet different experiences to those encountered in KS3 PE and staff are looking to hook pupils on activities they can form a lifelong habit in.</p> <p>LORIC evident through: Leadership in lessons; Organisation of self, others and equipment; Resilience through struggling to learn new skills and through determination to succeed with fitness based activities; Initiative and creativity through tactical situations in games and composition in dance.</p>		<p>Take part in their House activities where available..</p> <p>Join extra curricular clubs.</p> <p>Represent the school in fixtures.</p> <p>Volunteer to help out at a primary Event.</p>		<p>Students are not formally assessed in core PE in year 10 or 11 though staff are constantly engaged with AFL to ensure progress with students and groups in activities.</p>

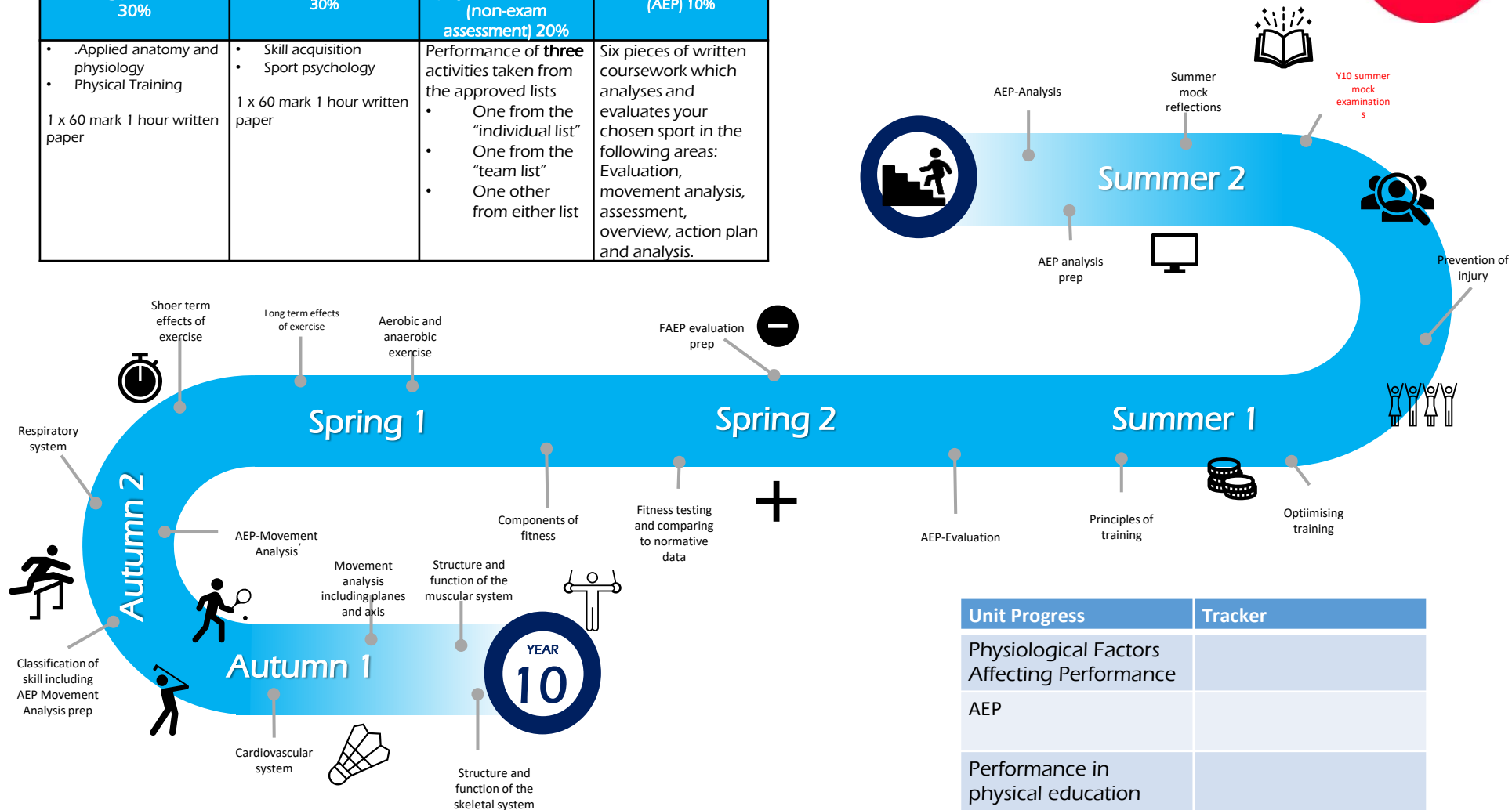
**Impact:**

At the end of year 11 students will be able to sustain physical activity over a period of time. They will have developed the resilience to keep working to grow their skill and fitness levels. They will take ownership of learning, leading in lessons. Pupils will have the creative and decision making skills to be successful in all activities. They will be applying life skills to sport situations and will grow as human beings. They will be ready for an active life with good exercise habits and the confidence to take part in physical activity and sport away from school

# What will you be learning in Y10 GCSE PE?

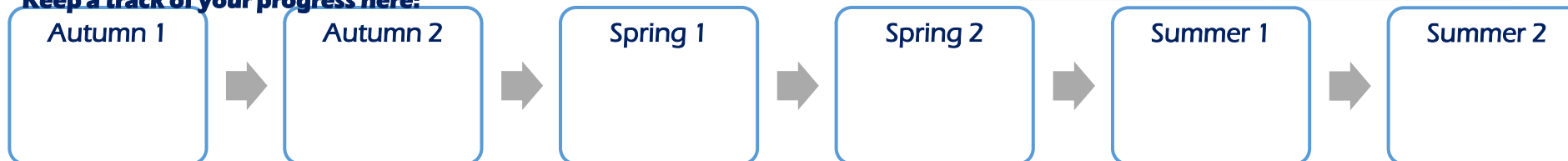


Physical factors affecting performance 30%	Socio-cultural influences and sports psychology 30%	Performance in physical education (non-exam assessment) 20%	Analysing and Evaluating Performance (AEP) 10%
<ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Physical Training</li> </ul> 1 x 60 mark 1 hour written paper	<ul style="list-style-type: none"> <li>Skill acquisition</li> <li>Sport psychology</li> </ul> 1 x 60 mark 1 hour written paper	Performance of <b>three</b> activities taken from the approved lists <ul style="list-style-type: none"> <li>One from the "individual list"</li> <li>One from the "team list"</li> <li>One other from either list</li> </ul>	Six pieces of written coursework which analyses and evaluates your chosen sport in the following areas: Evaluation, movement analysis, assessment, overview, action plan and analysis.



Unit Progress	Tracker
Physiological Factors Affecting Performance	
AEP	
Performance in physical education	

Keep a track of your progress here:

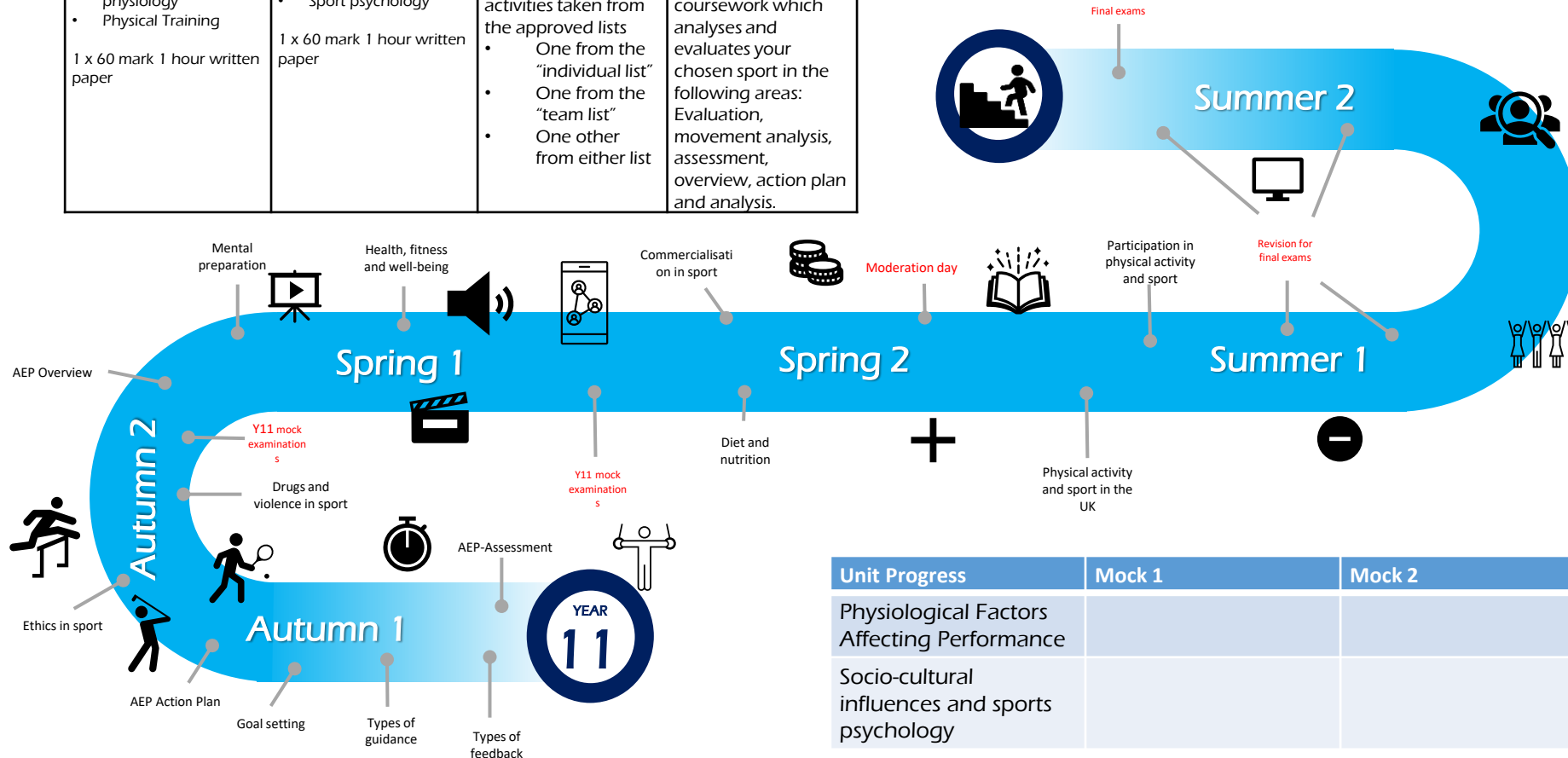




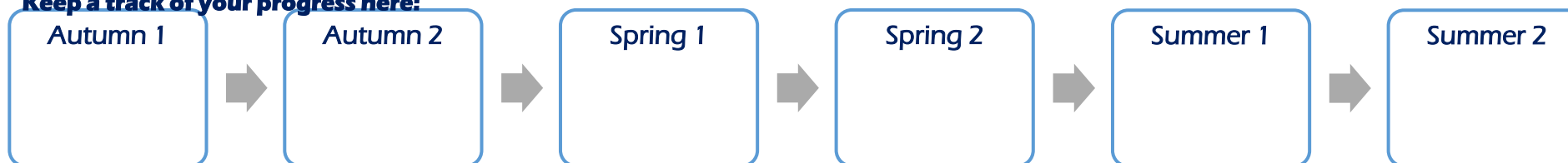
# What will you be learning in Y11 GCSE PE?



Physical factors affecting performance 30%	Socio-cultural influences and sports psychology 30%	Performance in physical education (non-exam assessment) 20%	Analysing and Evaluating Performance (AEP) 10%
<ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Physical Training</li> </ul> 1 x 60 mark 1 hour written paper	<ul style="list-style-type: none"> <li>Skill acquisition</li> <li>Sport psychology</li> </ul> 1 x 60 mark 1 hour written paper	Performance of <b>three</b> activities taken from the approved lists <ul style="list-style-type: none"> <li>One from the "individual list"</li> <li>One from the "team list"</li> <li>One other from either list</li> </ul>	Six pieces of written coursework which analyses and evaluates your chosen sport in the following areas: Evaluation, movement analysis, assessment, overview, action plan and analysis.



Keep a track of your progress here:



**The Big Picture—Intent:**

Year 1/2 of the GCSE PE course – working through the specification and mapping of content. Students need to have knowledge of the content, understand how it can be applied and be able to give appropriate practical examples where needed. The key is to stay up to date with learning and be at minimum at each data point. They will also be working on practical activities and coursework to grow their non-exam assessment grade. Students will be guided through the course content lesson by lesson. Some lessons will be isolated for smaller topics, others will link more broadly to the other topics. Pupils will grow their knowledge of how the body works to create movement and apply concepts with movement terminology. Emphasis on knowledge in the first instance with pursuit of all AO1 marks as a banker for pupils. Beyond this pupils will need deeper understanding and ability to apply examples to the content. For AO3, pupils will need to explain and justify their knowledge.

Content / Units	Skills	Knowledge	Prior—Y9	Next—Y12
Applied anatomy and physiology Physical training. Socio-cultural influences Sports psychology Health, fitness and well-being. Practical activity assessment Analysing and Evaluating Performance (AEP)	In many areas of this specification, it is expected that practical examples from physical activities and sports will be used to show how theoretical concepts can be applied and to reinforce understanding. Students develop knowledge and understanding of data analysis in relation to key areas of physical activities and sports. With students being able to demonstrate an understanding of how data are collected – both qualitative and quantitative, present data, including graphs and tables and analyse and evaluate data, including graphs and tables.	Paper 1- the structure and function of the skeletal system and the muscular system. Movement Analysis. The cardiovascular and respiratory systems. Effects of exercise on body systems. Components of fitness. Applying the principles of training. Preventing injury in physical activity and training. Paper 2- Engagement patterns of different social groups in physical activities and sports. Commercialisation of physical activity and sport. Ethical and socio-cultural issues in physical activity and sport. Sports psychology. Health, fitness and well-being.	Completed a unit of "Pre-GCSE" in core PE to get a taste of the learning at GCSE level. Students have developed their skills in a variety of sports in the curriculum to build on their sport repertoire. Regular attendance at clubs building on their skills and have the opportunity to take part in competitive sport.	To build upon their understanding of topics learnt at GCSE on a deeper and more advanced level. Further enhance their skills in exam technique, including their ability to respond to higher level exam questions.

Implementation	Marches Futures Links	Summative Assessment
<p>Four 55 minute lessons across a two-week timetable. Including theory and practical lessons.</p> <p>LORIC is developed through practical and theory lessons and as homework. Tasks that will be individual, paired and grouped tasks are built into lessons to develop communication, leadership and resilience. A range of lesson and homework tasks build organisation, initiative and resilience with opportunities in practical lessons to develop their leadership and communication skills.</p> <p>Bell tasks of low stakes testing with interleaving of knowledge from previous work. Methods of revising shown and implemented through class and home learning tasks. Units are grouped where appropriate and they compliment each other with some building up to completing coursework applying new knowledge. Most units are 4-6 lessons long and more formally examined in groups at each half term marker. Some items are more discrete. Learning through practical for some topic items where content allows. Lots of opportunities built to see progress against minimum grade and across the full course including practical marks. Subject specific key words are listed on bookends to allow literacy focus.</p>	<p>The course includes subjects that both educate and challenge the moral compass, such as deviance and ethics within sport.</p> <p>Students learn how to lead healthy and balanced lifestyles and know and understand the risks of leading a sedentary lifestyle.</p> <p>Through practical lessons students learn the values promoted through sport including leadership and teamwork.</p>	<p><u>Autumn Term</u> Unit tests in Y10 . Formal assessment in Y11 – mocks. Practical assessment of sport AEP Coursework-Y10 and Y11</p> <p><u>Spring Term</u> Unit tests in Y10 . Formal assessment in Y11 – mocks. Practical assessment of sport-Y10 AEP Coursework-Y10 and Y11</p> <p><u>Summer Term</u> Unit tests in Y10 . Formal assessment in Y11 – mocks. Practical assessment of sport-Y10 AEP Coursework-Y10</p>

**Impact:**

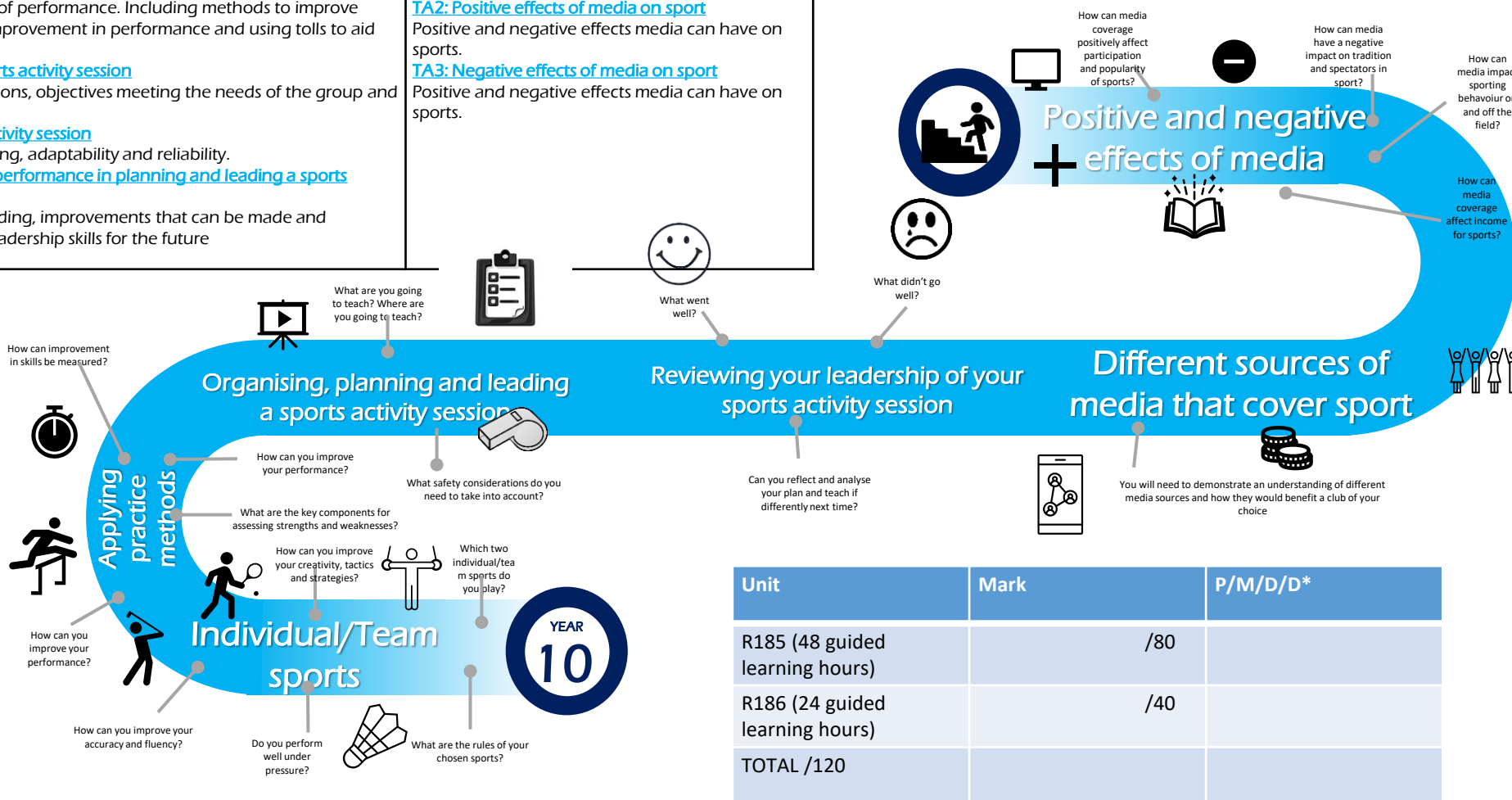
Students will have detailed knowledge of the topic areas covered and understanding of how to apply concepts to sport specific examples. Recall is key to success at GCSE. Pupils need to build their knowledge base through the 2 years working continually to add to their knowledge bank – starter tasks will keep the topics fresh and form links to the older materials. A greater emphasis on the ability to answer questions at AO2/ AO3 will be brought through Y10 into Y11.

# What will you be learning in Sports Studies?



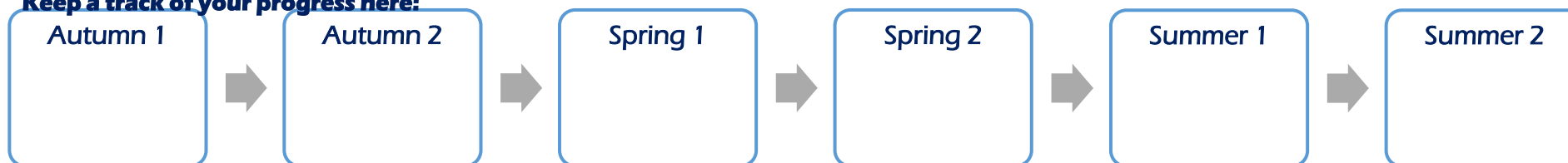
R185 Performance and Leadership in sports activities	R186 – Sport and the media
<p><b>TA1: Key components of performance</b> Performance in two selected activities. Performance of skills and techniques, decision making and managing and maintaining performance.</p> <p><b>TA2: Applying practice methods to support improvement in a sporting activity</b> Strengths and weaknesses of performance. Including methods to improve performance, measuring improvement in performance and using tools to aid evaluation.</p> <p><b>TA3: Organisation of a sports activity session</b> Including safety considerations, objectives meeting the needs of the group and leading the session.</p> <p><b>TA4: Leading a sporting activity session</b> Including safe practice, timing, adaptability and reliability.</p> <p><b>TA5: Reviewing your own performance in planning and leading a sports activity session</b> Including the planning, leading, improvements that can be made and opportunities to develop leadership skills for the future</p>	<p><b>TA1: The different sources of media that cover sport</b> Distinguish between different social media sources and how they cover sport.</p> <p><b>TA2: Positive effects of media on sport</b> Positive and negative effects media can have on sports.</p> <p><b>TA3: Negative effects of media on sport</b> Positive and negative effects media can have on sports.</p>

## Sports Studies New Specification



Unit	Mark	P/M/D/D*
R185 (48 guided learning hours)		/80
R186 (24 guided learning hours)		/40
TOTAL /120		

Keep a track of your progress here:



**The Big Picture—Intent:**

This should be the intent specifically for the year group, this must link to your subject intent and in turn the school intent.

1/2 Year  
course

Sports Studies

Content / Units	Skills	Knowledge	Prior—KS3	Next—Cambridge Technical / A Level PE.
RO51 – <b>Contemporary issues</b> (Exam based unit 25%) RO52 – <b>Developing sports Skills</b> (25%) RO53 – <b>Sports Leadership</b> (25%) RO54 – <b>Sport and the Media</b> (25%)	RO51- Contemporary issues covers 4 main objectives including barriers to participation, Sporting values, hosting major sporting events and the role of national governing bodies. The exam requires a range of English skills with one extended writing question featuring. SPAG are assessed and contribute towards the candidates mark.	Knowledge of user groups may be discussed in core lessons in KS3. Lots of the previous knowledge can be draw from attending sporting venues and seeing how different user group catered for. The role of sporting values will be learned in KS3 core PE lessons and links closely to our own LORIC skills within everyday life at school. Developing sports skills requires candidates to be assessed in their own officiating skills including knowledge of rules, hand signals and communication. During this unit students also develop their own coaching plan that identifies way to improve any weaknesses they have in their sporting performance. Leadership gives students the opportunity to plan, deliver and evaluate a sports session.	Students will be provided with opportunities to develop their leadership skills by delivering parts of a lesson. Students will be given the opportunity to officiate sporting scenarios in preparation for Cambridge Nationals.	Key practical skills will be introduced ready to be developed further in Cambridge Technical. The vocational skills can pass over to other qualifications.
Implementation		Marches Futures Links		Summative Assessment
There are two options for the delivery of sports studies. There is a 2 year course delivered in years 10 and 11 that have 2 x 55 minute lessons over the 2 week timetable The 1 year course is delivered in year 10 only and candidates have 9 x 55 minute lessons over the 2 week timetable. RO51 – is delivered theoretically because it is an exam based unit. Wherever possible teaching is as interactive as possible and techniques for delivery include matching pairs of answers/definitions. There is a large element of written work but there are limited opportunities for extended writing due to the type of vocational qualification. Typical work requires short answers, matching pairs of information together. RO52- Is largely a practical unit of work where students practical performance is tested against set criteria. The teacher completes witness statements to justify the students level of performance against the criteria. This unit also contains officiating skills where the candidate will be assessed on their practical officiating of games. The final objective in this unit is a coursework based task where students assess their own performance and determine their strengths and weaknesses. They must develop and carry out a practical coaching programme and evaluate its impact on their performance in a sport of their choice. RO53 – Is a combination of developing skills of good leadership and practical application. This unit teaches students to plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and by doing so develop their ability to communicate with an audience verbally and through their practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading. RO54- In this unit, learners will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports teams are represented in the media.		RO51 – This unit links to sports role in modern society beyond providing entertainment. The study of national governing bodies and the hierarchy of sports provision provide information linking to careers in sports development from grassroots right up to elite level. RO52 – Links to the leisure industry in this section are clear. Many careers and roles will be referenced including teachers, sports officials, roles within national governing bodies, sports facility management. Generally, people enter into these roles because they have developed an interest in sport and physical activity through performing. This provides candidates with a range of transferable skills. They can learn to work independently and part of a team, to communicate with team mates or an audience, to perform under pressure and use initiative to solve problems and make decisions considering rapidly changing conditions around them. RO53 – Candidates will develop and adopt many roles ; coach, manager, teacher, captain, sports leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. Within the unit ALL students will be trained and certified as a junior umpire (National Governing body award) RO54 – The range of skills developed would be relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and public relations		RO51 – Internal assessment run through all lessons. Candidates sit a mock exam in November and the exam in mid-May. (2 year course can sit the exam twice) RO52 – Internal assessments at the end of each LO. Unit recording Sheets for each RO. RO53 – Internal assessments at the end of each LO. Teachers Witness statement for deliver of practical session. RO54 –internal assessments at the end of each LO.

**Impact:**

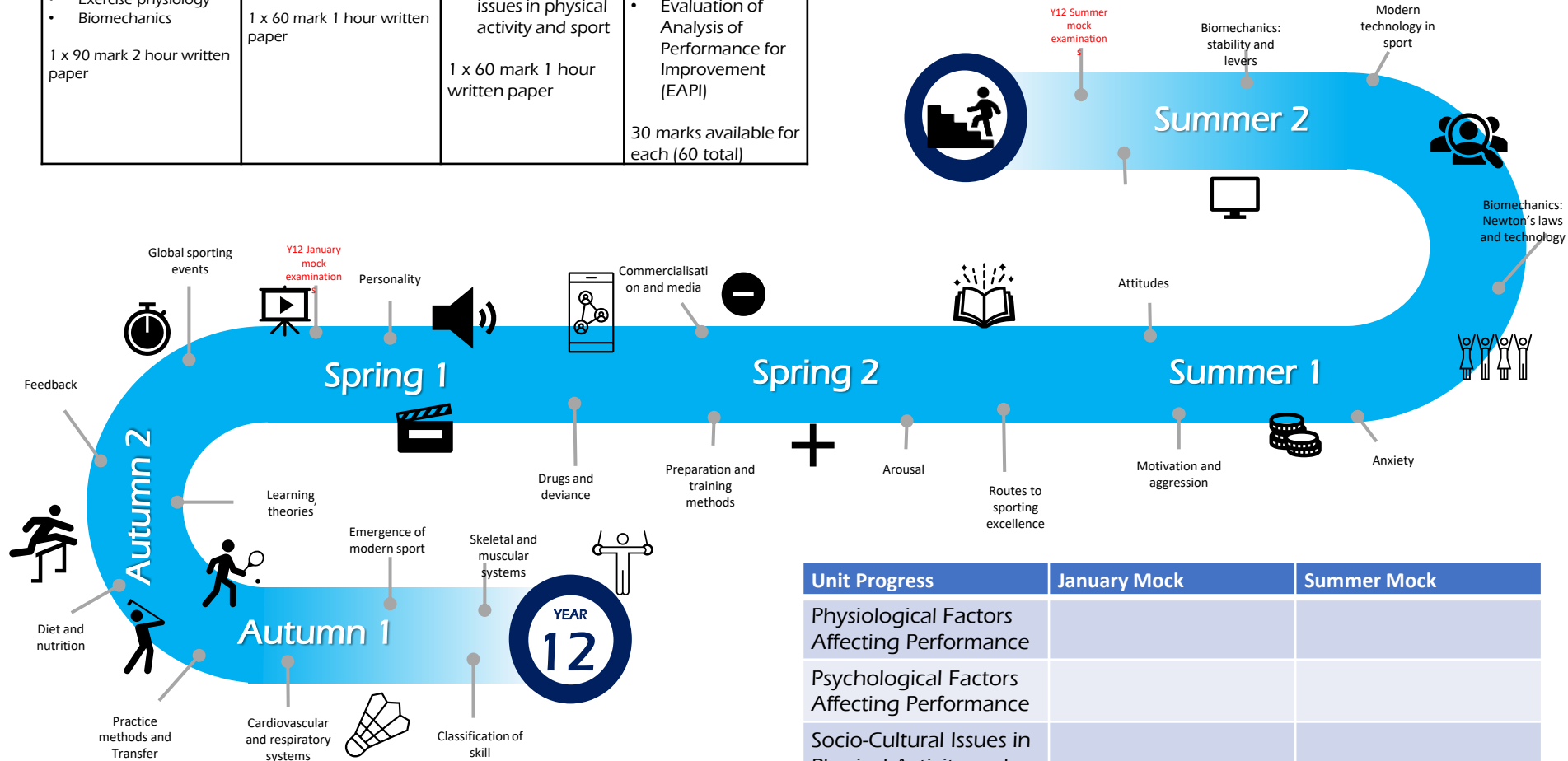
On completion of the course students will have a good knowledge of contemporary issues effecting sport. All students will be able to plan a practical sports session. Students will have a good understanding of health and safety in sport. Students will be able to demonstrate basic practical leadership skills and will be able to speak to an audience. Students will be able to review their plans and adapt them to suit changing situations. Successful students will be able to review performance and identify strengths and weaknesses and plan programmes to improve weakness using specific skill/drill practises.



# What will you be learning in Y12 A level PE?

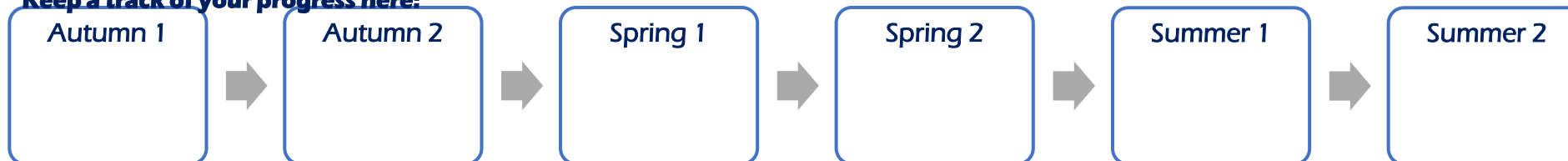


Physiological Factors Affecting Performance 30%	Psychological Factors Affecting Performance 20%	Socio-Cultural Issues in Physical Activity and Sport 20%	Performance in Physical Education (Non-exam Assessment) 30%
<ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Exercise physiology</li> <li>Biomechanics</li> </ul> <p>1 x 90 mark 2 hour written paper</p>	<ul style="list-style-type: none"> <li>Skill acquisition</li> <li>Sport psychology</li> </ul> <p>1 x 60 mark 1 hour written paper</p>	<ul style="list-style-type: none"> <li>Sport and society</li> <li>Contemporary issues in physical activity and sport</li> </ul> <p>1 x 60 mark 1 hour written paper</p>	<ul style="list-style-type: none"> <li>Performance in your sport</li> <li>Evaluation of Analysis of Performance for Improvement (EAPI)</li> </ul> <p>30 marks available for each (60 total)</p>



Unit Progress	January Mock	Summer Mock
Physiological Factors Affecting Performance		
Psychological Factors Affecting Performance		
Socio-Cultural Issues in Physical Activity and Sport		

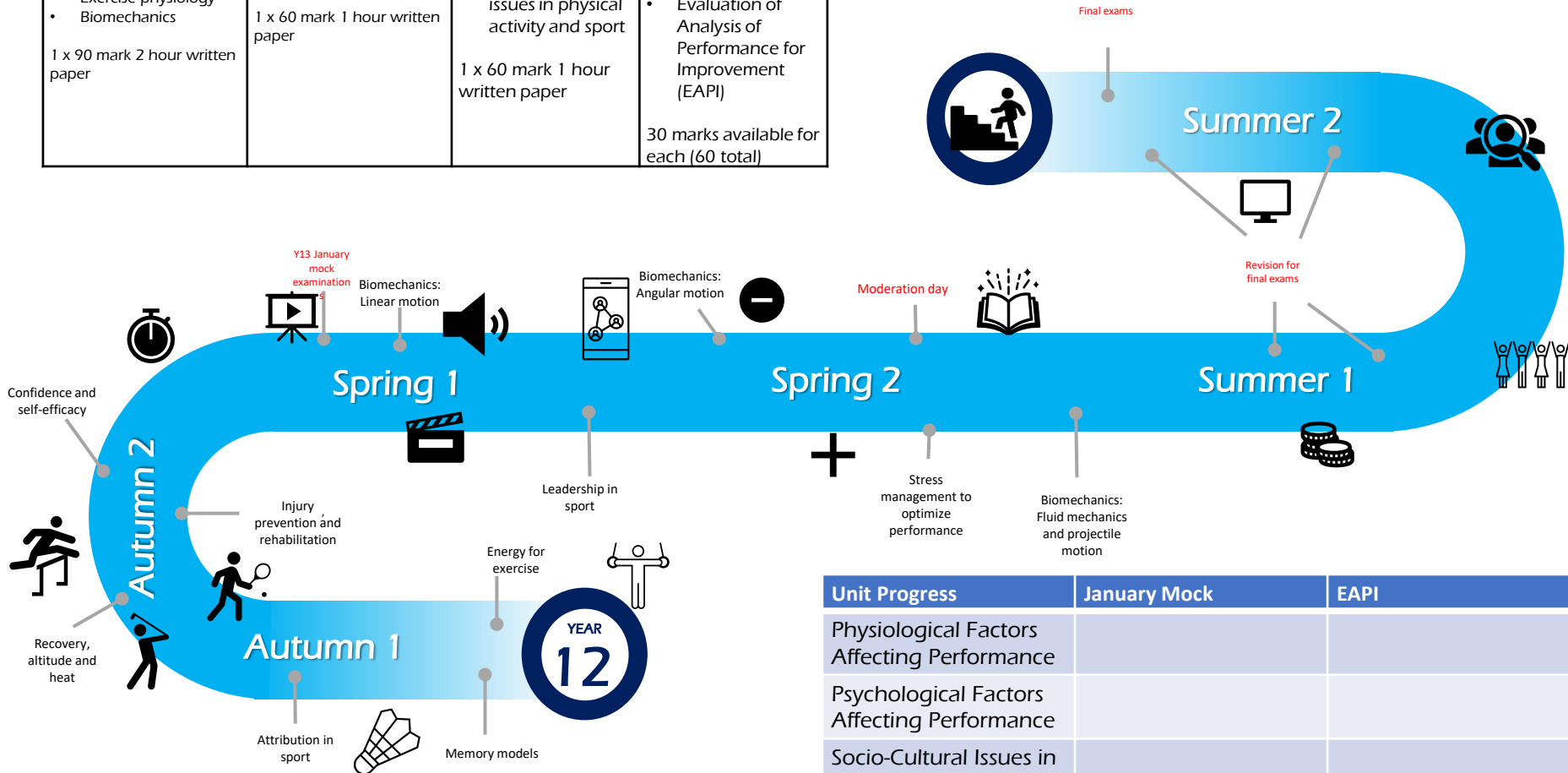
Keep a track of your progress here:



# What will you be learning in Y12 A level PE?

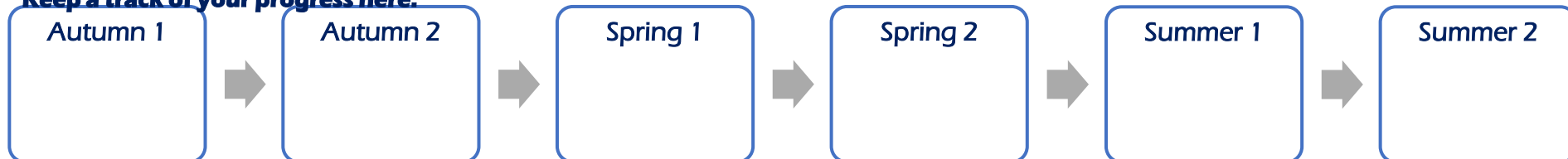


Physiological Factors Affecting Performance 30%	Psychological Factors Affecting Performance 20%	Socio-Cultural Issues in Physical Activity and Sport 20%	Performance in Physical Education (Non-exam Assessment) 30%
<ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Exercise physiology</li> <li>Biomechanics</li> </ul> <p>1 x 90 mark 2 hour written paper</p>	<ul style="list-style-type: none"> <li>Skill acquisition</li> <li>Sport psychology</li> </ul> <p>1 x 60 mark 1 hour written paper</p>	<ul style="list-style-type: none"> <li>Sport and society</li> <li>Contemporary issues in physical activity and sport</li> </ul> <p>1 x 60 mark 1 hour written paper</p>	<ul style="list-style-type: none"> <li>Performance in your sport</li> <li>Evaluation of Analysis of Performance for Improvement (EAPI)</li> </ul> <p>30 marks available for each (60 total)</p>



Unit Progress	January Mock	EAPI
Physiological Factors Affecting Performance		
Psychological Factors Affecting Performance		
Socio-Cultural Issues in Physical Activity and Sport		

Keep a track of your progress here:



**Scheme of Learning Year Overview**

**The Big Picture—Intent:**  
**To develop a holistic understanding of all aspects of physical education and be able to apply it a confident and analytical method of writing. The course includes exam based assessment on anatomy and physiology, exercise physiology, biomechanics, sports psychology, acquiring movement skills and socio-cultural issues within sports. The course also includes none exam assessments in a sport the student should have mastered and an EAPI (video analysis) of a chosen sport.**

**A Level  
PE**

Content / Units	Skills	Knowledge	Prior—Y11	Next—
Physiological factors affecting performance, psychological factors affecting performance, socio-cultural issues in physical activity and sport, practical performances, evaluating and analysing performance for improvement	To hold subject knowledge which will allow them to analyse, compare and critically evaluate performance specific to sport and exercise.	<p>Physiology – Muscular skeletal system, cardiovascular system, respiratory system, training methods, nutrition, injury and injury prevention, energy for exercise, recovery, altitude and heat,</p> <p>Psychology – Classification of skills, types and methods of practice, transfer of skills, principles and theories of learning movement skills, stages of learning, guidance, feedback, memory models, individual differences, group and team dynamic, goal setting, attribution, confidence, leadership and stress.</p> <p>Socio cultural – Emergence and evolution of modern sport, global sporting events, ethics and deviance, commercialisation and media, routes to sporting excellence, modern technology.</p> <p>Biomechanics – Linear and angular motion, fluid mechanics, lever systems, biomechanical principles,</p>	Completed GCSE PE.	University, apprenticeship or world of work.

Implementation	Marches Futures Links	Summative Assessment
<p>Students will have five 55 minute lessons over a fortnight in both year 12 and 13. There is no practical lessons on this course, this is independent and should be mastered in students own time.</p> <p>LORIC is developed through a range of tasks and activities in lessons, ranging from discussions and debates, to student lead presentations leading to the delivery of their recorded EAPI of a sporting performance which requires all skills of LORIC.</p> <p>Independent learning is vital for the course and called upon regularly to consolidate knowledge and concepts learned in lessons.</p> <p>Exam technique is developed and championed to allow students to access the top band of marks and begin to write critically within 10 and 20 mark essay answers.</p> <p>WOW moments are incorporated into the course with external speakers and the ability to apply the course to the students own training, performance and life experiences.</p>	<p>The course includes subjects that both educate and challenge the moral compass, such as deviance and ethics within sport. It also explores the socio cultural impacts of sporting events on communities.</p> <p>The course also includes a whole unit on sport in the 21<sup>st</sup> century and the impacts we see around us today.</p> <p>Visits to school by external speakers including Shrewsbury Town in the Community give the students a vital window into their potential future and sporting careers.</p> <p>A section of the course is also dedicated on routes to sporting success.</p>	<p>None exam assessment completed by Spring year 13.</p> <p>Exam assessments all completed in summer term year 13.</p>

**Impact:**  
**By the end of year 13 students will be able to display transferable skills including decision making, psychological understanding, independent thinking, problem solving and analytical skills as well as thinking and acting under pressure. The course will link sporting ideas and theory with practical performance. The study of A level physical education will open up a range of possibilities for further study and careers associated with the subject.**