

# 2. CURRICULUM IMPLEMENTATION OVERVIEW PLAN

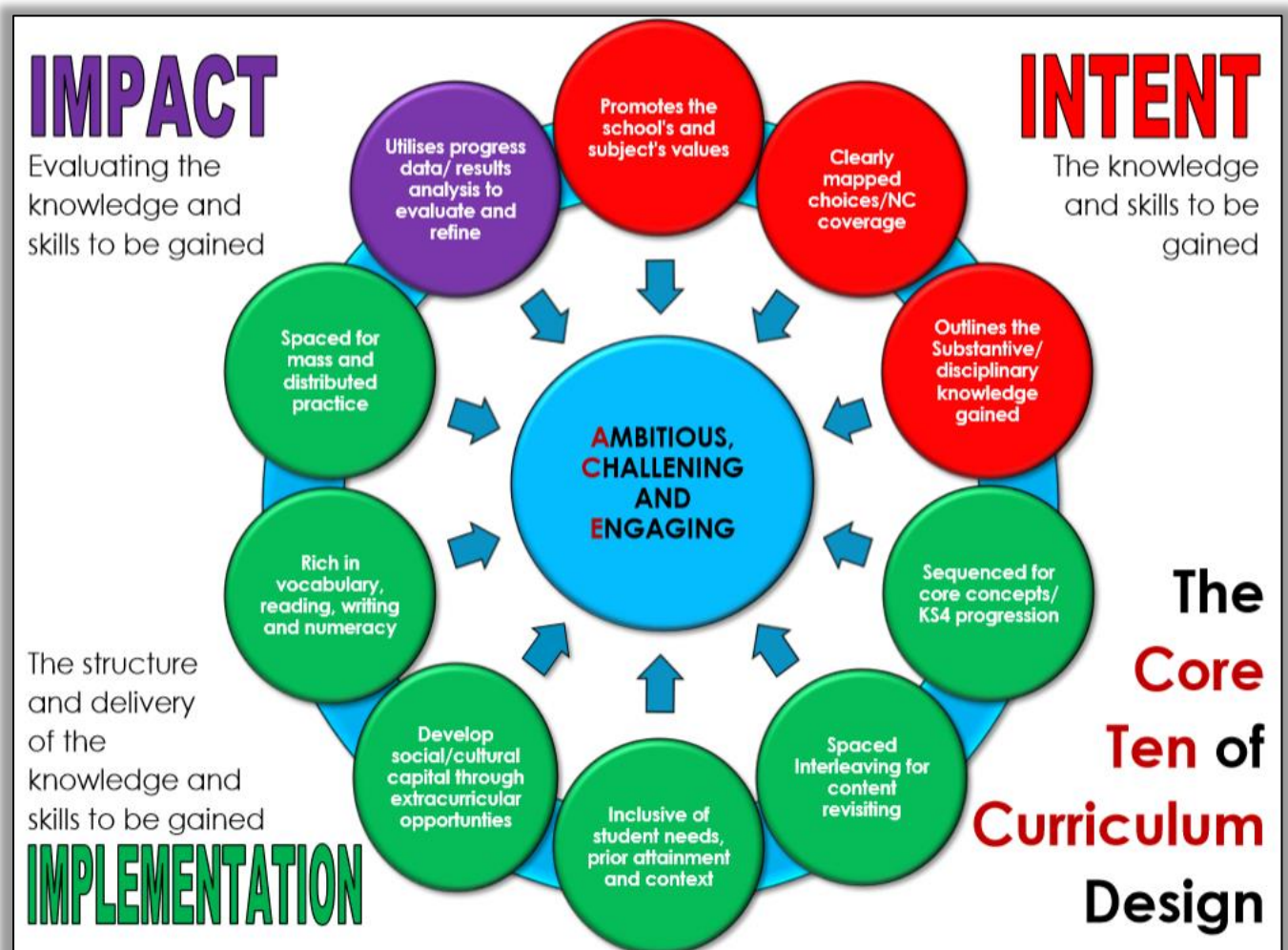
## Key Stage 3

Subject: Physical Education

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Document(s) which inform this Curriculum Implementation are:

1. Curriculum Intent Overview Plan (KS3)

## THINKING PROCESS - CURRICULUM IMPLEMENTATION OVERVIEW PLAN – KS3

### IMPLEMENTATION – SEQUENCING AND PRACTICE

**How are your topics sequenced below so as to ensure the following:**

- key concepts are ordered and taught, so as to support progression to more challenging material
- content and concepts ordered to support progression from KS2 and to KS4
- topics are spaced between unrelated topics, to allow thinking time; then revisited and furthered
- mass practice (end of topic assessments )are used to evaluate the knowledge and skills gained
- distributed practice (mini assessments) are used where content/topics are reassessed in shortened versions, at later spaced out intervals

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>7</b>	<b>Unit/Topic</b>	Territory - outdoor Individual - Aesthetic (Gym) Net & Wall - Indoor Individual - H & F	Territory - outdoor Individual - Aesthetic (Tramp) Territory - Indoor Individual - H & F	Territory - outdoor Individual - Aesthetic (Tramp) Territory - Indoor Individual - H & F	Territory - outdoor Individual - Orienteering Territory - outdoor Individual – Athletics Inter group competition – Winter Games	Individual - Athletics Striking/Fielding Individual - Athletics Territory - Flag	Inter group competition - Athletics  Inter group competition – Summer Games
	<b>KS3 NC covered</b>	1-6	1-6	1-6	1-6	1-6	1-6
	<b>Powerful Knowledge</b>	Have the confidence to be able to try new skills or activities. Applying for a new job that with a new skill set.  Meeting people for the first time in a sport environment (joining a new team) and be able to hold an intellectual conversation – sports development officer	Be able to understand the science of physical exercise in the medical profession or advising family members with health issues.  Evaluate performances of people in a sporting context of a sports coach or a business manager with staff appraisals.	Be able to work effectively in a team environment – Outdoor leader, sales representative.  Develop communication skills when needing to give specific instructions – logistics corp in the army.	To be able to write sports reports for a university magazine.  To be able to sequence a plan to minimize time and maximise outcome as in orienteering	To learn how to transfer skills between activities eg. the motor programme of throwing adapted to bowling in rounders and cricket.  Understand the transferable skills evident in industry and be able to adapt them to any given situation.	Develop the role of leadership in sport through Inter tutor competition. To understand the roles of; organising teams and using strategy to decide how to select the team; learn how to accept winning and losing, be able to learn and adapt from situations; to motivate people to work towards a goal.

	<p><b>Mass Practice</b></p> <p><b>Applying a skill into a conditioned / game situation</b></p>	<p>. Applying passing skills in Netball in a 3 v 2 conditioned practice.</p> <p>To be able to explain how you could adapt a basic warm up for a specialist activity eg circuit training</p>	<p>Trampolining and gymnastics – o be able to link basic movements of balance, rotation and twisting into small routines with control and precision.</p> <p>To be able to observe a linked performance and be able to comment of its strengths and suggest improvements</p>	<p>To be able to make a safe and technically correct tackle in a conditioned practice.</p> <p>To understand how the body adapts to allow a person to run for a sustained amount of time.</p>	<p>To be able to use compass skills to find stated locations on a map</p> <p>To be able to control a ball using two different body part when being placed under pressure by an opponent.</p>	<p>Athletics – to be able to apply a combination of sequences to achieve a prescribed outcome eg. throw a discuss</p> <p>To be able to run a recognised distance eg 800m by maintaining a constant pace to achieve a target time.</p> <p>Hitting and bowling in rounders.</p> <p>Cricket – to be able to bowl accurately at a target over a set distance.</p>	<p>Inter tutor competitions – all students will be able to challenge what has been learnt in a competitive environment for athletics and cricket</p>
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<p><b>Distributed Practice</b></p> <p><b>Developing individual, isolated skills</b></p>	<p>Learning all of the isolated passing in games activities eg Netball – chest pass, bounce pass, overhead pass.</p> <p>To be able to perform a generic individual warm up for any activity</p>	<p>Trampolining and gymnastics – learning how to transfer skills to improve performance eg. extension of the body, precision, and control.</p> <p>Know how to transfer the skills of rotation and twisting.</p>	<p>To be able to tackle effectively and safely form various approaches in rugby in an isolated situation.</p> <p>To be able to sustain the technique to run for a minimum of 3 minutes</p>	<p>To learn how to use a compass and follow a bearing on a map.</p> <p>To be able to control a ball in football with two different body parts.</p>	<p>Athletics – throwing events are broken down into phases to understand the specific technique</p> <p>Use adapted equipment eg hoops to understand the concept of 'sling' throwing</p> <p>To be able to 'pace' running eg cover a specified distance in a particular time</p> <p>To understanding a perform a basic bowl in cricket</p>	<p>Leadership skills – students will be responsible for organising teams or individuals for the inter-tutor competitions</p>
	<p>Due to the nature of PE in the majority of lessons students' learning through a variety of massed and distributed practices where skills will be practised in isolation and then students will be asked to apply that skill in a conditioned small sided context to challenge learning and understanding.</p>					

**What are the key concepts to be covered?**

Concepts to be developed through practical sessions;

- Effects of exercise (Immediate, short & long term)
- Stages of a Warm Up/Cool down
- Identification of Musculo-skeletal system
- The Role and Types of joints
- Diet – importance of a balanced diet
- Micro & Macro nutrients
- Components of fitness
- Types of training – advantages & disadvantages
  
- What is leadership?
- Different leadership roles.
- Personal qualities of a leader
  
- Defining outdoor activities
- Examples of Outdoor Activities
  
- Values promoted through sport
- The importance of etiquette and sporting behaviour
- The Olympic and Paralympic Movement
  
- Mastery & retention

Skills

- Creating space
- Dodge/disguise
- Decision making
- Passing, shooting, dribbling accuracy
- Basic footwork
- Grip & stance
- Communication skills
- Process of self-assessment – key points, model movement, correct technique
- Applying skills in a competitive game
- Basic Officiating
- Basic Leadership
- Teamwork
- Accuracy
- Basic tactics

<p><b>What prior knowledge, at KS2, are you assuming they have?</b></p>	<ul style="list-style-type: none"> <li>• Running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games.</li> <li>• Understand and illustrate basic tactics for major games.</li> <li>• Gymnastics – perform basic locomotion, flight, balance, create a basic sequence.</li> <li>• Be able to demonstrate flexibility, strength, technique, control and balance.</li> <li>• To be able to sustain a period of running for at least 1 min.</li> <li>• Understand and be able to perform a basic warm up which includes stretching.</li> <li>• Having a basic sporting vocabulary</li> </ul>
<p><b>What knowledge do they need to have a successful start to Year 8?</b></p>	<p>Games activities</p> <ul style="list-style-type: none"> <li>• Use a range of the basic skills of passing, throwing, catching and shooting with regular consistency and accuracy</li> <li>• Be able to explain and implement the basic concepts of outwitting opponents, attack and defend in conditioned and small sided games by showing decision making and the ability to create space.</li> <li>• Know the basic rules and positions of each activity</li> <li>• Be able to evaluate and provide basic feedback on a student's performance against a set criteria.</li> </ul> <p>Individual Activities</p> <ul style="list-style-type: none"> <li>• Understand and demonstrate safe performance</li> <li>• Perform a range of basic movements and skills</li> <li>• Be able to design and perform a simple routine either as an individual or in a small group.</li> <li>• Know and apply the competitive rules for each individual activity.</li> </ul> <p>Heath &amp; Fitness</p> <ul style="list-style-type: none"> <li>• Understand the importance of a warm up</li> <li>• To be able to undertake a comprehensive warm up by themselves.</li> <li>• Understand and explain the impact that an active lifestyle has on personal health.</li> </ul> <p>Leadership</p> <ul style="list-style-type: none"> <li>• Be able to lead a planned warm up.</li> <li>• Be able to plan an activity for a small group of students.</li> <li>• be able to lead a small group using a 'session' plan with some confidence</li> <li>• Be able to demonstrate leadership skills through OAA activities</li> </ul>

<b>How are topics spaced between unrelated topics?</b>	<p>There are no unrelated topics in PE because all key concepts and skills can be reinforced in games, individual, health and fitness and leadership activities. These activities are organised in the following way.</p> <ul style="list-style-type: none"> <li>• Game related activities will be spaced between individual and health and fitness.</li> <li>• Health and fitness will be used to identify the fitness components that can be applied to improve performance in games and individual activities</li> <li>• Individual activities are used to develop composure, control and balance.</li> <li>• Transfer of knowledge and interleaving between skills.</li> </ul> <p>For example;            Game activities – students may be asked to design and perform a circuit session that is specific to developing the skills of passing and dribbling in Basketball.</p> <p>Individual activities – Gymnastics – Emphasise the importance of balance and how this can affect the ability stop effectively in Netball</p>
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<b>8</b>	<b>Unit/Topic</b>	Games - Out Fitness - Running Games - In Individual - Aesthetic (Acro Gym)	Games - Out Fitness - Gym Games - In Individual - Aesthetic (Tramp)	Games - Out Fitness - Gym Games - In Individual - Aesthetic (Tramp)	Games - Out Fitness - Gym Games - Out Individual – Orienteering  Inter group competition – Winter Games	Individual - Athletics Striking/Fielding Individual - Athletics Striking/Fielding	Inter group competition - Athletics  Inter group competition – Summer Games
	<b>KS3 NC covered</b>	1-6	1-6	1-6	1-6	1-6	1-6
	<b>Powerful Knowledge</b>	Look at the scientific reasons for taking part in sport and the role of a Fitness trainer.	Develop the confidence to communicate effectively with people in the role as a motivational speaker	To understand the protocol of using a fitness gym and be able to take that understanding into a private gym.	Discuss the importance of a healthy lifestyle for heart rehabilitation patients in the NHS.	Transfer of skills – summer games require the knowledge and understanding of how to transfer the skills of throwing and jumping to achieve an effective outcome with accuracy.  Transferring skills in the workplace is essential for progression	Be able to organise groups of people into effective teams and discuss potential strategies to achieve an outcome.  To appreciate that life is sometimes about winning and losing and how to learn and move forward as a result of either outcome.

**What are the key concepts to be covered?**

Concepts to be developed through practical sessions;

- Cardiovascular system
- Structure of the heart
- The Respiratory system
- Gaseous exchange
  
- Initiatives and events to promote values through sport
  
- What are User Groups
- Different User Groups
- Barriers that prevent User Groups participating in physical activity
- Solutions to Barriers
- 
- Leadership styles
- Planning a practical session
- Risk Assessments
- Leading a basic practical session
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- What are NGB's and what is their role?
- How are NGB's funded?
  
- Benefits of participating in outdoor activities
- Skills developed from participating in Outdoor Activities

Skills

- Footwork when catching/pivoting
- Feints/deception
- Roles of positions
- Formations
- Control/Receiving
- Passing, shooting dribbling with both hands/feet
- Tackling/Jockeying/closing down
- Forehand/Backhand
- Serving
- Clear, drive, drop
- Push, drives
- Communication
- Teamwork
- Resilience
- Decision making



**What knowledge do they need to have a successful start to Year 9?**

Games activities

Demonstrates a competent level of skills, techniques and decision making, with some precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.

- Position-specific skills and techniques performed competently.
- Skills and techniques used competently with some accurate timing and consistency of application, but with errors.
- Some influence on the performance and motivation of self and others.
- Some communication during the full sided game with some impact, but inconsistent in places.
- Attempts to respond to environmental conditions, but with little success.
- Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.
- Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.

Individual Activities

- Understand and demonstrate safe performance
- Perform a wide range of basic movements with consistency and control.
- Be able to perform more complex movements that involve turning or twisting.
- Be able to design and perform a simple routine either as an individual or in a small group with precision and control.
- Be able to judge a performance using the competitive rules for each individual activity.

Heath & Fitness

- Understand how an efficient Cardiovascular system helps maintain a healthy lifestyle.
- Understand and be able to explain the role of the lungs and supply of oxygen to maintain performance
- Be able to sustain a level of exercise for a period of time in excess of 20 minutes.

Leadership

- To work collaboratively with another student to organise a whole class into groups and then lead a warm up
- To demonstrate a skill to a whole group.
- Be able to plan an activity for larger groups of students.
- Be able to support staff with feeder school activity sessions.
- Be able to demonstrate leadership skills through OAA activities.



	<p><b>Powerful Knowledge</b></p>	<p>Be able to analyse data improve sports performance – coach to an elite performer (Tamworth football club)</p>	<p>To understand the reasons why drug taking happens in sports.</p> <p>To understand the effect and impact that taking drugs can have on an individual, family and work colleagues.</p>	<p>Be able to analyse data improve sports performance – coach to an elite performer (Tamworth football club)</p>	<p>Leadership qualities are essential in all walks of life – understanding different leadership styles depending on the situation.</p> <p>How to communicate effectively with people to achieve a desired outcome.</p> <p>Be able to motivate people through planned events and individual personality.</p> <p>Working to a specific time frame to achieve an desired outcome. eg being able to throw an object at a target consistently and with precision</p>	<p>Understand mental/psychology on sports performance.</p> <p>Athletic events originated from Greek men showing feats of strength and speed using weapons of war.</p> <p>Understand how historical events determined modern sport and society.</p>	<p>To be able to officiate athletic events accurately and apply the rules accurately.</p>
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**What are the key concepts to be covered?**

Concepts

- Calculating training intensities
- Linking participation in physical activity, exercise and sport to health, fitness and wellbeing.
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- Performance Enhancing Drugs (PED's)
- World Anti-Doping Agency (WADA)
- 
- Planning and completing a sports session and risk assessment.
- Leading a skill-based activity session.
  
- Popularity in Sport.
- Current trends in the popularity of sports.
- Growth of emerging sports.
  
- What is a Major Sporting event?
- The benefits of hosting a major sporting event.
- The drawbacks of hosting a major sporting event.
  
- Planning an outdoor activity
- Outdoor activity providers
- National sports centres
- voluntary organisations

Skills

- Advanced racket/TT shots – topspin, backspin and side spin drives, drop shots
- Net play
- Recognising key point in a performance.
- Analyse and give specific feedback for improvement
- Reverse Lay up
- Marking – man to man full court, zone, 'T'
- Rebound
- Turning attack into defence
- Defending/attacking when outnumbered
- Applying deception/disguise
- Mastery of communication, teamwork, decision making and problem solving.
- Identify key improvements needed in their activities.
- Development of a routine with control and precision and fluency

<p><b>What knowledge do they need to have a successful start to Year 10?</b></p>	<p>Games activities          Demonstrates a good level of skills, techniques and decision making, with good precision, control and fluency, during a conditioned/formal/competitive situation, to include the following.</p> <ul style="list-style-type: none"> <li>• Good position-specific skills and techniques.</li> <li>• Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements.</li> <li>• Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</li> <li>• Effective communication with good impact during the full sided game, but with misjudgements.</li> <li>• Responds to environmental conditions with some success.</li> <li>• Tactical changes are effective and consistent, but in response to the opposition's actions.</li> <li>• Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents.</li> </ul> <p>Individual Activities</p> <ul style="list-style-type: none"> <li>• Understand and demonstrate safe performance</li> <li>• Perform a wide range of basic movements with consistency and control.</li> <li>• Be able to perform more complex movements that involve turning or twisting with consistency and control.</li> <li>• Be able to design and perform a more complex routine in trampolining.</li> <li>• Be able to judge a performance using the competitive rules for each individual activity.</li> </ul> <p>Heath &amp; Fitness</p> <ul style="list-style-type: none"> <li>• Be able to plan and perform a training plan over a sustained period of session or weeks.</li> <li>• To be able to evaluate and improve a fitness plan in response to changing needs.</li> <li>• To be able to explain the impact that a training programme can have on physical, mental and social well-being.</li> </ul> <p>Leadership</p> <ul style="list-style-type: none"> <li>• To be able to effectively write a session plan with the aim of improving a specific skill with progressive practices and conditioned games.</li> <li>• To write a specific Risk assessment for the session plan.</li> <li>• To be able to evaluate a session and offer recommendations for development.</li> <li>• Be able to demonstrate leadership skills through OAA activities.</li> </ul>
<p><b>How are topics spaced between unrelated topics?</b></p>	<p>There are no unrelated topics in PE because all key concepts and skills can be reinforced in games, individual, health and fitness and leadership activities. These activities are organised in the following way.</p> <ul style="list-style-type: none"> <li>• Game related activities will be spaced between individual and health and fitness.</li> <li>• Health and fitness will be used to identify the fitness components that can be applied to improve performance in games and individual activities.</li> <li>• Individual activities are used to develop composure, control and balance.</li> </ul> <p>It is important at this stage that students are given more open style questions so that they can reflect on their understanding eg. trampolining – design and then explain the similarities and differences why a routine will vary in difficulty between two different students?</p>

**IMPLEMENTATION – STUDENT NEEDS AND SUPPORT**

**How is student learning supported below so as to ensure the following:**

- extracurricular/career opportunities which develop social and cultural capital
- key vocabulary, reading, writing and numeracy opportunities
- support for SEND and students with Low Prior Attainment, as well as challenge for students with High Prior Attainment

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<b>Social/ Cultural Capital</b>	House cross country EC practices School fixtures School Sports presentation evening	House Competition EC practices School fixtures  Loughborough Lightning Netball game	EC practices School fixtures  Leicester Tigers Rugby match	Inter PE Group competition House competition EC practices School fixtures	EC practices School fixtures	Inter PE Group competition EC practices School Sports Day School fixtures Year 7 Residential

<p><b>Tier 2/3 Vocabulary</b></p>	<p><b>Tier 3</b> Heart Rate Oxygen supply Working muscles Static Dynamic Stretching Ballistic Warm Up Endurance High intensity Temperature Transfer of weight</p> <p><b>Tier 2</b> Awareness Observation Evaluate Lead Organise Opposition Tackle Marking</p>	<p><b>Tier 3</b> Joint Tendon Ligament Cartilage Weight Accuracy Pace Distance Speed</p> <p><b>Tier 2</b> Teamwork Captain Coach Manager Teacher Expedition leaders Dodge Talk Return Serve</p>	<p><b>Tier 3</b> Carbohydrates Protein Minerals Vitamins Water Micro-nutrients Macro-nutrients Balance Anticipation Sportsmanship Gamesmanship</p> <p><b>Tier 2</b> Consistency Challenge Impact Confidence Communication Punctuality Etiquette Push Close Dribbling</p>	<p><b>Tier 3</b> Cardiovascular Speed Strength Stamina Agility Reaction Time Balance Coordination Power Rest period</p> <p><b>Tier 2</b> Effort Teamwork Communication Discussion Resolve Evaluate Appreciate Leadership Shooting</p>	<p><b>Tier 3</b> CV endurance training Speed training Weight training Fartlek training Interval training Olympic Creed Olympic symbol National Pride Team Spirit Target Aim</p> <p><b>Tier 2</b> Advantage Disadvantage Discussion Application Evaluate Citizenship Bowl Bat</p>	<p><b>Tier 3</b> Repetition Role model Leader Master Attack Defend Overcome Outdoor Activity</p> <p><b>Tier 2</b> Demonstrate Recall Tolerance and respect Backing Up Sprint Record Pace</p>
<p><b>Reading</b></p>	<p><b>Health &amp; Fitness</b></p> <p>Magazines to identify training exercises or programmes eg weight training</p>	<p><b>Games</b></p> <p>Sporting programmes if they support a team. Newspaper articles on game performances.</p> <p>Discussion on topical sporting issues.</p>	<p><b>Individual Activities</b></p> <p>Trampolining – reading task cards on how to perform individual skills and linking skills into a routine.</p>	<p><b>General reading</b></p> <p>Sporting autobiographies. Football 'trading' cards. Internet articles Social media</p>		

<b>Writing</b>	Plan and write out a warm up for themselves to include;  The correct stages Activities relevant to each stage. Descriptions of how to perform each task.	Label muscles correctly with anatomical names.  Accurately label a diagram of a joint.  Create a sports guide about roles needed to run a sports club	Write a food diary for a week.  Compare their diary to that of a 'balanced diet'	Create a leaflet to describe the components of fitness and give 1 sport where it is effective	Write an evaluation of a peer's performance in athletics and make 1 suggestion for improvement.	Write a lesson plan on a sport of your choice for a group of 4 friends
<b>Numeracy</b>	Counting to hold stretches Multiplication to calculate Heart Rate for 1min when counted for 15s	Counting and percentages – success rates for passing	Calorie counting and subtraction from the recommended daily amount.  Count Heart Rate – resting, working, recovery	Calculating scores and rankings for inter population competitions	Statistics – recording of times and distances for athletics.	Officiating and recording results in house sports day.
<b>How does the PoS support students with SEND needs?</b>		<ul style="list-style-type: none"> <li>• Follow school policy of Wave 1-4 teaching</li> <li>• Activities can be easily differentiated to support and challenge those with SEN – varying the equipment used – eg in Badminton or volleyball using balloons, basketball – smaller/larger sized balls</li> <li>• Clear concise instructions</li> <li>• Diagrams and demonstrations to help understanding</li> <li>• TA support to work with students – TA given basic technical instructions and simple adaptations that can be challenging</li> <li>• Buddy systems – working with a more able student</li> <li>• Given more of a leadership role to work with more able students if there are motor instruction</li> <li>• Setted groups according to physical ability</li> </ul>				
<b>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</b>		<ul style="list-style-type: none"> <li>• Open / guided learning tasks – limit instructions to no more than 3. Differentiate between levels of vocabulary.</li> <li>• Peer and self-evaluation</li> <li>• Challenging but conditioned environments – eg in trampolining interleave a routine with a straight bounce (LPA)</li> <li>• Guided discovery learning</li> <li>• Open based tasks</li> <li>• Extra-curricular practices – opportunities to challenge all levels of prior attainment due to concentrated time.</li> <li>• Setted groups according to physical ability</li> </ul>				



	<b>How does the PoS offer contextual content appropriate to Amington students?</b>	<ul style="list-style-type: none"> <li>• Broad curriculum to offer activities that have an exit opportunity within the local community</li> <li>• Links with local sporting clubs and societies.</li> <li>• Outside sporting speakers form local community/Clubs</li> <li>• Offer of non traditional local sports ie football – cricket, rugby, athletics</li> <li>• Cross curricular links with school subjects – science, food technology</li> </ul>					
	<b>Social/Cultural Capital</b>	House cross country EC practices School fixtures School Sports presentation evening	House Competition EC practices School fixtures  Loughborough Lightning Netball	EC practices School fixtures  Leicester Tigers Rugby Match	Inter PE Group competition House competition EC practices School fixtures School Ski Trip	EC practices School fixtures	Inter PE Group competition EC practices School Sports Day School fixtures
<b>8</b>	<b>Tier 2/3 Vocabulary</b>	<p><b>Tier 3</b></p> Ethnic minorities Retired Single Parents Disabled Socially Disadvantaged Working singles and couples Breathing Rate <p><b>Tier 2</b></p> Footwork Flexibility Analyse Interpret Positions Responsibility	<p><b>Tier 3</b></p> Heart Cardiac Muscle Atria Ventricles Arteries Valves Aorta Vena Cava Oxygenated Deoxygenated Aerobic Anaerobic Reliability Force Elasticity <p><b>Tier 2</b></p> Contract Shorten Left / Right Anticipate Reduce Close Control	<p><b>Tier 3</b></p> Flow of blood Blood pressure  User groups Disposable income Work restrictions Employment Time  National Governing Body (NGB) Initiative Fund raising <p><b>Tier 2</b></p> Pressure Rate Barriers Solutions Provision Promotion Access Accessibility	<p><b>Tier 3</b></p> Trachea Lungs Alveoli Diaphragm Mechanics of breathing Application Intensity  Culture <p><b>Tier 2</b></p> Pressure Breathing Rate Oxygen Carbon dioxide Advertising Cost	<p><b>Tier 3</b></p> Gaseous exchange High pressure Low pressure <p><b>Tier 2</b></p> Exchange Evaluate Critically Movement Observation Role Effective Disabled	<p><b>Tier 3</b></p> Democratic Autocratic Laissez-faire <p><b>Tier 2</b></p> Respectful Exposure Vision Lobby Fund raising Funding

<b>Reading</b>	Research key terms of different User groups who take part in sport or physical activity.	Research visual apps and websites that show the mechanics of the heart, the flow of blood and the conduction system.	Research articles that explain the effect that exercise can have on the heart and CHD	Read about a specific sporting initiative eg This girl can and understand what it's role is.	Research articles that explain the effect that exercise can have on the respiratory	Investigate which are the most popular sports played within the local community.
<b>Writing</b>	Newspaper article titled – Different people who participate in physical activity.  Create a poster of one form of leadership style	Correctly label a diagram of the heart using correct anatomical names	Write a doctor's pamphlet on CHD; Definition Causes Prevention Rehabilitation	Create a poster that explains a recent sporting initiative	What is the role of a NGB? Give an example of an NGB and how they have achieved their role.	Research local clubs and provision for young people to take part in at least 3 different sports/activities
<b>Numeracy</b>	Understand time durations for memory retention at each stage eg. short & long term memory retention.	Understand Heart rate and give numerical and percentage values for; Resting HR Aerobic HR Anaerobic HR	Find statistical evidence to show which user groups predominantly suffer from CHD	Sports statistics- evaluate a game situation for example table tennis – how many shots were made in a rally before winning a point, how many points were won on the backhand.	To compare oxygen exchange rate percentages for a non-smoker and a smoker.	Statistical analysis of numbers of junior members for each sport.  To understand 'pacing' and calculate anticipated running times for all athletics running events.
<b>How does the PoS support students with SEND needs?</b>		<ul style="list-style-type: none"> <li>• Follow school policy of Wave 1-4 teaching</li> <li>• SEN students need to develop more independence at this stage of learning – be able to follow simple instructions, be given time scales for periods of concentration, specific short term outcomes</li> <li>• Clear concise instructions</li> <li>• Diagrams and demonstrations to help understanding.</li> <li>• Reduce TA support where appropriate and get students to start and engage effectively in a team environment</li> <li>• Setted groups according to physical ability</li> </ul>				

		<b>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</b>		<ul style="list-style-type: none"> <li>• Open / guided learning tasks</li> <li>• Peer and self-evaluation – students need to develop more independence and work in a 'Sport Education' environment</li> <li>• Challenging but conditioned environments where students are required to apply and evaluate outcome and then adapt their learning and understanding to improve performance.</li> <li>• Guided discovery learning</li> <li>• Open based tasks</li> <li>• Extra-curricular practices – encourage students to be ore actively involved in school and possible the wider community for those who do not currently participate.</li> <li>• Setted groups according to physical ability</li> </ul>			
		<b>How does the PoS offer contextual content appropriate to Amington students?</b>		<ul style="list-style-type: none"> <li>• Broad curriculum to offer activities that have an exit opportunity within the local community</li> <li>• Links with local sporting clubs and societies.</li> </ul>			
<b>9</b>	<b>Social/ Cultural Capital</b>						
		House cross country EC practices School fixtures School Sports presentation evening	House Competition EC practices School fixtures  Loughborough Lightning netball match	EC practices School fixtures  Leicester Tigers rugby match	Inter PE Group competition House competition EC practices School fixtures School ski trip	EC practices School fixtures	Inter PE Group competition EC practices School Sports Day School fixtures

<p><b>Tier 2/3 Vocabulary</b></p>	<p><b>Tier 3</b> Initiative Anti-doping Anabolic Steroids Diuretics Unfair advantage</p> <p>Fast break Outlet Pass Boxing out</p> <p><b>Tier 2</b> Reputation Elite Testing Sample Recreational</p>	<p><b>Tier 3</b> Legacy Antagonistic pairs Levers</p> <p>Extend Flexion Adduction Abduction Rotation</p> <p><b>Tier 2</b> Regular Competitor Social Economic Ill health</p>	<p><b>Tier 3</b> Morale Shop Window effect Merchandise Political gain Rejuvenate</p> <p>Cardiac Cycle Hypertrophy Bicuspid Tricuspid</p> <p><b>Tier 2</b> Investment Commercial Infrastructure Perceived Bidding Revenue</p>	<p><b>Tier 3</b> Ultimate Frisbee Intercostal muscles Concentration Application Tidal Volume Tidal Capacity</p> <p>Legacy</p> <p>Scouts Guides Cadets</p> <p><b>Tier 2</b> Statistics Organised Planned Resistance Collaboration Host</p>	<p><b>Tier 3</b> Aerobic Anaerobic Progressive Overload Cadence Haemoglobin Saturation Semi-permeable membrane</p> <p>High Ropes National Sports Centres Holme Pierpoint Plas-y-Brenin Beaundesert Activity centre</p> <p><b>Tier 2</b> Calculation Percentage</p>	<p><b>Tier 3</b> Duke of Edinburgh</p> <p><b>Tier 2</b> Memory</p>
<p><b>Reading</b></p>	<p>Identify why sports performers take PEDS</p>	<p>Research how the skeleton and muscular system works to create movement</p>	<p>To read how the 2012 London Olympics was used to develop sport within the UK</p>	<p>Research local voluntary Outdoor Activity groups are available for young people.</p>	<p>Find an interactive app that shows the mechanics of breathing and the exchange of gases</p>	<p>To read national and local newspapers about current issues in sports and leisure.</p>
<p><b>Writing</b></p>	<p>Identify a famous performer who has been convicted for using PEDS and create a biography.</p>	<p>Draw and label a picture that explains muscles work as antagonistic pairs.  Be able to describe how muscle work antagonistically to create movement.</p>	<p>To create a plan of how to organise a multi sports festival of 9 activities for a Primary school feeder class.</p>	<p>Write a doctor's pamphlet on the effects that smoking and inhaled social drugs can have on the respiratory system;</p>	<p>Create a poster of an accessible Outdoor activity centre local to Tamworth. Include facilities and costs.</p>	<p>To write a document outlining a student's personal targets challenges and achievements for Core PE in KS4.</p>

<b>Numeracy</b>	To do a statistical analysis of a game situation and then evaluate the data to improve the teams performance	To calculate shot percentages to a specific area in badminton and table tennis.	To research the cost to build the Olympic stadium/village.	To be able to organise large groups of students into smaller workable groups for a multi-skills festival	To record results from track events and work out pacing speeds for longer races.	To be able to predict times for athletic running events based on previous PB's.  To calculate a 10% possible increase in distance for throwing events based on last years results.
<b>How does the PoS support students with SEND needs?</b>	<ul style="list-style-type: none"> <li>• Follow school policy of Wave 1-4 teaching</li> <li>• By now students should be familiar with the departments routines and feel comfortable to work more independently or work with a recognised group of students that supports the learner.</li> <li>• Clear concise instructions still need to be given.</li> <li>• Be able to work to simple targets by using concise instructions.</li> <li>• Diagrams and demonstrations to help understanding.</li> <li>• TA support to be more collaborative.</li> <li>• Try and engage in more leadership opportunities to increase confidence and level of responsibility.</li> <li>• Setted groups according to physical ability</li> </ul>					
<b>How does the PoS support students with low prior attainment/challenge those with high prior attainment?</b>	<ul style="list-style-type: none"> <li>• Open / guided learning tasks – all students should now be working with more independence in a more 'Sports Education' environment.</li> <li>• Peer and self-evaluation –observations should now be more specific focussing on key points of development – LPA – possibly still skill based HPA – more strategical improvements in performance.</li> <li>• More open challenging environments – the full performance eg full sided games, complete trampoline routines.</li> <li>• Open based tasks</li> <li>• Extra-curricular practices – students might now be involved with developing younger school teams or assist with practices, officiate house matches.</li> <li>• Setted groups according to physical ability</li> </ul>					
<b>How does the PoS offer contextual content appropriate to Amington students?</b>	<ul style="list-style-type: none"> <li>• Broad curriculum to offer activities that have an exit opportunity within the local community</li> <li>• Links with local sporting clubs and societies.</li> </ul>					

**How does the Implementation Plan meet the ACE curriculum design?**

<b>Ambitious</b>	<ul style="list-style-type: none"> <li>• New activities</li> <li>• high level skills</li> <li>• high expectations and level of performance,</li> <li>• Improved teamwork</li> </ul>
<b>Challenging</b>	<ul style="list-style-type: none"> <li>• Setting of extended study for students</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction of more theory work in practical sessions</li> <li>• Effective staff planning and evaluations of sessions</li> <li>• Monitoring of session progress</li> </ul>
<b>Engaging</b>	<ul style="list-style-type: none"> <li>• Student independent learning</li> <li>• Variety of activities</li> <li>• broad curriculum</li> <li>• Revised extra-curricular programme</li> </ul>

**What are the current strengths of the Implementation Plan?**

1. Directed vision focussed on increasing performance and participation rates both within school and the local community.
2. A progressive learning journey of information that prepares students for potential PE examinations as well as general all round knowledge for future life.
3. Focus on developing student academic knowledge as well as practical knowledge
4. Several experienced staff with exceptional subject knowledge in a broad range of activities.
5. Subject specific vocabulary
6. To develop the cultural capital of the department and create wider opportunities for students to experience physical activity both within the community and further a field.

**What specific actions have to be taken in response to the above? Please consider:**

- Core concept changes;
- Space interleaving changes;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

1. Improve the depth of subject knowledge
  - a. Use twilight training to develop subject knowledge.
  - b. All staff to research potential resources using TES; PE4learning; Share, Learn, Teach and twitter.
2. Improve the quality of teaching and learning
  - a. Develop 'outstanding' lesson planning.
  - b. Understand and standardise the criteria for what makes an 'outstanding' lesson.
  - c. Make teaching a regular agenda item on dept meetings.
  - d. Make learning walks a regular practice for any member of staff to do.
  - e. Implement lesson observations by all staff not just LL and feedback is delivered in dept meetings.
  - f. Develop SOW's that are purposeful and develop students each year and over each key stage and ultimately over their school life.
    - i. Sport specific
    - ii. Leadership
    - iii. Sport Education
  - g. Arrange visit for staff to other schools to share good practice.
3. Develop the extra-curricular programme.
  - a. Introduce a broader delivery of activities.

- b. Look at the possibility of bringing in outside providers
  - c. Review school trips.
4. Primary school networks
- a. Identify who the main feeder schools are
  - b. Establish regular (termly) meeting to discuss physical education issues.
  - c. Understand what prior knowledge and skills are being developed by Year 6
  - d. Create/develop an effective pathway of learning for PE.
  - e. Ensure consistency of PE transition information across feed schools