

	HT1 Sept – Oct (7 weeks)			HT2 Oct – Dec (8 weeks)			HT3 Jan – Feb (6 weeks)		Mock Exams weeks (2 out of 5 weeks in HT4)	HT4-5 Feb – May (8 weeks)		HT6 June – July (7 weeks)	
Year 7 Boys	Base line assessment WK 1-2 (4 lessons)	1 week athletics talent ID	Table Tennis Football	Table Tennis Football	HRF Basketball Football		Basketball Rugby	Rugby Basketball		Cricket Athletics		Athletics (Cricket)	
Year 7 Girls	Base line assessment WK 1-2 (4 lessons)	1 week athletics talent ID	Netball Handball	Netball Handball	Football Boxing HRF		Table Tennis Trampolining	Tag rugby HRF Boxing		Rounders Athletics		Rounders Athletics	

	HT1 Sept – Oct (7 weeks)	HT2 Oct – Dec (8 weeks)	Mock Exams weeks	HT3 Jan – Feb (6 weeks)	Mock Exams weeks (2 out of 5 weeks in HT4)	HT4-5 Feb – May (8 weeks)	HT6 June – July (7 weeks)
Year 8 Boys	Table Tennis Football	Table Tennis Football	Boxing HRF	Handball Basketball Rugby	Rugby HRF Football Basketball	Cricket Athletics	Cricket Athletics
Year 8 Girls	Basketball Handball Netball	Basketball Handball Netball	HRF	Trampolining Table Tennis	Tag rugby Football	Rounders	Athletics (

	HT1 Sept – Oct (7 weeks)	HT2 Oct – Dec (8 weeks)	Mock Exams weeks	HT3 Jan – Feb (6 weeks)	Mock Exams weeks (2 out of 5 weeks in HT4)	HT4-5 Feb – May (8 weeks)	HT6 June – July (7 weeks)
Year 9 Boys	Table Tennis Football	Table Tennis Football	Boxing HRF	Handball Basketball Rugby	Rugby HRF Football Basketball	Cricket Athletics	Cricket Athletics
9 girls	Basketball Handball Netball Volleyball	Basketball Handball Netball Volleyball	HRF Boxing	Trampolining HRF Table Tennis	Football Tag rugby	Leadership (mixed group-CNAT preparation and leadership awards) Rounders	Athletics Leadership (mixed group CNAT preparation and leadership awards)

	HT1 Sept – Oct (7 weeks)	HT2 Oct – Dec (8 weeks)	Mock Exams weeks	HT3 Jan – Feb (6 weeks)	Mock Exams weeks (2 out of 5 weeks in HT4)	HT4-5 Feb – May (8 weeks)	HT6 June – July (7 weeks)
Year 10 Boys	Table Tennis Football	Table Tennis Football	Boxing HRF	Basketball Rugby	Rugby HRF Football Basketball	Softball/Cricket Athletics	Softball/Cricket Athletics
Year 10 Girls	Basketball Handball Netball	Basketball Handball Netball	HRF Boxing	Trampolining HRF Table Tennis	Tag rugby Football	Rounders	Athletics

	HT1 Sept – Oct (7 weeks)	HT2 Oct – Dec (8 weeks)	Mock Exams weeks	HT3 Jan – Feb (6 weeks)	Mock Exams weeks (2 out of 5 weeks in HT4)	HT4-5 Feb – May (8 weeks)	HT6 June – July (7 weeks)
Year 11 Boys	Table Tennis Football	Table Tennis Football	Boxing HRF	Basketball Rugby Table tennis (to help improve GCSE scores)	Rugby HRF Football Basketball	Softball/Cricket Athletics	Cricket/Softball Athletics
Year 11 Girls	Basketball Handball Netball	Basketball Handball Netball Gym	HRF Boxing	Trampolining HRF Table Tennis Mindfulness	Tag rugby Football	Rounders	Athletics

Assessment at KS3:

All groups are assessed using doddle 'i can statement banks'

Homework- All students must attend at least one extracurricular club per week

Assessment at KS4:

All groups are assessed on their attitude to learning

Homework- All students must attend at least one extracurricular club per week

	HT1 Sept – Oct (7 weeks)	HT2 Oct – Dec (8 weeks)	HT3 Jan – Feb (6 weeks)	HT4 Feb – March (5 weeks)	HT5 April – May (6 weeks)	HT6 June – July (7 weeks)
Subject Content	1. Structure and Function of the Skeleton 2. Movement Analysis 3. Cardiovascular and Respiratory Systems	1. Short-term and Long-term (training) effects of exercise. 2. Optimising Training 3. Preventing injury in physical activity and training.	1. Engagement patterns of different social groups in physical activities and sports. 2. Commercialisation of physical activity and sport	1. Ethical and socio-cultural issues in physical activity and sport.	1. Sports Psychology.	1. Health, fitness and well-being.
Learning Aims	Develop knowledge and understanding of the different systems of the body. Analyse the systems that produce movement.	Develop knowledge and understanding of the effects of exercise on the body systems. Develop knowledge and understanding of the training principles (FITT). Identify risks and risk management to prevent injury.	Be familiar with current trends in participation in physical activity and sport and initiatives to increase participation. Understand the influence of the media on the commercialisation of physical activity and sport.	Develop knowledge and understanding of the roles of: <ul style="list-style-type: none"> - sportsmanship - drugs - violence In physical activity.	Develop knowledge and understanding of: <ul style="list-style-type: none"> - characteristics of skilful movement - classification of skills. - Goal Setting - Mental Preparation - Types of Guidance - Types of feedback 	Understand the benefits of physical activity and sport to health, fitness and well-being and the consequences of a sedentary lifestyle. Develop knowledge and understand of the components of a balanced diet.

Skills Covered	Develop independence in own learning. Apply knowledge to analyse movement.	Application of theory into practical examples/experience. Revision and memorisation skills for the mock exam.	Interpretation of data and analysis.	Critical analysis of cause and effect. Demonstrating knowledge through cross-curricular links.	Identification of relevant information and adaptation of knowledge. Trialling various approaches. Reflection on practice and strategies.	Exam technique for attempting different sections of the paper. Application of knowledge to gain higher marks on longer answer questions.
Numeracy	Calculations of heart rate and cardiac output. Plotting graphs. Biomechanical skills used to understand the lever systems.	Calculation of training thresholds. Plotting graphs.	Use of data to compare and analyse trends in participation.	Statistical and data analysis.	Measurable and quantifiable targets.	Calculations of energy consumption and expenditure. Percentages of components of a balanced diet.
Literacy	Wide range of subject specific, specialist vocabulary. Written exam responses for longer style questions.	Ability to summarise ideas to form a structured a training plan.	Analysis of genre, audience and purpose including persuasive, informative and descriptive writing.	Debate and discursive skills. Ability to organise arguments.	Identification and understanding of key instructive words in exam questions to produce detailed responses.	Expansion of sentence structure through connectives and discourse markers in longer answer questions.
Assessment	Book work – Exam style questions for each topic. Formal assessment- End of term synoptic assessment.	Book work – Exam style questions for each topic. Formal assessment- Paper 1 full mock exam.	Book work – Exam style questions for each topic. Formal assessment- End of term synoptic assessment.	Book work – Exam style questions for each topic. Formal assessment- End of term synoptic assessment.	Book work – Exam style questions for each topic. Formal assessment- End of term synoptic assessment.	Book work – Exam style questions for each topic. Formal assessment- Paper 2 full mock exam.
British Values	Within the PE curriculum, mutual respect, teamwork and resilience are essential for success on all levels. Students need to demonstrate respectful attitudes towards their peers in all aspects of PE lessons and Sport and this forms the basis of sportsmanship and good teamwork in order to succeed. Mutual respect is important not only for the people on your team, but also mutual respect with your opponents or opposition. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson-by-lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again if at first you don't succeed. Rule of the law and democracy are essential in PE and Sport as you have to play by the rules and for our students this means being able to follow rules and laws in order to allow progress and flow within a sporting environment.					

Reward and Enrichment Opportunities	<p>In lesson rewards.</p> <p>Weekly postcards home.</p> <p>GCSE PE revision/ catch up club weekly.</p> <p>Practical extra-curricular sports clubs to further develop practical skills.</p> <p>Homework set weekly</p>

	HT1 Sept – Oct (7 weeks)	HT2 Oct – Dec (8 weeks)	HT3 Jan – Feb (6 weeks)	HT4 Feb – March (5 weeks)	HT5 April – May (6 weeks)	HT6 June – July (7 weeks)
Subject Content	1. Respiratory System 2. Cardiovascular System 3. Muscular System 4. Skeletal System	1. Rules, regulation and risk assessment in sport. 2. Gender, height, weight, bone structure, muscle girth, optimum weight and their influence in sport. Body Types/optimum weight 3. Participation and initiatives	1. Skill and health related fitness (and fitness tests). 2. Methods of training and principles of training. 3. SMART goals. 4. Aerobic and Anaerobic training/ training zones and thresholds. *Practical preparation for practical moderation.	1. Diet 2. Drugs and alcohol. 3. Exam preparation. *Practical preparation for practical moderation.	1. Revision and exam preparation.	
Learning Aims	Develop knowledge and understanding of the different systems of the body and how they operate.	Develop knowledge and understanding of the various risks and regulations in sport. Understand the various influences on participation in sport.	Consolidate knowledge and understanding of both types of fitness components and training programmes.	Consolidate knowledge and understanding of diet and drugs. Develop exam technique.	Develop revision and memorisation techniques. Apply knowledge and understanding to answer exam questions.	

Skills Covered	Develop independence in own learning. Revision and memorisation skills.	Interpretation of data. Analysis of situations and forming strategies to overcome risk. Application of knowledge to answer exam questions.	Application of theory into practical examples/experience. Revision and memorisation skills for the mock exam.	Exam technique for attempting different sections of the paper. Application of knowledge to gain higher marks on longer answer questions.	Exam technique for attempting different sections of the paper. Application of knowledge to gain higher marks on longer answer questions.
Numeracy	Calculations of heart rate and cardiac output. Plotting graphs.	Use of data to compare and analyse trends in participation.	Calculation of training thresholds. Plotting graphs. Measurable and quantifiable targets.	Interpretation of data and graphs in exam questions.	Interpretation of data and graphs in exam questions.
Literacy	Wide range of subject specific, specialist vocabulary. Written exam responses for longer style questions.	Identification and understanding of key instructive words in exam questions to produce detailed responses.	Ability to summarise ideas to form a structured a training plan	Expansion of sentence structure through connectives and discourse markers in longer answer questions.	Application of subject specific vocabulary and use of correct SPAG.
Assessment	Book work – Exam style questions for each topic. Formal assessment- End of term synoptic assessment.	Book work – Exam style questions for each topic. Formal assessment- Full mock exam.	Book work – Exam style questions for each topic. Formal assessment- Full mock exam.	Book work – Exam style questions for each topic. Formal assessment- Full mock exam.	Book work – Exam style questions for each topic. Formal assessment- Final GCSE PE Examination.
British Values	Within the PE curriculum, mutual respect, teamwork and resilience are essential for success on all levels. Students need to demonstrate respectful attitudes towards their peers in all aspects of PE lessons and Sport and this forms the basis of sportsmanship and good teamwork in order to succeed. Mutual respect is important not only for the people on your team, but also mutual respect with your opponents or opposition. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson-by-lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again if at first you don't succeed. Rule of the law and democracy are essential in PE and Sport as you have to play by the rules and for our students this means being able to follow rules and laws in order to allow progress and flow within a sporting environment.				

Reward and Enrichment Opportunities	<p>In lesson rewards.</p> <p>Weekly postcards home.</p> <p>GCSE PE revision/ catch up club weekly.</p> <p>Practical extra-curricular sports clubs to further develop practical skills.</p> <p>Homework set weekly</p>	
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	HT1 Sept – Oct (7 weeks)	HT2 Oct – Dec (8 weeks)	HT3 Jan – Feb (6 weeks)	HT4 Feb – March (5 weeks)	HT5 April – May (6 weeks)	HT6 June – July (7 weeks)
Subject Content	R054 MEDIA IN SPORT	R051 <i>Contemporary issues in sport</i> (early entry)	R054 MEDIA IN SPORT	R051 <i>Contemporary issues in sport</i> PPE Preparation	R051 (<i>Contemporary issues in sport</i> early entry)	R054 MEDIA IN SPORT
Learning Aims	LO1 Know how sport is covered across the media	LO1 Understand the issues which affect participation in sport LO2 Know about the role of sport in promoting values LO3 Understand the importance of hosting major sporting events LO4 Know about the role of national governing bodies in sport	LO2 Understand positive effects that the media can have on sport	LO1 Understand the issues which affect participation in sport LO2 Know about the role of sport in promoting values LO3 Understand the importance of hosting major sporting events LO4 Know about the role of national governing bodies in sport	LO1 Understand the issues which affect participation in sport LO2 Know about the role of sport in promoting values LO3 Understand the importance of hosting major sporting events LO4 Know about the role of national	LO3 Understand negative effects that the media can have on sport LO4 Understand the relationship between sport and the media LO5 Be able to evaluate media coverage of sport

					governing bodies in sport	
Skills Covered	Develop a clear understanding of the impact of Media on sport, researching aspects of business, social structures and digital formats.	<p>LO1</p> <ul style="list-style-type: none"> • Can students identify different user groups • Can students identify Barriers to participation • Can students identify how to reduce the barriers to participation • Can students identify different Sporting initiatives <p>LO2</p> <ul style="list-style-type: none"> • Can students identify different Sporting values • Can students identify The Olympic and Paralympic creed • Can students identify Olympic and Paralympic values • Can students identify Sporting initiatives which promote values through sport • Can students identify Etiquette and sporting behaviour • Can students identify Cheating in sport <p>LO3</p> <ul style="list-style-type: none"> • Can students identify Major sporting events • Can students identify Benefits of hosting a major sporting event 	Develop a clear understanding of the impact of Media on sport, researching aspects of business, social structures and digital formats.	<p>Critical analysis of cause and effect.</p> <p>Demonstrating knowledge through cross-curricular links.</p>	<p>LO1</p> <ul style="list-style-type: none"> • Can students identify different user groups • Can students identify Barriers to participation • Can students identify how to reduce the barriers to participation • Can students identify different Sporting initiatives <p>LO2</p> <ul style="list-style-type: none"> • Can students identify different Sporting values • Can students identify The Olympic and Paralympic creed • Can students identify Olympic and Paralympic values • Can students identify Sporting initiatives which promote values through sport 	Develop a clear understanding of the impact of Media on sport, researching aspects of business, social structures and digital formats.

		<ul style="list-style-type: none"> • Can students identify Drawbacks of hosting a major sporting event • Can students identify the Legacy Of major sporting events <p>LO4</p> <ul style="list-style-type: none"> • Can students identify national governing bodies of sport • Can students identify What do NGBs do • Can students identify Promotion and participation of NGB • Can students identify development and infrastructure of NGB 			<p>promote values through sport</p> <ul style="list-style-type: none"> • Can students identify Etiquette and sporting behaviour • Can students identify Cheating in sport <p>LO3</p> <ul style="list-style-type: none"> • Can students identify Major sporting events • Can students identify Benefits of hosting a major sporting event • Can students identify Drawbacks of hosting a major sporting event • Can students identify the Legacy Of major sporting events <p>LO4</p> <ul style="list-style-type: none"> • Can students identify national governing bodies of sport • Can students identify What do NGBs do • Can students identify Promotion and participation of NGB 	
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					<ul style="list-style-type: none"> Can students identify development and infrastructure of NGB 	
Literacy	Wide range of subject specific, specialist vocabulary for coursework	<p>Identification and understanding of key instructive words in exam questions to produce detailed responses.</p> <p>Expansion of sentence structure through connectives and discourse markers in longer answer questions.</p>	Wide range of subject specific, specialist vocabulary for coursework	<p>Identification and understanding of key instructive words in exam questions to produce detailed responses.</p> <p>Expansion of sentence structure through connectives and discourse markers in longer answer questions</p>	<p>Identification and understanding of key instructive words in exam questions to produce detailed responses.</p> <p>Expansion of sentence structure through connectives and discourse markers in longer answer questions.</p>	Wide range of subject specific, specialist vocabulary for coursework
Assessment	Formal assessment of coursework	<p>Book work – Exam style questions for each topic.</p> <p>Formal assessment- R051 mock exam.</p>	Formal assessment of coursework	<p>Book work – Exam style questions for each topic.</p> <p>Formal assessment- End of term synoptic assessment.</p>	<p>Book work – Exam style questions for each topic.</p> <p>Formal assessment- R051 exam.</p>	Formal assessment of coursework
British Values	<p>Within the PE curriculum, mutual respect, teamwork and resilience are essential for success on all levels. Students need to demonstrate respectful attitudes towards their peers in all aspects of PE lessons and Sport and this forms the basis of sportsmanship and good teamwork in order to succeed. Mutual respect is important not only for the people on your team, but also mutual respect with your opponents or opposition. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson-by-lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again if at first you don't succeed. Rule of the law and democracy are essential in PE and Sport as you have to play by the rules and for our students this means being able to follow rules and laws in order to allow progress and flow within a sporting environment.</p>					

Reward and Enrichmen t Opportuni ties	In lesson rewards. Weekly postcards home. Practical extra-curricular sports clubs to further develop practical skills. Homework set weekly on google drive
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	HT1 Sept – Oct (7 weeks)	HT2 Oct – Dec (8 weeks)	HT3 Jan – Feb (6 weeks)	HT4 Feb – March (5 weeks)	HT5 April – May (6 weeks)	HT6 June – July (7 weeks)
Subject Content	R054 MEDIA IN SPORT Final attempt and prepare for submission	R052 Practical Sport and prepare for submission (January 4th)	R053 LEADERSHIP	R051 Contemporary issues in sport PPE Preparation (Sample re mark adjustments)	R051 Contemporary issues in sport	
Learning Aims	<p>LO1 Know how sport is covered across the media</p> <p>LO2 Understand positive effects that the media can have on sport</p> <p>LO3 Understand negative effects that the media can have on sport</p> <p>LO4 Understand the relationship between sport and the media</p> <p>LO5 Be able to evaluate media coverage of sport</p>	<p>LO1 Be able to use the skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p> <p>LO2 Be able to use the skills, techniques and tactics/strategies/compositional ideas as a team performer in a sporting activity</p> <p>LO3 Be able to officiate in a sporting activity</p> <p>LO4 Be able to apply practice methods to support improvement in a sporting activity</p>	<p>LO1 Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</p> <p>LO2 Be able to plan sports activity sessions</p> <p>LO3 Be able to deliver sports activity session</p> <p>LO4 Be able to evaluate own performance in delivering a sports activity session</p>	<p>LO1 Understand the issues which affect participation in sport</p> <p>LO2 Know about the role of sport in promoting values</p> <p>LO3 Understand the importance of hosting major sporting events</p> <p>LO4 Know about the role of national governing bodies in sport</p>	<p>LO1 Understand the issues which affect participation in sport</p> <p>LO2 Know about the role of sport in promoting values</p> <p>LO3 Understand the importance of hosting major sporting events</p> <p>LO4 Know about the role of national governing bodies in sport</p>	

<p>Skills Covered</p>	<p>Develop a clear understanding of the impact of Media on sport, researching aspects of business, social structures and digital formats.</p>	<p>Student will learn to perform and officiate in two activities. Students will also research the exact rules and regulations of the sport using official NGB handbooks.</p>	<p>L01</p> <ul style="list-style-type: none"> • different leadership roles • role-related responsibilities • leadership styles <p>L02</p> <ul style="list-style-type: none"> • key considerations when planning sports activity sessions <p>L03</p> <ul style="list-style-type: none"> • Deliver sports session <p>L04</p> <ul style="list-style-type: none"> • key aspects to consider in evaluating planning and delivery of a sports activity session 	<p>L01</p> <ul style="list-style-type: none"> • Can students identify different user groups • Can students identify Barriers to participation • Can students identify how to reduce the barriers to participation • Can students identify different Sporting initiatives <p>L02</p> <ul style="list-style-type: none"> • Can students identify different Sporting values • Can students identify The Olympic and Paralympic creed • Can students identify Olympic and Paralympic values • Can students identify Sporting initiatives which promote values through sport • Can students identify Etiquette and sporting behaviour • Can students identify Cheating in sport <p>L03</p> <ul style="list-style-type: none"> • Can students identify Major sporting events • Can students identify Benefits of hosting a major sporting event • Can students identify Drawbacks of hosting a major sporting event • Can students identify the Legacy Of major sporting events <p>L04</p>	<p>L01</p> <ul style="list-style-type: none"> • Can students identify different user groups • Can students identify Barriers to participation • Can students identify how to reduce the barriers to participation • Can students identify different Sporting initiatives <p>L02</p> <ul style="list-style-type: none"> • Can students identify different Sporting values • Can students identify The Olympic and Paralympic creed • Can students identify Olympic and Paralympic values • Can students identify Sporting initiatives which promote values through sport • Can students identify 	<p></p>
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				<ul style="list-style-type: none"> • Can students identify national governing bodies of sport • Can students identify What do NGBs do • Can students identify Promotion and participation of NGB <p>Can students identify development and infrastructure of NGB</p>	<p>Etiquette and sporting behaviour</p> <ul style="list-style-type: none"> • Can students identify Cheating in sport <p>LO3</p> <ul style="list-style-type: none"> • Can students identify Major sporting events • Can students identify Benefits of hosting a major sporting event • Can students identify Drawbacks of hosting a major sporting event • Can students identify the Legacy Of major sporting events <p>LO4</p> <ul style="list-style-type: none"> • Can students identify national governing bodies of sport • Can students identify What do NGBs do • Can students identify Promotion and participation of NGB • Can students identify development 	
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					and infrastructure of NGB	
Literacy	Wide range of subject specific, specialist vocabulary for coursework	Wide range of subject specific, specialist vocabulary for coursework	Wide range of subject specific, specialist vocabulary for coursework	Identification and understanding of key instructive words in exam questions to produce detailed responses. Expansion of sentence structure through connectives and discourse markers in longer answer questions	Identification and understanding of key instructive words in exam questions to produce detailed responses. Expansion of sentence structure through connectives and discourse markers in longer answer questions.	
Assessment	Formal assessment of coursework	Book work – Exam style questions for each topic. Formal assessment-practical assessment	Formal assessment of coursework and leadership	Book work – Exam style questions for each topic. Formal assessment- End of term synoptic assessment.	Book work – Exam style questions for each topic. Formal assessment-R051 exam.	
British Values	Within the PE curriculum, mutual respect, teamwork and resilience are essential for success on all levels. Students need to demonstrate respectful attitudes towards their peers in all aspects of PE lessons and Sport and this forms the basis of sportsmanship and good teamwork in order to succeed. Mutual respect is important not only for the people on your team, but also mutual respect with your opponents or opposition. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson-by-lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again if at first you don't succeed. Rule of the law and democracy are essential in PE and Sport as you have to play by the rules and for our students this means being able to follow rules and laws in order to allow progress and flow within a sporting environment.					

Reward and Enrichment Opportunities	In lesson rewards. Weekly postcards home. Practical extra-curricular sports clubs to further develop practical skills. Homework set weekly on google drive
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