

## **SUBJECT:** *Physical Education*

### **Key Stage 3: Curriculum Intent (BRIEF):**

	Year 7	Year 8	Year 9
	<b>Curriculum intent overview:</b> <ul style="list-style-type: none"><li>• <b>Performance and character</b> – skills, techniques, ideas, sportsmanship and attitude.</li><li>• <b>Decision making</b> – tactics and strategies.</li><li>• <b>Leadership and organisation</b> – leading, officiating and lesson preparation.</li><li>• <b>Health and fitness</b> – healthy active lifestyle and lifelong participation.</li></ul>		
Autumn 1	<b>Brief outline of key concepts and skills learned.</b> <p>In year 7 it is key they learn the fundamentals of the sports we offer at Haileybury Turnford. They will learn all the basic skills, techniques, tactics and knowledge of what they are playing or performing in. This is creating the fundamentals for them to excel in KS4/5 in a range of sports.</p> <p><b><u>Yr. 7 Boys</u></b> – Table Tennis/Football</p> <p><b><u>Yr. 7 Girls</u></b> – Basketball/Fitness</p>	<b>Brief outline of key concepts and skills learned.</b> <p>In year 8 students will be developing the fundamental skills they learnt in year 7. They will start to successfully apply themselves in competitive situations and evaluate their performance in order to improve. This again is creating the fundamentals for them to excel in KS4/5 in a range of sports.</p> <p><b><u>Yr. 8 Boys</u></b> – Rugby/Trampolining</p> <p><b><u>Yr. 8 Girls</u></b> – Football/Table Tennis</p>	<b>Brief outline of key concepts and skills learned.</b> <p>In year 9 students will be mastering the fundamental skills they learnt in year 7 and 8. Students will take on more leadership roles and responsibilities. Students who have selected to further study PE during their transition year will be introduced to the concept of which sports they will need to complete the practical element for the exam course.</p> <p><b><u>Yr. 9 Boys</u></b> – Football/Handball</p> <p><b><u>Yr. 9 Girls</u></b> – Table Tennis/Trampolining</p>

Autumn 2	<p><b><u>Yr. 7 Boys</u></b> – Football/Table Tennis/Rugby/Fitness</p> <p><b><u>Yr. 7 Girls</u></b> – Fitness/Basketball/Football/Table Tennis</p>	<p><b><u>Yr. 8 Boys</u></b> – Trampolining/Rugby/Basketball/OAA</p> <p><b><u>Yr. 8 Girls</u></b> – Table Tennis/Football/Rugby/</p>	<p><b><u>Yr. 9 Boys</u></b> - Handball/Football/OAA/Basketball</p> <p><b><u>Yr. 9 Girls</u></b> – Table Tennis/Football/Trampolining/Handball</p>
Spring 1	<p><b><u>Yr. 7 Boys</u></b> – Fitness/Rugby/House Competitions</p> <p><b><u>Yr. 7 Girls</u></b> – Football/Table Tennis/House Competitions</p>	<p><b><u>Yr. 8 Boys</u></b> – Football/OAA/Table Tennis/House Competitions</p> <p><b><u>Yr. 8 Girls</u></b> – Trampolining/Handball/Basketball/Fitness/House Competitions</p>	<p><b><u>Yr. 9 Boys</u></b> – Trampolining/Rugby/Football/Fitness/House Competitions</p> <p><b><u>Yr. 9 Girls</u></b> -Football/Handball/Basketball/House Competitions</p>
Spring 2	<p><b><u>Yr. 7 Boys</u></b> – Basketball/Handball</p> <p><b><u>Yr. 7 Girls</u></b> – Netball/Rugby</p>	<p><b><u>Yr. 8 Boys</u></b> – OAA/Football/Table Tennis/Handball/Fitness</p> <p><b><u>Yr. 8 Girls</u></b> - Netball/Handball/Trampolining/Fitness/Basketball</p>	<p><b><u>Yr. 9 Boys</u></b> – Rugby/OAA/Trampolining/Basketball/Handball</p> <p><b><u>Yr. 9 Girls</u></b> – Netball/Rugby/Football/Basketball</p>
Summer 1	<p><b><u>Yr. 7 Boys</u></b> – Athletics/Cricket/Tennis</p> <p><b><u>Yr. 7 Girls</u></b> – Rounders/Cricket/Athletics</p>	<p><b><u>Yr. 8 Boys</u></b> – Athletics/Cricket/Rounders</p> <p><b><u>Yr. 8 Girls</u></b> – Rounders/Cricket/Athletics</p>	<p><b><u>Yr. 9 Boys</u></b> – Athletics/Tennis/Strike &amp; Field</p> <p><b><u>Yr. 9 Girls</u></b> – Athletics/Tennis/Strike &amp; Field</p>
Summer 2	<p><b><u>Yr. 7 Boys</u></b> – Cricket/Tennis</p> <p><b><u>Yr. 7 Girls</u></b> – Athletics/Cricket/Rounders</p>	<p><b><u>Yr. 8 Boys</u></b> – Rounders/Cricket/Athletics</p> <p><b><u>Yr. 8 Girls</u></b> – Tennis/Rounders</p>	<p><b><u>Yr. 9 Boys</u></b> – Athletics/Tennis/Strike &amp; Field</p> <p><b><u>Yr. 9 Girls</u></b> – Athletics/Tennis/Strike &amp; Field</p>

### Key Stage 4: Curriculum Intent (BRIEF):

	Year 10: <i>Cambridge Nationals Sports Studies</i>	Year 11: <i>Cambridge Nationals Sports Studies</i>	Year 10: <i>GCSE PE</i>	Year 11: <i>GCSE PE</i>
Autumn 1	<p><b>Unit R053 – Sports Leadership</b></p> <p><b>LO1</b> – Leadership roles and responsibilities in sport</p> <ul style="list-style-type: none"> <li>• Different leadership roles and opportunities</li> <li>• Role-related responsibilities</li> <li>• Personal qualities which relate to leadership roles</li> <li>• Leadership styles</li> </ul> <p><b>LO2</b> – Planning a sports activity session</p> <ul style="list-style-type: none"> <li>• Key considerations when planning sports activity sessions</li> <li>• Safety considerations when planning sports activity sessions</li> </ul>	<p><b>Unit R051 – Contemporary issues in sport</b></p> <p><b>LO1</b> – Issues that affect participation in sport</p> <ul style="list-style-type: none"> <li>• Different user groups who participate in sport</li> <li>• Possible barriers to participation</li> <li>• Solutions to barriers to participation</li> <li>• Popularity of sport in the UK</li> </ul> <p><b>LO2</b> – The roles of sport in promoting values</p> <ul style="list-style-type: none"> <li>• Values which can be promoted through sport</li> <li>• Initiatives and events which promote values</li> <li>• Etiquette and behaviour of performers and spectators</li> <li>• Use of PEDs in sport</li> </ul>	<p><b>Physical training – Paper 1: The human body and movement in physical activity and sport.</b></p> <p><b>Brief explanation of content covered.</b></p> <ul style="list-style-type: none"> <li>• Health and fitness recap, including the relationship between health and fitness.</li> <li>• The components of fitness.</li> <li>• Linking sports and activities to the required components of fitness.</li> <li>• Reasons for and limitations of fitness testing.</li> <li>• Measuring the components of fitness and demonstrating how data is collected.</li> <li>• The principles of training and overload.</li> <li>• Types of training with reference to the advantages and disadvantages of using these types for different sports.</li> <li>• Calculating intensities.</li> </ul>	<p><b>Paper 2: Socio-cultural influences and well-being in physical activity and sport.</b></p> <ul style="list-style-type: none"> <li>• Engagement patterns and the factors affecting them</li> <li>• Commercialisation, sponsorship and the media.</li> <li>• Positive and negative impacts of technology/</li> <li>• Conduct of performers and introduction to drugs.</li> <li>• Sporting examples of drug taking.</li> <li>• Advantages and disadvantages of drug taking.</li> <li>• Spectator behaviour and hooliganism, including strategies to combat hooliganism.</li> </ul>

			<ul style="list-style-type: none"> <li>• Considerations to prevent injury.</li> <li>• High altitude training and seasonal aspects.</li> <li>• Warming up and cooling down.</li> </ul>	
Autumn 2	<b>Unit R053 – Sports Leadership</b>  <b>LO3</b> – Delivering a sports activity session  <b>LO4</b> – Evaluating a sports activity session	<b>Unit R051 – Contemporary issues in sport</b>  <b>LO3</b> – The importance of hosting major sporting events <ul style="list-style-type: none"> <li>• Features of major sporting events</li> <li>• Benefits and drawbacks of hosting major sporting events</li> </ul> <b>LO4</b> – The role of national governing bodies in sport	<b>Physical training – Paper 1: The human body and movement in physical activity and sport.</b>  <b>Brief explanation of content covered.</b> <ul style="list-style-type: none"> <li>• Health and fitness recap, including the relationship between health and fitness.</li> <li>• The components of fitness.</li> <li>• Linking sports and activities to the required components of fitness.</li> <li>• Reasons for and limitations of fitness testing.</li> <li>• Measuring the components of fitness and demonstrating how data is collected.</li> <li>• The principles of training and overload.</li> <li>• Types of training with reference to the advantages and disadvantages of using these types for different sports.</li> <li>• Calculating intensities.</li> </ul>	<b>Movement analysis – Paper 1: The human body and movement in physical activity and sport.</b>  <b>Brief explanation of content covered.</b> <ul style="list-style-type: none"> <li>• Lever systems and mechanical advantages.</li> <li>• Analysis of basic movements in sporting examples – including revision of joints/muscles/bones.</li> <li>• Planes and axes.</li> </ul>

			<ul style="list-style-type: none"> <li>• Considerations to prevent injury.</li> <li>• High altitude training and seasonal aspects.</li> <li>• Warming up and cooling down.</li> </ul>	
Spring 1	<p><b>Unit R054 – Sport and the Media</b></p> <p><b>LO1</b> – Know how sport is covered across the media.</p> <ul style="list-style-type: none"> <li>• Television</li> <li>• Written press</li> <li>• Radio</li> <li>• Internet</li> </ul> <p><b>LO2</b> - Understand positive effects that the media can have on sport</p> <ul style="list-style-type: none"> <li>• Exposure of minority sports</li> <li>• Promotional opportunities</li> <li>• Education</li> <li>• Income benefits to sport</li> <li>• Inspiring people to participate</li> <li>• Competition between sports and clubs</li> </ul>	<p><b>Unit R052 – Developing Sports Skills</b></p> <p><b>LO1</b> – Use skills, techniques, tactics, strategies, compositional ideas as an individual performer in sporting activity</p> <p><b>LO2</b> – Use skills, techniques, tactics, strategies, compositional ideas as a team performer in sporting activity</p> <p><b>LO3</b> – Be able to officiate in a sporting activity</p>	<p><b>Coursework - Analysis and evaluation of performance to bring about improvement in one activity.</b></p> <p>Students assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.</p> <p><b>Analysis</b> – strengths and weaknesses (15 marks)</p> <ul style="list-style-type: none"> <li>• Strength 1 = fitness component</li> <li>• Strength 2 = skill/technique</li> <li>• Weakness 1 = fitness component</li> <li>• Weakness 2 = skill/technique</li> </ul>	<p><b>Practical performance in physical activity and sport.</b></p> <p><b>Brief explanation of content covered.</b></p> <p>Preparation and analysis will take place prior to an external moderator visiting from AQA.</p> <ul style="list-style-type: none"> <li>• Practical performance in 3 different physical activities in the role of player/performer</li> <li>• 1 team activity</li> <li>• 1 individual activity</li> <li>• 1 in either a team or in an individual activity.</li> </ul>

Spring 2	<b>Unit R054 – Sport and the Media</b>  <b>LO2 – Continued</b>  <b>LO3 - Understand negative effects that the media can have on sport</b> <ul style="list-style-type: none"> <li>• Decline in live spectatorship</li> <li>• Loss of traditional sporting values</li> <li>• Media coverage of inappropriate behaviour of athletes</li> <li>• Increased pressure on officials</li> <li>• Newspapers are dominated by a few sports</li> <li>• Saturation</li> </ul>	<b>LO3 – Be able to officiate in a sporting activity</b>  <b>LO4 – Identifying areas of improvement in a sporting activity</b>	<b>Coursework - Analysis and evaluation of performance to bring about improvement in one activity.</b>  <b>Evaluation – the use of theoretical principles to cause improvement (10 marks)</b> <ul style="list-style-type: none"> <li>• Action plan</li> <li>• Explanation of how additional specification content could lead to improvement of the identified weakness.</li> </ul>	<b>Recap of content for paper 1:</b> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology.</li> <li>• Movement analysis.</li> <li>• Physical training.</li> </ul> <b>Recap of content for paper 2:</b> <ul style="list-style-type: none"> <li>• Health, fitness and well-being.</li> <li>• Sports psychology.</li> <li>• Socio-cultural influences.</li> </ul>

	<p><b>LO4 – The relationship between sport and the media</b></p> <ul style="list-style-type: none"> <li>• How the media uses sport to promote itself</li> <li>• How sport uses media to promote itself</li> <li>• Sport as a commodity</li> <li>• Sponsorship and advertising</li> <li>• Adoption and rejection of sporting heroes by the media</li> <li>• Scrutiny/criticism of sport through the media</li> <li>• Impact of pay-per-view</li> </ul>			
Summer 1	<p><b>Unit R054 – Sport and the Media</b></p> <p><b>LO4 – Continued</b></p> <p><b>LO5 – Evaluate the media coverage of sport</b></p> <ul style="list-style-type: none"> <li>• Aspects which may influence the coverage of a story</li> <li>• Features of the coverage which may vary from one media outlet to another</li> </ul>		<p><b>Sports Psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.</b></p> <p><b>Brief explanation of content covered.</b></p> <ul style="list-style-type: none"> <li>• Arousal and the inverted U theory.</li> <li>• Application of how optimal arousal has to vary in relation to the skill/stress management techniques.</li> <li>• Definition of and types of goals.</li> </ul>	<p><b>Exam techniques, coursework completion, practical grade decisions and final preparations.</b></p>

			<ul style="list-style-type: none"> <li>• The use of and evaluation of setting performance and outcome goals.</li> <li>• The use of SMART targets to improve/optmise performance.</li> <li>• Basic information processing model.</li> <li>• Identifying examples of, and evaluate, the effectiveness of types of guidance and feedback.</li> </ul>	
Summer 2	<b>Unit R054 – Sport and the Media</b> <ul style="list-style-type: none"> <li>• All LO improvements</li> </ul>		<b>Sports Psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.</b>  <b>Brief explanation of content covered.</b> <ul style="list-style-type: none"> <li>• Arousal and the inverted U theory.</li> <li>• Application of how optimal arousal has to vary in relation to the skill/stress management techniques.</li> <li>• Definition of and types of goals.</li> <li>• The use of and evaluation of setting performance and outcome goals.</li> </ul>	<b>Exam techniques, coursework completion, practical grade decisions and final preparations.</b>



			<ul style="list-style-type: none"><li>• The use of SMART targets to improve/optimize performance.</li><li>• Basic information processing model.</li><li>• Identifying examples of, and evaluate, the effectiveness of types of guidance and feedback.</li></ul>	
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## Key Stage 5: Curriculum Intent (BRIEF):

	Year 13: <i>Cambridge Technical Sports Studies</i>
Autumn 1	<p><b>Unit 3</b> – Sports Organisation and Development</p> <ul style="list-style-type: none"> <li>• Understand how sport in the UK is organised.</li> <li>• Understand sports development</li> <li>• Understand how the impact of sports development can be measured</li> <li>• Understand sports development in practice</li> <li>• Organisations involved in sport in the UK</li> <li>• Roles and responsibilities of sports organisations in the UK</li> <li>• International organisations which impact UK sport</li> <li>• How the different organisations interact</li> <li>• What sports development is</li> <li>• 2.2 The purpose of sports development</li> <li>• The sports development continuum levels</li> <li>• Target groups</li> <li>• Possible measures</li> <li>• Purpose of measurement</li> <li>• Methods of delivering sports development</li> <li>• Characteristics of sports development initiatives and events</li> <li>• Advantages and disadvantages of sports development</li> <li>• Benefits of sports development</li> </ul> <p><b>Unit 17</b> – Sports Injuries and Rehabilitation</p> <ul style="list-style-type: none"> <li>• Know common sports injuries and their effects</li> <li>• Be able to minimise the risk of sports injuries</li> </ul> <p><b>Unit 18</b> – Practical Skills in Sport and Physical Activity</p> <ul style="list-style-type: none"> <li>• Be able to apply skills, techniques and tactics in an individual sport.</li> <li>• Be able to apply skills, techniques and tactics in a team sport.</li> </ul>

Autumn 2	<p><b><u>Unit 3</u></b> – Sports Organisation and Development</p> <ul style="list-style-type: none"> <li>Continued</li> </ul> <p><b><u>Unit 17</u></b> – Sports Injuries and Rehabilitation</p> <ul style="list-style-type: none"> <li>Continued</li> </ul> <p><b><u>Unit 18</u></b> – Practical Skills in Sport and Physical Activity</p> <ul style="list-style-type: none"> <li>Continued</li> </ul>
Spring 1	<p><b><u>Unit 17</u></b>- Sports Injuries and Rehabilitation</p> <ul style="list-style-type: none"> <li>Continued</li> </ul> <p><b><u>Unit 18</u></b> – Practical Skills in Sport and Physical Activity</p> <ul style="list-style-type: none"> <li>Continued</li> </ul>
Spring 2	<p><b><u>Unit 17</u></b> - Sports Injuries and Rehabilitation</p> <ul style="list-style-type: none"> <li>Continued</li> </ul> <p><b><u>Unit 18</u></b> - Practical Skills in Sport and Physical Activity</p> <ul style="list-style-type: none"> <li>Continued</li> </ul>
Summer 1	<p><b><u>Unit 17</u></b> – Sports Injuries and Rehabilitation</p> <ul style="list-style-type: none"> <li>Continued</li> </ul> <p><b><u>Unit 18</u></b> - Practical Skills in Sport and Physical Activity</p> <ul style="list-style-type: none"> <li>Continued</li> </ul>
Summer 2	Students will be finished by May 2020