

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

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

	Year 7	Year 8	Year 9
	<p><b>Curriculum intent overview:</b></p> <ul style="list-style-type: none"><li>• <b>Fit to Perform</b> – skills, techniques, attacking principles, defending principles.</li><li>• <b>Fit to Compete</b> – tactics, sportsmanship, attitude, impact.</li><li>• <b>Fit for Life</b> – leadership, officiating, organisation, healthy active lifestyle and lifelong participation.</li></ul> <p>The curriculum ensures that each class rotates through the use of each of our available facilities. Classes will experience a range of different sports and activities.</p>		
	<p><b>Brief outline of key concepts and skills learned in year 7.</b></p> <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>Brief outline of key concepts and skills learned in year 8.</b></p> <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>Brief outline of key concepts and skills learned in year 9.</b></p> <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>
Autumn 1	<ul style="list-style-type: none"><li>• <b>Invasion/Team games</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Invasion/Team games</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Invasion/Team games</b></li></ul>
Autumn 2	<ul style="list-style-type: none"><li>• <b>Individual sports</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Individual sports</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Individual sports</b></li></ul>

Spring 1	<ul style="list-style-type: none"> <li>• Invasion/Team games</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion/Team games</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion/Team games</li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>• Individual sports</li> </ul>	<ul style="list-style-type: none"> <li>• Individual sports</li> </ul>	<ul style="list-style-type: none"> <li>• Individual sports</li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>• Strike, Track &amp; Field</li> </ul>	<ul style="list-style-type: none"> <li>• Strike, Track &amp; Field</li> </ul>	<ul style="list-style-type: none"> <li>• Strike, Track &amp; Field</li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>• Strike, Track &amp; Field</li> </ul>	<ul style="list-style-type: none"> <li>• Strike, Track &amp; Field</li> </ul>	<ul style="list-style-type: none"> <li>• Strike, Track &amp; Field</li> </ul>

#### 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>R185 – Performance and Leadership in Sports Activities</b></p> <p><b>Topic Area 1 – Key Components of performance.</b></p> <p>1.1 – Performance in two selected activities</p> <p>1.2 – Participating in your activities</p> <p>1.3 – Decision-making during performance</p> <p>1.4 – Managing and maintaining performance in individual activity</p> <p>1.5 – Your role and contribution to team activities.</p>	<p><b>Unit R051 – Contemporary issues in sport</b></p> <p><b>LO1 – Issues that affect participation in sport</b></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 – The roles of sport in promoting values</b></p> <ul style="list-style-type: none"> <li>• Values which can be promoted through 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> </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> </ul>

	<p><b>Topic Area 2</b> – Applying practice methods to support improvement in a sporting activity.</p> <p>2.1 – Strengths and weaknesses of sports performance. 2.2 - Methods to improve performance. 2.3 – Measuring improvement in performance.</p>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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> <li>• Considerations to prevent injury.</li> <li>• High altitude training and seasonal aspects.</li> <li>• Warming up and cooling down.</li> </ul>	<ul style="list-style-type: none"> <li>• Spectator behaviour and hooliganism, including strategies to combat hooliganism.</li> </ul>
Autumn 2	<p><b>R185 – Performance and Leadership in Sports Activities</b></p> <p><b>Topic Area 2</b> – Applying practice methods to support improvement in a sporting activity.</p> <p>2.1 – Strengths and weaknesses of sports performance. 2.2 - Methods to improve performance. 2.3 – Measuring improvement in performance.</p> <p><b>Topic Area 3</b> – Organising and planning a sports activity session.</p> <p>3.1 – Organisation of a sports activity session.</p>	<p><b>Unit R051 – Contemporary issues in sport</b></p> <p><b>LO3</b> – The importance of hosting major sporting events</p> <ul style="list-style-type: none"> <li>• Features of major sporting events</li> <li>• Benefits and drawbacks of hosting major sporting events</li> </ul> <p><b>LO4</b> – The role of national governing bodies in sport</p>	<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> </ul>	<p><b>Movement analysis – 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>• 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>

	<p>3.2 – Safety considerations when planning a sports activity session. 3.3 – Objectives to meet the needs of the group.</p> <p><b>Topic Area 4</b> - Leading a sports activity session.</p> <p>4.1 – Organisation of a sports activity session. 4.2 – Leading a sports activity session.</p>		<ul style="list-style-type: none"> <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> <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>R185 – Performance and Leadership in Sports Activities</b></p> <p><b>Topic Area 4</b> - Leading a sports activity session.</p> <p>4.1 – Organisation of a sports activity session. 4.2 – Leading a sports activity session.</p>	<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> </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> </ul>

			<ul style="list-style-type: none"> <li>Weakness 2 = skill/technique</li> </ul>	<ul style="list-style-type: none"> <li>1 in either a team or in an individual activity.</li> </ul>
Spring 2	<b>R185 – Performance and Leadership in Sports Activities</b>  <b>Topic Area 5</b> – Reviewing your own performance in planning and leading a sports activity session.  5.1 -Review your leadership of a sports activity session.	<b>LO3</b> – Be able to officiate in a sporting activity  <b>LO4</b> – Identifying areas of improvement in a sporting activity	<b>Coursework - Analysis and evaluation of performance to bring about improvement in one activity.</b>  <b>Evaluation</b> – the use of theoretical principles to cause improvement (10 marks) <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>
Summer 1	<b>R185 – Performance and Leadership in Sports Activities</b>  Improvements		<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> </ul>	<b>Exam techniques, coursework completion, practical grade decisions and final preparations.</b>

			<ul style="list-style-type: none"> <li>• Definition of and types of goals.</li> <li>• The use of and evaluation of setting performance and outcome goals.</li> <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>	
Summer 2	<b>R185 – Performance and Leadership in Sports Activities</b>  Improvements		<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