

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



Overall curriculum intent for PE:

Whole - To develop our students holistically through the enjoyment of physical education. To gain confidence to accept failure and success', developing a lifelong love of physical, mental and social well being through becoming physically literate.

Physical Education Department curriculum aim/vision (CORE PE)

Year 7 - Build a positive relationship with physical activity whilst **appreciating** and learning of its ability to improve your physical, mental and social well being through the exploration of the body, skills and tactics in a variety of sports.

Year 7	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Through the exploration of two sports students should understand and appreciate the value of physical activity (physically, mentally and socially) to build a love of lifetime learning.	<p>Home project: Muscles. Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -Knowledge of how it can enhance our physical, mental and social well being. -Knowledge of the muscles. -Basic rules of the sport they are participating in. -Equipment needed for that sport/physical activity -Develop basic teamwork skills and fair play. <p>(Sports are subject to change, students must check the board at the end of each term)</p>
Term 2	Through the exploration of two sports students should understand and appreciate the value of physical activity (physically, mentally and socially) to build a love of lifetime learning.	<p>Home project:Muscles Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -Knowledge of how it can enhance our physical, mental and social well being. -Knowledge of the muscles. -Basic rules of the sport they are participating in. -Equipment needed for that sport/physical activity -Develop basic teamwork skills and fair play.

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		(Sports are subject to change, students must check the board at the end of each term)
Term 3	Through the exploration of two sports (please see timetable) students should try to achieve and maintain a balanced and healthy lifestyle where they are able to apply a range of skills and techniques by which they begin to recognize and appreciate their interdependence with others.	<p>Home project: Healthy eating plate Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links. The ability to recognise what foods needed for a balanced diet.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -Knowledge of how a balanced diet can help improve physical, mental and social wellbeing. -Basic rules of the sport they are participating in. -Equipment needed for that sport/physical activity -Develop confidence to apply skills to the best of their ability in the sports they are on -To remain/become comfortable in their own skin <p>(Sports are subject to change, students must check the board at the end of each term)</p>
Term 4	Through the exploration of two sports (please see timetable) students should try to achieve and maintain a balanced and healthy lifestyle where the are able to apply a range of skills and techniques by which they begin to recognize and appreciate their interdependence with others.	<p>Home project: Healthy eating plate Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links. The ability to recognise what foods are needed for a balanced diet.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -Knowledge of how a balanced diet can help improve physical, mental and social wellbeing. -Basic rules of the sport they are participating in. -Equipment needed for that sport/physical activity -Develop confidence to apply skills to the best of their ability in the sports they are on -To remain/become comfortable in their own skin <p>(Sports are subject to change, students must check the board at the end of each term)</p>
Term 5	Through the exploration of two sports (please see timetable) students should be open minded and willing to try activities new to them, building on a risk takers attitude to work independently whilst also developing strategies that enhance interpersonal skills.	<p>Home project:Somatotypes Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links. The ability to recognise what somatotypes suit different sports.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p>

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		<ul style="list-style-type: none"> -Enjoyment and fun of physical activity -Knowledge of what somatotypes are and how they can influence what sports people participate in. -Basic rules of the sport they are participating in. -Equipment needed for that sport/physical activity -Develop open mindedness to try sports and support one another. -Confidence to answer questions and know that an incorrect answer is not a failure, it is a lesson. -Confidence to work on communication within the group <p>(Sports are subject to change, students must check the board at the end of each term)</p>
Term 6	Through the exploration of two sports (please see timetable) students should be open minded and willing to try activities new to them, building on a risk takers attitude to work independently whilst also developing strategies that enhance interpersonal skills.	<p>Home project:Somatotypes Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -Knowledge of what somatotypes are and how they can influence what sports people participate in. -Basic rules of the sport they are participating in. -Equipment needed for that sport/physical activity -Develop open mindedness to try sports and support one another. -Confidence to answer questions and know that an incorrect answer is not a failure, it is a lesson. -Confidence to work on communication within the group <p>(Sports are subject to change, students must check the board at the end of each term)</p>

Year 8 - With full engagement and enjoyment **develop** skills and tactics in a variety of sports throughout the academic year. Mentally working out how skills can be transferable and working to your best ability.

Year 8	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Through the exploration of two sports (please see timetable) students should learn to develop the skill of reflection on their learning experiences, understanding their strengths and weaknesses in order to solve issues/problems and improve.	<p>Home project: Components of fitness Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -More complex rules of the sport they are participating in

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		<ul style="list-style-type: none"> -Learn the skill of analysing others performances in order to help them and you improve. -Understanding of the court/pitch/or area they are using -How the sport is scored -Confidence to officiate some sports <p>(Sports are subject to change, students must check the board at the end of each term)</p>
Term 2	<p>Through the exploration of two sports (please see timetable) students should learn to develop the skill of reflection on their learning experiences, understanding their strengths and weaknesses in order to solve issues/problems and improve.</p>	<p>Home project: Components of fitness Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -More complex rules of the sport they are participating in -Learn the skill of analysing others performances in order to help them and you improve. -Understanding of the court/pitch/or area they are using -How the sport is scored -Confidence to officiate some sports <p>(Sports are subject to change, students must check the board at the end of each term)</p>
Term 3	<p>Through the exploration of two different sports (please see timetable) students should develop the ability to collaborate and communicate effectively whilst applying a range of strategies and movement concepts.</p>	<p>Home project: Bones Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -More complex rules of the sport they are participating in -Learn the skill of analysing others performances in order to help them and you improve. -Understanding of the court/pitch/or area they are using -How the sport is scored -Begin to develop some tactics within the sport participated in. -Confidence to communicate constructive criticism to peers and themselves to aid development. <p>(Sports are subject to change, students must check the board at the end of each term)</p>

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<p>Term 4</p>	<p>Through the exploration of two different sports (please see timetable) students should develop the ability to collaborate and communicate effectively whilst applying a range of strategies and movement concepts.</p>	<p>Home project: Bones Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -More complex rules of the sport they are participating in -Learn the skill of analysing others performances in order to help them and you improve. -Understanding of the court/pitch/or area they are using -How the sport is scored -Begin to develop some tactics within the sport you participated in. -Confidence to communicate constructive criticism to peers and themselves to aid development. <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 5</p>	<p>Through a variety of two sports students should be becoming inquisitive learners with enthusiasm who are developing and exploring physical and health education concepts whilst reflecting and applying strategies to enhance performance.</p>	<p>Home project : Joints Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -More complex rules of the sport they are participating in -Learn the skill of analysing others performances in order to help them and you improve. -Understanding of the court/pitch/or area they are using -How the sport is scored -Begin to develop some tactics within the sport you participated in. -How to keep our joints healthy so improvement in skills and tactics can occur to develop to the best of your ability. <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 6</p>	<p>Through a variety of two sports students should be becoming inquisitive learners with enthusiasm who are developing and exploring physical and health education concepts whilst</p>	<p>Home project : Joint Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p>

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	<p>reflecting and applying strategies to enhance performance.</p>	<p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -More complex rules of the sport they are participating in -Learn the skill of analysing others performances in order to help them and you improve. -Understanding of the court/pitch/or area they are using -How the sport is scored -Begin to develop some tactics within the sport you participated in. -How to keep our joints healthy so improvement in skills and tactics can occur to develop to the best of your ability. <p>(Sports are subject to change, students must check the board at the end of each term)</p>
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Year 9 - **Secure** your knowledge of skills, tactics and all round health whilst modelling responsible personal and social behaviour that respects self and others. Be motivated to overcome challenges, gain resilience whilst enjoying the experience.

Year 9	Enquiry Statement/Aim	Knowledge and Skills
<p>Term 1</p>	<p>Through a variety of two sports (see timetable) students should secure their knowledge of physical education terminology in order to communicate understanding effectively.</p>	<p>Home project: The respiratory system Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Sports to deliver the enquiry statement through.</p> <p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -A full understanding of positions within the sport participated in -The resilience to cope with pressure in drills or game situation -The ability to challenge your mind to overcome the symptoms of hard physical work within lessons. <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 2</p>	<p>Through a variety of two sports (see timetable) students should secure their knowledge of physical education terminology in order to</p>	<p>Home project: The respiratory system Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p>

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	<p>communicate understanding effectively.</p>	<p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -A full understanding of positions within the sport participated in -The resilience to cope with pressure in drills or game situation -The ability to challenge your mind to overcome the symptoms of hard physical work within lessons. <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 3</p>	<p>Through a variety of two sports (see timetable) students should be able to analyse and evaluate their performance in order to perform effectively.</p>	<p>Home project: Gaseous exchange Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Sports to deliver the enquiry statement through.</p> <p>4 groups this term one of those being a GCSE taster group GCSE group will begin to follow the AQA syllabus for the sport that they are participating in and be given a verbal grade on their ability which is what they are judged on in GCSE PE.</p> <p>Other core groups: Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -A full understanding of positions within the sport participated in -A deeper analysis of performance of others and of own personal performance in order to improve to your own ability <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 4</p>	<p>Through a variety of two sports (see timetable) students should be able to analyse and evaluate their performance in order to perform effectively.</p>	<p>Home project: Gaseous exchange Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links.</p> <p>Sports to deliver the enquiry statement through.</p> <p>4 groups this term one of those being a GCSE taster group GCSE group will begin to follow the AQA syllabus for the sport that they are participating in and be given a verbal</p>

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		<p>grade on their ability which is what they are judged on in GCSE PE.</p> <p>Other core groups: Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following: -Enjoyment and fun of physical activity -A full understanding of positions within the sport participated in -A deeper analysis of performance of others and of own personal performance in order to improve to your own ability</p> <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 5</p>	<p>Through a variety of two sports (see timetable) students should develop to be principled learners where they all have a sense of fairness and justice and act with integrity and honesty.</p>	<p>Home project: Cardiovascular system Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links. Sports to deliver the enquiry statement through.</p> <p>4 groups this term one of those being a GCSE taster group GCSE group will begin to follow the AQA syllabus for the sport that they are participating in and be given a verbal grade on their ability which is what they are judged on in GCSE PE.</p> <p>Other core groups: Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following: -Enjoyment and fun of physical activity -A full understanding of positions within the sport participated in -Have the ability and confidence to promote fairplay, acting consistently with integrity and honestly so they lesson are enjoyable for yourself and your peers, allowing all to have a safe happy learning environment.</p> <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 6</p>	<p>Through a variety of two sports (see timetable) students should develop to be principled learners where they all have a sense of fairness and justice and act with integrity and honesty.</p>	<p>Home project: Cardiovascular system Learning part of GCSE topics/criteria whilst becoming creative learners able to build their own cross curricular links. Sports to deliver the enquiry statement through.</p> <p>4 groups this term one of those being a GCSE taster group</p>

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		<p>GCSE group will begin to follow the AQA syllabus for the sport that they are participating in and be given a verbal grade on their ability which is what they are judged on in GCSE PE.</p> <p>Other core groups: Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity -A full understanding of positions within the sport participated in -Have the ability and confidence to promote fairplay, acting consistently with integrity and honestly so they lesson are enjoyable for yourself and your peers, allowing all to have a safe happy learning environment. <p>(Sports are subject to change, students must check the board at the end of each term)</p>
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Year 10 - **Master** what you have learnt about your body, skills and tactics from previous years and begin to perfect game play in the variety of sports throughout the academic year.

Year 10	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>Through a variety of two sports (see timetable) and the sports leaders course (if chosen) students will understand that maintaining equilibrium allows one to adapt to changes in a situation through an enquiry into personal efficacy and self management.</p>	<p>Two different sports to deliver the enquiry statement through.</p> <ul style="list-style-type: none"> -Sport leaders will begin to introduce leadership within these lessons and responsibility, and planning. A mix of teacher lead and student lead lessons as part of the qualification. <p>Core: Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity - whilst mastering 2 previously taught sports from KS3 students are to learn cooperation in sports to make a team as successful as it can be with varying abilities. -Students are encouraged to be open minded and resilient when trying new sports. <p>(Sports are subject to change, students must check the board at the end of each term)</p>

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<p>Term 2</p>	<p>Through a variety of two sports (see timetable) and the sports leaders course (if chosen) students will understand that maintaining equilibrium allows one to adapt to changes in a situation through an enquiry into personal efficacy and self management.</p>	<p>Two different sports to deliver the enquiry statement through.</p> <p>-Sport leaders will begin to introduce leadership within these lessons and responsibility, and planning. A mix of teacher lead and student lead lessons as part of the qualification.</p> <p>Core: Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following: -Enjoyment and fun of physical activity - whilst mastering 2 previously taught sports from KS3 students are to learn cooperation in sports to make a team as successful as it can be with varying abilities. -Students are encouraged to be open minded and resilient when trying new sports.</p> <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 3</p>	<p>Through a variety of two sports (see timetable) and the sports leaders course (if chosen) students will begin to master the art of interaction with peers to give and receive meaningful feedback.</p>	<p>Two different sports to deliver the enquiry statement through.</p> <p>-Sport leaders will begin to introduce leadership within these lessons and responsibility, and planning. A mix of teacher lead and student lead lessons as part of the qualification.</p> <p>Core: Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following: -Enjoyment and fun of physical activity - whilst mastering 2 previously taught sports from KS3 students are to learn cooperation in sports to make a team as successful as it can be with varying abilities. -Students are encouraged to be open minded and resilient when trying new sports. -Master the ability to be confident in your own way whether introvert or extrovert or somewhere inbetween the continuums.</p> <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 4</p>	<p>Through a variety of two sports (see timetable) and the sports leaders course (if chosen) students will begin to master the art of interaction with</p>	<p>Two different sports to deliver the enquiry statement through.</p> <p>-Sport leaders will begin to introduce leadership within these lessons and responsibility, and planning. A mix of</p>

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	<p>peers to give and receive meaningful feedback.</p>	<p>teacher lead and student lead lessons as part of the qualification. Core: Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following: -Enjoyment and fun of physical activity - whilst mastering 2 previously taught sports from KS3 students are to learn cooperation in sports to make a team as successful as it can be with varying abilities. -Students are encouraged to be open minded and resilient when trying new sports. -Master the ability to have meaningful conversations with confidence where both positives and areas for improvement can be responded to.</p> <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 5</p>	<p>Through a variety of two sports (see timetable) and the sports leaders course (if chosen) students will master the balance of movement and a healthy diet in providing many health benefits creating a balanced view of their identity.</p>	<p>Two different sports to deliver the enquiry statement through.</p> <p>-Sport leaders will begin to introduce leadership within these lessons and responsibility, and planning. A mix of teacher lead and student lead lessons as part of the qualification. Core: Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following: -Enjoyment and fun of physical activity - whilst mastering 2 previously taught sports from KS3 students are to learn cooperation in sports to make a team as successful as it can be with varying abilities. -Students are encouraged to be open minded and resilient when trying new sports. -Master the ability to know what a balanced happy healthy life should be.</p> <p>(Sports are subject to change, students must check the board at the end of each term)</p>
<p>Term 6</p>	<p>Through a variety of two sports (see timetable) and the sports leaders course (if chosen) students will master the balance of movement and a healthy diet in providing many health benefits creating a balanced view of their identity.</p>	<p>Two different sports to deliver the enquiry statement through.</p> <p>-Sport leaders will begin to introduce leadership within these lessons and responsibility, and planning. A mix of teacher lead and student lead lessons as part of the qualification. Core:</p>

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		<p>Each student will participate in two different sports this term in which the enquiry statement will be delivered through. Alongside the enquiry statement we aim in the varying sports (2 each small term) to build the following:</p> <ul style="list-style-type: none"> -Enjoyment and fun of physical activity - whilst mastering 2 previously taught sports from KS3 students are to learn cooperation in sports to make a team as successful as it can be with varying abilities. -Students are encouraged to be open minded and resilient when trying new sports. -Master the ability to know what a balanced happy healthy life should be. <p>(Sports are subject to change, students must check the board at the end of each term)</p>
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Year 11 - Become physically literate (the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activity - Whitehead 2016), **Define** your skills, tactics and game play. Recognise the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.

Year 11	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Through a variety of two sports (see timetable) students will apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations in their own and others wider life.	<p>Two different sports to deliver the enquiry statement through.</p> <ul style="list-style-type: none"> -Sport leaders will all be taking turns to lead a full lesson to their peers using all their leadership qualities. <p>Core: Mainly through the exploration of games students are encouraged to work through as a team, with their peers, any issues they may encounter within the sport they are working on.</p> <ul style="list-style-type: none"> -Building fair play -Co-operation skills -Communication skills -Resolution skills -Positive team work <p>All of which will benefit students in their futures</p> <p>(Sports are subject to change, students must check the board at the end of each term)</p>
Term 2	Through a variety of two sports (see timetable) students will apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations in their own and others wider life.	<p>Two different sports to deliver the enquiry statement through.</p> <ul style="list-style-type: none"> -Sport leaders will all be taking turns to lead a full lesson to their peers using all their leadership qualities. <p>Core:</p>

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		<p>Mainly through the exploration of games students are encouraged to work through as a team, with their peers, any issues they may encounter within the sport they are working on.</p> <ul style="list-style-type: none"> -Building fair play -Co-operation skills -Communication skills -Resolution skills -Positive team work <p>All of which will benefit students in their futures</p> <p>(Sports are subject to change, students must check the board at the end of each term)</p>
Term 3	<p>Through a variety of two sports (see timetable) and the option of revision time for GCSE's, students will be motivated and confident, whilst physical competent, understanding the value of engagement in physical activity. When participating collaborating all previously learnt school values, skills and tactics within a games setting.</p>	<p>Two different sports to deliver the enquiry statement through.</p> <ul style="list-style-type: none"> -Sport leaders should be fully complete by now. -GCSE class created to practice practical ability that they are graded on as part of AQA GCSE PE. <p>Core classes: Through the exploration of mainly games students combine all 4 years worth of holistic development as well as practical skills and techniques in order to be motivated, competent with good moral values to participate in the game. A huge emphasis put on student choice and stress relief from participating.</p> <p>(Sports are subject to change, students must check the board at the end of each term)</p>
Term 4	<p>Through a variety of two sports (see timetable) and the option of revision time for GCSE's, students will take responsibility for engagement in physical activity, understanding the value of exercise to their fitness and health and their holistic development.</p>	<p>Two different sports to deliver the enquiry statement through.</p> <ul style="list-style-type: none"> -Sport leaders should be fully complete by now. <p>Core classes: Through the exploration of mainly games students combine all 4 years worth of holistic development as well as practical skills and techniques in order to be motivated, competent with good moral values to participate in the game. A huge emphasis put on student choice and stress relief from participating.</p> <p>(Sports are subject to change, students must check the board at the end of each term)</p>
Term 5	<p>Through a variety of two sports (see timetable) and the option of revision time for GCSE's, students will take responsibility for engagement in physical activity,</p>	<p>Two different sports to deliver the enquiry statement through.</p> <ul style="list-style-type: none"> -Sport leaders should be fully complete by now.

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	understanding the value of exercise to their fitness and health and their holistic development.	Core classes: Through the exploration of games students are encouraged to find a sport/physical activity they may like to continue outside of school when in 6th form in order to keep their physical and mental health in good condition and for their social well being. Students then leave after this
Term 6	N/A	N/A

Physical Education Department curriculum aim/vision (Examinable PE)

Year 10 and 11 AQA GCSE PE overall curriculum intent:

Students to develop their knowledge, skills and passion for this specialist area. To provide them with the opportunity to succeed at this level of study and to pursue this beyond GCSE level if they wish to do so.

****Please note that all cohorts are different and the pacing and prior knowledge may differ meaning some topic may run over or be shorter depending on how the class are doing. However this is what we aim for in our curriculum intent and I trust my department will adapt with the best impact for the students at heart.**

Year 10 AQA GCSE	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover: Applied anatomy and physiology alongside a practical sport to be assessed in.	-The structure of the skeletal system -The functions of the skeleton -Synovial Joints -Bones that form joints Practical sport assessed - This will depend on the cohort and which may fit the group best and give them the best possible outcomes. The sport will be one from the AQA list that they allow for moderation.
Term 2	Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover: The structure and function of the cardio-respiratory system alongside a practical sport to be assessed in.	-The respiratory system -Gaseous exchange -Breathing -Lung volumes -Blood vessels -Structure of the heart -Cardiac cycle -Cardiac output

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		<p>Practical sport assessed - This will depend on the cohort and which may fit the group best and give them the best possible outcomes. The sport will be one from the AQA list that they allow for moderation.</p>
Term 3	<p>Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover:</p> <p>Anaerobic and aerobic exercise alongside a practical sport to be assessed in.</p>	<ul style="list-style-type: none"> -Exercise -EPOC (oxygen debt) -Immediate effects of exercise (during exercise) -Short term effects of exercise (during exercise) -The recovery process from vigorous exercise -Long term effects of exercise (months and years of exercising) <p>Practical sport assessed - This will depend on the cohort and which may fit the group best and give them the best possible outcomes. The sport will be one from the AQA list that they allow for moderation.</p>
Term 4	<p>Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover:</p> <p>Movement analysis alongside a practical sport to be assessed in.</p>	<ul style="list-style-type: none"> -Levers -Mechanical advantages -Muscle action - Antagonistic muscle action -Muscle contraction for movement -Planes and axes -Movement analysis - movement in the sagittal plane about transverse axis -Movement in the frontal plane about a sagittal axis -Movement in the transverse plane about the longitudinal axis -Analysis of selected movements <p>Practical sport assessed - This will depend on the cohort and which may fit the group best and give them the best possible outcomes. The sport will be one from the AQA list that they allow for moderation.</p>
Term 5	<p>Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover:</p> <p>Physical Training alongside a practical sport to be assessed in.</p>	<ul style="list-style-type: none"> -The relationship between health and fitness -Definitions of health and fitness -The components of fitness, benefits for sport and how fitness is measured and improved. -Reasons for carrying out fitness tests -Fitness tests -Limitations of fitness testing -Evaluating what tests are appropriate for different sporting performers. -Qualitative and quantitative data -The principles of training and their application to personal exercise and training programme. -Types of training -Safety principles when training -Specific training technique - high altitude training -The three training seasons -Effective use of warm up and cool down <p>Practical sport assessed - This will depend on the cohort and which may fit the group best and give them the best possible outcomes. The sport will be one from the AQA list that they allow for moderation.</p>

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Term 6	<p>Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover:</p> <p>Sports Psychology alongside a practical sport to be assessed in.</p>	<ul style="list-style-type: none"> -What is skill and what is ability -Classification of skills -The self paced to externally paced continuum -The gross to fine continuum -Goal setting -The use of performance and outcome goals -SMART target setting -Basic model of information processing -Guidance -Feedback -Arousal -Aggression -Introvert and extrovert personality types -Motivation <p>Practical sport assessed - This will depend on the cohort and which may fit the group best and give them the best possible outcomes. The sport will be one from the AQA list that they allow for moderation.</p>
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Year 11 AQA GCSE	Enquiry Statement/Aim	Knowledge and Skills
Term 1	<p>Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover:</p> <p>Retrieval tasks to enhance learning from year 10 after the 6 week summer holidays.</p> <p>Then onto Socio- cultural influences alongside a practical sport to be assessed in.</p>	<p>A variety of topics studied in year 10.</p> <ul style="list-style-type: none"> -Participation -Participation by women -Participation by ethnicity -Other factors affecting participation -Disability participation -Barriers to participation <p>Practical sport assessed - This will depend on the cohort and which may fit the group best and give them the best possible outcomes. The sport will be one from the AQA list that they allow for moderation.</p>
Term 2	<p>Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover:</p> <p>Commercialisation of physical activity and sport alongside their practical sports to be assessed in.</p> <p>All practical lessons turned to coursework lessons.</p>	<ul style="list-style-type: none"> -Commercialisation -Sponsorship -Sport and the media -Commercialised activity and the performer -Commercialised activity and the sport -Effects of commercialisation on officials -Effects of commercialisation on spectators -Effects of commercialisation on sponsors <p>Practical sport will stop this term to allow for the practical lesson to turn into a coursework lesson.</p>

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<p>Term 3</p>	<p>Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover:</p> <p>Commercialisation of physical activity and sport alongside their practical sports to be assessed in.</p> <p>Alongside all practical lessons turning to coursework lessons.</p>	<ul style="list-style-type: none"> -Technological developments in sport -Positive and negative impacts of technology on the performer -Positive and negative impacts of technology on sport -Positive and negative impacts of technology on officials -Positive and negative impacts of technology on the spectators -Positive and negative impacts of technology on the sponsors. <p>Practical sport assessed - practice for moderation with external examiner</p>
<p>Term 4</p>	<p>Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover:</p> <p>Ethical issues and health and fitness</p>	<ul style="list-style-type: none"> -Players conduct -Prohibited substances (stimulants, narcotic analgesics, anabolic agents, EPO, diuretics, blood doping, beta blockers). -Advantages and disadvantages to the performer of taking performance enhancing drugs. -Disadvantages to the sport of performers taking performance enhancing drugs. -Spectator behaviour -Physical, emotional, social health and well being -Consequences of a sedentary lifestyle -Obesity and how it may affect performance, health, fitness, and well being. -Somatotypes -Energy use, diet, nutrition and hydration
<p>Term 5</p>	<p>Revision</p>	<p>Teacher will lead the whole class revision and the specific individual revision topics from looking at previous end of topic test results and the personal learning checklist.</p>

Year 12 and Year 13 - Btec Sport and Exercise Science - IBCP

Year 12 and 13 BTEC Sport and Exercise Science overall curriculum intent

Encourage independent and thoughtful learners who love their subject and will find success. For those who have a desire to do so we will ensure they have opportunities to pursue our area of study at University level or in the workplace.

****Please note that the year 12 cohort 2021-2023 will still be studying the same content just in a different termly order due to planned staff absence due to major surgery. The enquiry, knowledge and skills will be the same but the units taught in a different sequence as the staff member being off doesn't have a negative impact on the students.**

This order for the cohort stated will be:

Term 1 and 2 - Unit 6 and Unit 4

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Term 3 and 4 - Unit 2 and Unit 1

After this the order will continue as stated in the curriculum intent below

Year 12 BTEC	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover: Unit 2: Functional anatomy (EXAMINABLE) Unit 4: Field and lab based fitness testing (COURSEWORK)	A- Anatomical position, terms and references B- Anatomy of the cardiovascular system C- Anatomy of the respiratory system Assignment 1- Preparing sport and exercise field – and laboratory- based testing
Term 2	Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover: Unit 2: Functional anatomy (EXAMINABLE) Unit 4: Field and lab based fitness testing (COURSEWORK)	D - Anatomy of the skeletal system E- Anatomy of the muscular system F - Analysis of the skeletal and muscular systems and how they produce movements in sport and exercise Assignment 2 - Anthropometry and somatotype testing Assignment 3 - Carrying out fitness testing and fitness profiling for sports performers
Term 3	Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover: Unit 1 - Sport and exercise physiology (EXAMINABLE) Unit 6: Coaching for performance and fitness (COURSEWORK)	A - Response of the body systems to a single sport or exercise session B - Fatigue and how the body recovers from exercise Assignment 1- Have you got what it takes to become a sport and fitness coach?
Term 4	Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover: Unit 1 - Sport and exercise physiology (EXAMINABLE) Unit 6: Coaching for performance and fitness (COURSEWORK)	C - Adaptations of the body systems to exercise D - Environmental factors and sport and exercise performance. Assignment 2- Practices for performances and fitness

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		Assignment 3 - Planning, delivering and reviewing a performance and fitness coaching session.
Term 5	Revision for Unit 1 and 2 ready for exam	Revision for Unit 1 and 2 ready for exam
Term 6	Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover: Unit 3 - Applied sport and exercise psychology (CONTROLLED TASK) Unit 8: Specialised fitness training (COURSEWORK)	A - Motivation for sports and exercise Assignment 1 - Fitness requirements and physical characteristics that contribute to effective training and performance

Year 13 BTEC	Enquiry Statement/Aim	Knowledge and Skills
Term 1	Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover: Unit 3 - Applied sport and exercise psychology (CONTROLLED TASK EXTERNALLY SET) Unit 8: Specialised fitness training (COURSEWORK)	B - Competitive pressure in sport C - Effects of self confidence, self efficacy and self esteem on sport and exercise performance. Assignment 1 - Fitness requirements and physical characteristics that contribute to effective training and performance Assignment 2 - Training for physical and skill-related fitness
Term 2	Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover: Unit 3 - Applied sport and exercise psychology (CONTROLLED TASK) Unit 8: Specialised fitness training (COURSEWORK)	D- Mindset in sport and exercise performance E- Group dynamics in sport F - Psychological interventions for sports performance and exercise Assignment 2 - Training for physical and skill-related fitness Assignment 3 - Planning a fitness programme for a sports performer
Term 3	Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover:	

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	<p>Unit 12 - Sociocultural issues in sport and exercise (COURSEWORK)</p> <p>Unit 5 - Applied Research Methods in sport and exercise Science (COURSEWORK)</p>	<p>-Assignment 1- Understand the social theories used to study and interpret sports and exercise in society.</p> <p>-Assignment 2 - Investigate the historical and cultural changes, and the social and ethical issues that have impacted on sport and exercise development in the UK.</p> <p>Assignment 1 - Understand the importance of research in sporting environments and examine key issues that impact the effectiveness and quality of research in the sport and exercise sciences.</p>
<p>Term 4</p>	<p>Using 'thinking hard' strategies and a variety of 'walk thru ideas' students will cover:</p> <p>Unit 12 - Sociocultural issues in sport and exercise (COURSEWORK)</p> <p>Unit 5 - Applied Research Methods in sport and exercise Science (COURSEWORK)</p>	<p>Assignment 2 - Investigate the historical and cultural changes, and the social and ethical issues that have impacted on sport and exercise development in the UK.</p> <p>Assignment 3 -Investigate the relationship between commercialism, the media, and sport and exercise.</p> <p>Assignment 2 - Examine the three main approaches to research in the sport and exercise sciences. Apply appropriate research methods to a selected sport and exercises-based research problem.</p>
<p>Term 5</p>	<p>Revision for any retakes or finished course</p>	<p>Revision for any retakes or finished course</p>