

	Autumn		Spring		Summer	
Y7	Baseline Testing	INVASION	CO-ORDINATION 1	CREATIVE	FITNESS (through Athletics)	CO-ORDINATION 2
Curriculum content	Tests to give us an idea of your performance level in PE. And an introduction to orienteering, teamwork and leadership through baseline activities.	An introduction to basic concepts such as passing, shooting and moving with the ball. Using space effectively and investigating what a tactic might look like.	Co-ordination in net and wall games. Again sharing new concepts for sports some learners will be unfamiliar with. These skills include serving, forehand, backhand and moving the opponent.	Breaking down basic skills in a creative setting. This could be dance or gymnastics and allows learners to use their imaginative ideas to create routines and sequences.	Develop an initial understanding and develop techniques in order to improve performance for a range of athletic events.	Co-ordination in striking and fielding games mainly involving bating, catching and fielding skills.
Assessment	Students are assessed through their questioning, peer assessment and practical teacher assessments. Assessment in PE is through three main strands. What do you know , what can you show and how can you grow ? Know covers knowledge of rules, tactics, and providing feedback. Show covers fitness levels, technique, implementation of strategy and skill competence. Grow covered communication, leadership, wellbeing, attitude to learning and the understanding of the benefits associated with a lifelong interaction with sport. For each of these the learners are graded against the age-related criteria each time aiming towards established.					
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Subject specific words will be shared initially in practical lessons, but students will be asked to utilise some of these through homework's and assessment feedback tasks.					

	Autumn		Spring		Summer	
Y8	INVASION 1	CREATIVE	CO-ORDINATION 1	INVASION 2	FITNESS (through Athletics)	CO- ORDINATION 2
Curriculum content	Building on the previous concepts learnt such as passing, shooting and moving with the ball. These will be built into a more competitive environment to embed these skills.	Embed basic skills in a creative setting., motifs and sequences.	Co-ordination in net and wall games. Again sharing new concepts for sports some learners will be unfamiliar with. These skills include serving, forehand, backhand and moving the opponent. Attacking and defending	Once skills are moving towards established the use of space effectively will become a significant aspect for invasion games. This will allow learners to begin thinking about how to outwit each other.	Develop techniques and improve performance by adding power and speed for a range of athletic events.	Co-ordination in striking and fielding games mainly involving bating, catching and fielding skills.
Assessment	Students are assessed through their questioning, peer assessment and practical teacher assessments. Assessment in PE is through three main strands. What do you know , what can you show and how can you grow ? Know covers knowledge of rules, tactics, and providing feedback. Show covers fitness levels, technique, implementation of strategy and skill competence. Grow covered communication, leadership, wellbeing, attitude to learning and the understanding of the benefits associated with a lifelong interaction with sport. For each of these the learners are graded against the age-related criteria each time aiming towards established.					
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Subject specific words will be shared initially in practical lessons, but students will be asked to utilise some of these through homework's and assessment feedback tasks.					

	Autumn		Spring		Summer	
Y9	INVASION	FITNESS 1	CO-ORDINATION 1	INVASION 2	FITNESS 2 (through Athletics)	CO-ORDINATION 2
Curriculum content	The learners will now be taught about different tactics for the different sporting disciplines. This will also look at strategies to overcome an opponent in direct competition.	Fitness work with the aim of developing confidence and expertise.	Strategies to overcome opponents and direct competition for net and wall sports.	The knowledge of formations and tactics will now have a clear emphasis on attacking and defending in a competitive scenario.	Competent, confident and more expert in their technique for a range of athletic events.	Strategies to overcome opponents in competitive games for striking and field sports.
Assessment	Students are assessed through their questioning, peer assessment and practical teacher assessments. Assessment in PE is through three main strands. What do you know , what can you show and how can you grow ? Know covers knowledge of rules, tactics, and providing feedback. Show covers fitness levels, technique, implementation of strategy and skill competence. Grow covered communication, leadership, wellbeing, attitude to learning and the understanding of the benefits associated with a lifelong interaction with sport. For each of these the learners are graded against the age-related criteria each time aiming towards established.					
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. Subject specific words will be shared initially in practical lessons, but students will be asked to utilise some of these through homework's and assessment feedback tasks.					

	Autumn		Spring		Summer	
Y10	Component 1- Preparing participants to take part in sport and Physical activity	Component 1- Assessment window	Component 2- Taking part and improving other participants sporting performance		Component 2 – Mock	
Curriculum content	<p><u>Learning aim A</u> A1- Types and providers of sport and physical activities A2- Types and needs of sport and physical activity participants A3- Barriers to participation in sport and physical activity A4- Methods to address barriers to participation in sport and physical activity</p> <p><u>Learning aim B</u> B1- Types of sports clothing and equipment B2- Different types of technology and their benefits B3- Limitations to technology</p> <p><u>Learning aim C</u> C1- Planning a warm up C2- Adapting a warm up C3- Delivering a warm up to participants</p>	Students will work in controlled exam conditions each lesson.	<p>Learning aim A- A1- Components of physical fitness A2- Components of skill-related fitness</p>	<p>Learning aim B B1- Techniques, strategies and fitness required for different sports. B2- Officials in sport B3- Rules and regulations in sport</p>	<p>Learning aim C C1- Planning drills and conditioned practices to develop participants sporting skills. C2- Drills to improve sporting performance</p>	Students will complete a mock assessment to prepare them for the component 2 assessment window at the start of year 11.
Assessment	Students are assessed through two internal assessed PSA’s which are externally moderated. Students are assessed through marking of in class red zones (self, peer and/or teacher) and Do It Now recall tasks. These will test student’s knowledge recall and application of knowledge.					
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.					

	Autumn		Spring		Summer	
Y11	Component 2 - Assessment window	Component 3 – Developing fitness to improve other participants performance in sport and physical activity.				
Curriculum content	Students will work in controlled exam conditions each lesson.	A Exploring the importance of fitness for sports performance. A1 – the importance of fitness for sport. A2 – Fitness training principals. A3 – Exercise intensity.	B Investigate fitness testing to determine fitness levels. B1 – The importance of fitness testing. B2 – Fitness testing methods for components of physical fitness. B3 – Fitness testing methods for components of skill related fitness. B4 – interpretation of fitness testing results.	C Investigate different training methods. C1 – Requirements for each training method. C2 – Fitness training methods for physical components. C3 – Fitness training methods for skill related components. C4 – Additional requirements for each training method. C5 – Provision for taking part in fitness training. C6 – The effects of long term fitness training on the body systems.	D – Investigate fitness programming to improve fitness and sports performance. D1 – Personal information to aid training fitness programme design. D2 – Fitness Programme design. D3 – Motivational techniques for fitness programming.	Examination preparation and completion of component 3 exam.
Assessment	Students are assessed through two internal assessed PSA's which are externally moderated. There is a final external examination at the end of component 3. Students are assessed through marking of in class red zones (self, peer and/or teacher) and Do It Now recall tasks. These will test student's knowledge recall and application of knowledge.					
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate.					

	Autumn	Spring	Summer	
Y12 Extended Certificate	Anatomy and physiology	Professional development in the sports industry	Anatomy and Physiology resit	U 2 Fitness Training and Programming for Health, sport and Wellbeing.
Curriculum content	An in-depth look at the five main body systems assessed through a mandatory examination. The topics include muscular, skeletal, respiratory, circulatory and energy systems.	An investigation into the provision within the sports industry. Learners also work on a personal sports application by producing a curriculum vitae and application for a job in the leisure industry	For those who did not achieve their target grade this is an opportunity to refresh before having a second attempt at the mandatory examination.	Begin to look at fitness training for health year 13 exam content.
Assessment	A combination of external examinations and externally moderated coursework that has been externally moderated by Pearson.			
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. There are also a large number of tier 3 words linked to each subject topic.			

	Autumn	Spring	Summer	
Y13 Extended Certificate	U 2 Fitness Training and Programming for Health, sport and Wellbeing.	U 6 Sports Psychology	U2 Fitness for Training re-sit	
Curriculum content	Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being	This unit covers the psychological dimensions of sport and introduces psychological techniques that can be used to enhance performance.	For those who did not achieve their target grade this is an opportunity to refresh before having a second attempt at the mandatory examination.	
Assessment	A combination of external examinations and externally moderated coursework that has been externally moderated by Pearson.			
Literacy links	Students will develop literacy skills through regular practice of command words such as describe, explain, assess and evaluate. There are also a large number of tier 3 words linked to each subject topic.			

