

3. FIVE YEAR CURRICULUM PLAN

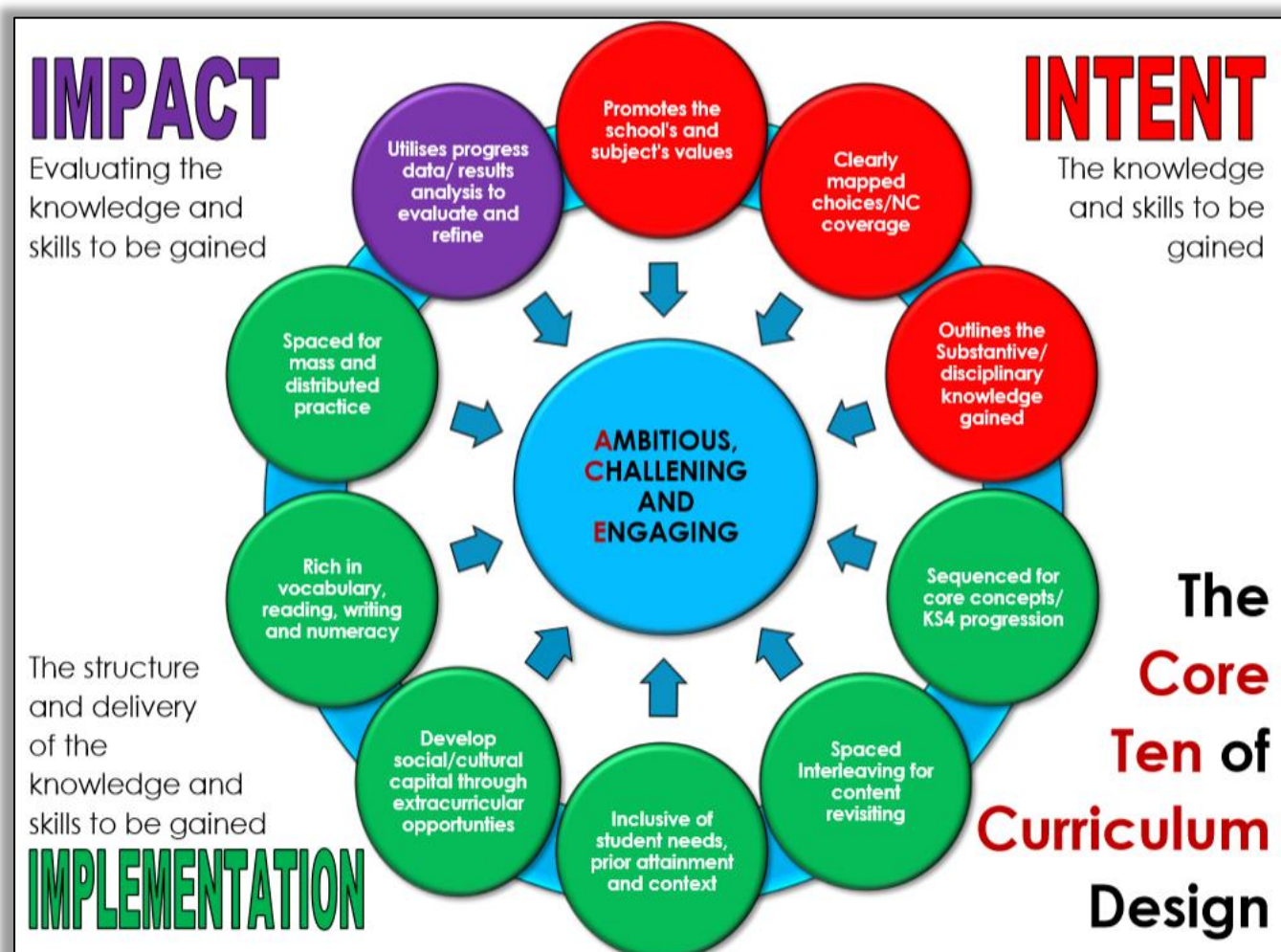
Key Stage 3 and 4

Subject: Physical Education

Author: A Murray

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Document(s) which inform this Five Year Curriculum Plan are:

1. Curriculum Intent Overview Plan (KS3 & KS4)
2. Curriculum Implementation Overview (KS3 & KS4)

KS3 – Year 7 Year Plan

Intent

Aims:	<p>In line with the National Curriculum our Physical Education Curriculum aims to teach students to:</p> <ol style="list-style-type: none"> 1. Know, understand and apply the 6 key concepts of leading a healthy and active lifestyle which include: principles of training, methods of training, fitness components, fitness testing and short- and long-term effects of exercise on the body systems. 2. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. 3. Develop and demonstrate a good level of skills, techniques and decision making in order to improve their performance in competitive/formal situations. 4. Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 5. Take part in activities which present intellectual and physical challenges and to be encouraged to work in a team, building on trust and develop skills to solve problems. 6. Analyse and evaluate their own and others performance and suggest ways to improve in order to produce effective outcomes. 			
Academy values:	<p>Ambitious – To want to strive to work above personal abilities and challenge themselves with new goals and ambitions; trying a new sport, achieving personal bests. Helping other students to improve by evaluating performances</p> <p>Brave – To move out of a personal comfort zone and attempt a task or challenge that will require the individual to use and adapt skills and knowledge that they think that they don't possess and through practice and repetition it becomes habitual and will have a positive impact on their lifestyle, for example, continuous running pushes the individual to continue the activity outside of school by completing Par Runs.</p> <p>Kind – to accept and appreciate the contribution and efforts that every individual gives to both a team and individual sporting environment.</p>			
Units of Study:				
Unit/Topic 1	Content:	All students will be involved in a 6 week induction programme to assess practical ability and knowledge of performance eg tactics, healthy lifestyle ability across a range of activities: Health & Fitness: Endurance activities	NC Content:	NC Statements 1-6

		<p>Invasion games (Netball, rugby, football) Striking and fielding (Rounders)</p> <p>Students will perform skills in isolation and a conditioned competitive environment.</p> <p>Students are then grouped initially by ability and then reviewed each term if changes are required</p>		
	<p>Key Concepts:</p>	<p>During the year students will be introduced, questioned and demonstrate understanding of the following theoretical concepts;</p> <ul style="list-style-type: none"> • Effects of exercise (Immediate, short & long term) • Stages of a Warm Up/Cool down • Basic A & P • Components of fitness • Sport leadership • Examples of Outdoor Activities • Values promoted through sport <p>Skill related concepts Students will build upon existing skills from KS2 and refine them requiring more consistency and accuracy and then applying them to a conditioned or full game, such as;</p> <ul style="list-style-type: none"> • Creating space • Dodge/disguise • Decision making • Passing, shooting, dribbling accuracy • Basic footwork • Grip & stance • Communication skills • Basic Officiating • Teamwork 	<p>Powerful Knowledge:</p>	<p>Similar themes will be developed through the year and the key stage.</p> <p>Specific examples are provided in the implementation document but ultimately it is the aim for students to develop the following;</p> <ul style="list-style-type: none"> • Confidence to try new tasks • Challenge their own misconceptions. • Not to fear failure • To learn from both success and failure • To develop resilience • Work effectively within a team. • Be evaluative of their performances both as an individual and within a team environment. • Develop communication skills • Develop basic leadership skills.

		<ul style="list-style-type: none"> • Basic tactics <p>Both the theoretical and skill related concepts will be developed over the course of the year</p>		
Unit/Topic 2	Content:	<p>All students will work on a rotation of activities over the next 2 units to cover the following areas;</p> <p>Games – Out Fitness – Running Games – In Individual – Aesthetic (Acro Gym)</p> <p>Depending on the length of Term 4 students may be involved in inter-group competitions to give them experience on competitive situations eg football, rugby, netball, basketball, cross country.</p>	NC Content:	NC Statements 1-6
	Key Concepts:		Powerful Knowledge:	Please see above
Unit/Topic 3	Content:	<p>At the end of this unit, staff will assess the development of their groups and may make changes depending on students' skill and knowledge development in preparation for the Summer term</p>	NC Content:	NC Statements 1-6
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 4	Content:	<p>Students are involved in summer specific activities, and will be involved in a rotation of activities</p> <p>Individual – Athletics Striking/Fielding Individual – Athletics Striking/Fielding</p> <p>Students struggle with these activity areas due to the lack of provision within both primary schools and the local community. Skill levels and knowledge are poor so the</p>	NC Content:	NC Statements 1-6

		majority of time is spent mastering foundational skills to be able to perform effectively in a conditioned competitive environment in following years.		
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 5	Content:	It is important that students experience a formal competitive environment in summer sports. To include house athletics and rounders, cricket or softball Inter group competition – Athletics Inter group competition – Summer Games	NC Content:	NC Statements 1-6
	Key Concepts:	<ul style="list-style-type: none"> • Work as a team • Experience success and failure • Evaluate performance and develop a plan for progression 	Powerful Knowledge:	<p>It is important that students experience a competitive environment and value the importance of team work, supporting their peers, organisational skills and dealing with the concepts of winning and losing.</p> <p>All of these are essential and powerful skills required in employment and community life.</p>
Implementation				
Progression from KS2:	<ul style="list-style-type: none"> • Running, jumping, throwing and catching in isolation and in combination. • Play competitive games. • Understand and illustrate basic tactics for major games. • Gymnastics – perform basic locomotion, flight, balance, create a basic sequence. • Be able to demonstrate flexibility, strength, technique, control and balance. • To be able to sustain a period of running for at least 1min. • Understand and be able to perform a basic warm up which includes stretching. • Having a basic sporting vocabulary 			
Progression to Year 8:	<p>Games activities</p> <ul style="list-style-type: none"> • Use a range of the basic skills of passing, throwing, catching and shooting with regular consistency and accuracy • 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. 			

	<ul style="list-style-type: none"> • Know the basic rules and positions of each activity • Be able to evaluate and provide basic feedback on a student's performance against a set criteria. <p>Individual Activities</p> <ul style="list-style-type: none"> • Understand and demonstrate safe performance • Perform a range of basic movements and skills • Be able to design and perform a simple routine either as an individual or in a small group. • Know and apply the competitive rules for each individual activity. <p>Health & Fitness</p> <ul style="list-style-type: none"> • Understand the importance of a warm up • To be able to undertake a comprehensive warm up by themselves. • Understand and explain the impact that an active lifestyle has on personal health. <p>Leadership</p> <ul style="list-style-type: none"> • Be able to lead a planned warm up. • Be able to plan an activity for a small group of students. • be able to lead a small group using a 'session' plan with some confidence <p>Be able to demonstrate leadership skills through OAA activities</p>			
Spaced Interleaving:	<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"> • Game related activities will be spaced between individual and health and fitness. • Health and fitness will be used to identify the fitness components that can be applied to improve performance in games and individual activities • Individual activities are used to develop composure, control and balance. • Transfer of knowledge and interleaving between skills. <p>For example;</p> <p>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>			
Student Needs:	SEND:	<ul style="list-style-type: none"> • Follow school policy of Wave 1-4 teaching • Activities can be easily differentiated to support and challenge those with SEN – varying the equipment 	Context	<p>The statistics for children pre- secondary education suffering from excess weight or obesity are the second highest in Staffordshire and on average are 4% higher than national levels.</p> <p>It is the intention of this plan to encourage secondary student to lead active and</p>

		<p>used – eg in Badminton or volleyball using balloons, basketball – smaller/larger sized balls</p> <ul style="list-style-type: none"> • Clear concise instructions • Diagrams and demonstrations to help understanding • TA support to work with students – TA given basic technical instructions and simple adaptations that can be challenging • Buddy systems – working with a more able student • Given more of a leadership role to work with more able students if there are motor instruction • Setted groups according to physical ability 		<p>healthy lifestyles for themselves, their families and future generations within the local community.</p>
	<p>LPA:</p>	<ul style="list-style-type: none"> • Students will be supported with more guided, closed questioning to develop confidence and understanding. • Practical ability is not normally an issue but if it is the case students will spend time refining basic skills and be provided with more conditioned and 	<p>HPA:</p>	<ul style="list-style-type: none"> • Open / guided learning tasks – limit instructions to no more than 3. Differentiate between levels of vocabulary. • Peer and self-evaluation • Challenging but conditioned environments – eg in trampolining interleave a routine with a straight bounce (LPA) • Guided discovery learning • Open based tasks • Extra-curricular practices – opportunities to challenge all levels of

		structured competitive environments to apply their skills in.		prior attainment due to concentrated time. <ul style="list-style-type: none"> Setted groups according to physical ability
Extracurricular:	Structured programme organised every half term depending on the season and activities offered.			
Literacy/Numeracy:	Vocab (tier 2/3):	This will be centred around the key concepts and will include words on the following topics <ul style="list-style-type: none"> Basic A & P Leadership Living a healthy and active lifestyle 	Reading:	Students will be encouraged to read a wide range of sports information using a variety of sources <ul style="list-style-type: none"> Magazines Newspapers Sports programmes Websites
	Writing:	Writing tasks will be very generic and linked to lessons for example; <ul style="list-style-type: none"> Writing a warm up and cool down. Writing a report on a house match 	Numeracy:	Numeracy is relevant in every aspect of PE and students will be required to apply numeracy in many situational contexts eg <ul style="list-style-type: none"> Selecting teams Basic statistical analysis Calculating heart rates
Practice:	Mass:	Applying passing skills in Netball in a 3 v 2 conditioned practice. To be able to explain how you could adapt a basic warm up for a specialist activity eg circuit training	Distributed:	<ul style="list-style-type: none"> Learning all of the isolated passing in games activities eg Netball – chest pass, bounce pass, overhead pass. To be able to perform a generic individual warm up for any activity

KS3 – Year 8 Year Plan

Intent

Aims:	In line with the National Curriculum our Physical Education Curriculum aims to teach students to:
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	<ol style="list-style-type: none"> 1. Know, understand and apply the 6 key concepts of leading a healthy and active lifestyle which include: principles of training, methods of training, fitness components, fitness testing and short- and long-term effects of exercise on the body systems. 2. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. 3. Develop and demonstrate a good level of skills, techniques and decision making in order to improve their performance in competitive/formal situations. 4. Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 5. Take part in activities which present intellectual and physical challenges and to be encouraged to work in a team, building on trust and develop skills to solve problems. 6. Analyse and evaluate their own and others performance and suggest ways to improve in order to produce effective outcomes. 			
Academy values:	<p>Ambitious – To want to strive to work above personal abilities and challenge themselves with new goals and ambitions; trying a new sport, achieving personal bests. Helping other students to improve by evaluating performances</p> <p>Brave – To move out of a personal comfort zone and attempt a task or challenge that will require the individual to use and adapt skills and knowledge that they think that they don't possess and through practice and repetition it becomes habitual and will have a positive impact on their lifestyle, for example, continuous running pushes the individual to continue the activity outside of school by completing Par Runs.</p> <p>Kind – to accept and appreciate the contribution and efforts that every individual gives to both a team and individual sporting environment.</p>			
Units of Study:				
Unit/Topic 1	Content:	<p>All students are grouped according to ability and single sexed from the start of the year. This is most suited for this academy due to the large disparities in physical skill level which would have a significant impact on levels of motivation and ultimately progress.</p> <p>There is a rotation of activities which focus on key sporting genres Territory - outdoor Individual - Aesthetic (Gym)</p>	NC Content:	NC Statements 1-6

		Net & Wall - Indoor Individual - H & F		
	Key Concepts:	<p>Concepts are progressed from those in Year 7 but also address topics covered in the CN Sport qualification</p> <p>Practical application on the following</p> <ul style="list-style-type: none"> • Cardiovascular system • Structure of the heart • The Respiratory system • Gaseous exchange <p>Students will develop concepts focussed on more advanced skills such as</p> <ul style="list-style-type: none"> • Footwork when catching/pivoting • Feints/deception • Roles of positions • Formations 	Powerful Knowledge:	Investigating the scientific reasons for taking part in PE and recreational sport.
Unit/Topic 2	Content:	Territory - outdoor Individual - Aesthetic (Tramp) Territory - Indoor Individual - H & F	NC Content:	NC Statements 1-6
	Key Concepts:	Students will look at the different types of user groups that access sport and recreation in I	Powerful Knowledge:	Developing the confidence to communicate effectively with others including peers staff and the general public.
Unit/Topic 3	Content:	Territory - outdoor Individual - Orienteering Territory - outdoor Individual – Athletics Inter group competition – Winter Games	NC Content:	NC Statements 1-6
	Key Concepts:	Different types of leadership styles	Powerful Knowledge:	The protocols for using a fitness suite and apply that understanding and etiquette in a private gym.
Unit/Topic 4	Content:	Individual - Athletics Striking/Fielding Individual - Athletics Territory - Flag	NC Content:	NC Statements 1-6

	Key Concepts:	The Role of National Governing bodies.	Powerful Knowledge:	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
Unit/Topic 5	Content:	Individual - Athletics Striking/Fielding Individual - Athletics Inter tutor summer competitions	NC Content:	NC Statements 1-6
	Key Concepts:	It is important that students experience a formal competitive environment in summer sports. To include house athletics and rounders, cricket or softball Inter group competition – Athletics Inter group competition – Summer Games	Powerful Knowledge:	It is important that students experience a competitive environment and value the importance of team work, supporting their peers, organisational skills and dealing with the concepts of winning and losing. All of these are essential and powerful skills required in employment and community life.

Implementation

Progression from Year 7:	<p>Games activities</p> <ul style="list-style-type: none"> • Use a range of the basic skills of passing, throwing, catching and shooting with regular consistency and accuracy • 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. • Know the basic rules and positions of each activity • Be able to evaluate and provide basic feedback on a student's performance against a set criteria. <p>Individual Activities</p> <ul style="list-style-type: none"> • Understand and demonstrate safe performance • Perform a range of basic movements and skills • Be able to design and perform a simple routine either as an individual or in a small group. • Know and apply the competitive rules for each individual activity. <p>Heath & Fitness</p> <ul style="list-style-type: none"> • Understand the importance of a warm up • To be able to undertake a comprehensive warm up by themselves.
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	<ul style="list-style-type: none"> • Understand and explain the impact that an active lifestyle has on personal health. <p>Leadership</p> <ul style="list-style-type: none"> • Be able to lead a planned warm up. • Be able to plan an activity for a small group of students. • be able to lead a small group using a 'session' plan with some confidence <p>Be able to demonstrate leadership skills through OAA activities</p>
Progression to Year 9:	<p>Games activities</p> <p>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.</p> <ul style="list-style-type: none"> • 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. <p>Individual Activities</p> <ul style="list-style-type: none"> • 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. <p>Heath & Fitness</p> <ul style="list-style-type: none"> • 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. <p>Leadership</p> <ul style="list-style-type: none"> • 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. <p>Be able to demonstrate leadership skills through OAA activities.</p>
Spaced Interleaving:	<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"> • Game related activities will be spaced between individual and health and fitness.

	<ul style="list-style-type: none"> • Health and fitness will be used to identify the fitness components that can be applied to improve performance in games and individual activities • Individual activities are used to develop composure, control and balance. <p>It is important that students progress each year so staff will be expected to challenge students with more in depth knowledge and understanding</p> <p>For example Games activities – Challenge students on how students skills can be transferred eg how can an overhead pass be used as effectively in basketball compared to Netball.</p> <p>Health and Fitness – Why would a triathletes fitness programme differ from a 100m sprinter?</p>			
<p>Student Needs:</p>	<p>SEND:</p>	<ul style="list-style-type: none"> • Follow school policy of Wave 1-4 teaching • 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 • Clear concise instructions • Diagrams and demonstrations to help understanding • TA support to work with students – TA given basic technical instructions and simple adaptations that can be challenging • Buddy systems – working with a more able student • Given more of a leadership role to work 	<p>Context</p>	<p>The statistics for children pre- secondary education suffering from excess weight or obesity are the second highest in Staffordshire and on average are 4% higher than national levels. It is the intention of this plan to encourage secondary student to lead active and healthy lifestyles for themselves, their families and future generations within the local community.</p>

		<p>with more able students if there are motor instruction</p> <ul style="list-style-type: none"> • Setted groups according to physical ability 		
	LPA:	<ul style="list-style-type: none"> • Students will be supported with more guided, closed questioning to develop confidence and understanding. • Practical ability is not normally an issue but if it is the case students will spend time refining basic skills and be provided with more conditioned and structured competitive environments to apply their skills in. 	HPA:	<ul style="list-style-type: none"> • Open / guided learning tasks – limit instructions to no more than 3. Differentiate between levels of vocabulary. • Peer and self-evaluation • Challenging but conditioned environments – eg in trampolining interleave a routine with a straight bounce (LPA) • Guided discovery learning • Open based tasks • Extra-curricular practices – opportunities to challenge all levels of prior attainment due to concentrated time. • Setted groups according to physical ability
Extracurricular:	<p>ALL students are encouraged to take part in extracurricular practices and teams. It is important to break down stereotypes that such practices are only accessible to the few. Therefore, there will be a broad and balanced provision throughout the year to encourage mass participation. There will also be provision for those students who wish to participate in inter-school sport and intra-school competitions.</p>			
Literacy/Numeracy:	Vocab (tier 2/3):	<p>This will be centred around the key concepts and will included words on the following topics</p> <ul style="list-style-type: none"> • Applied A & P • Styles of Leadership • Contemporary issues from the CN Sport course 	Reading:	<p>Students will be encouraged to research information with regards to the following topics;</p> <ul style="list-style-type: none"> • Applied A & P (Mechanics of breathing, Heart circulation) • Sporting initiatives that encourage participation in sport. • Popular sports within the local community.

	Writing:	Writing tasks will be based on the research done for reading. Students will be expected to write using various mediums: <ul style="list-style-type: none"> • Pamphlets • Diagrams • Posters • Reports 	Numeracy:	Numeracy is relevant in every aspect of PE and students will be required to apply numeracy in many situational contexts eg <ul style="list-style-type: none"> • Calculating heart rates and training zones • Statistical performance analysis
Practice:	Mass:	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.	Distributed:	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.

KS3 – Year 9 Year Plan

Intent

Aims:	<p>In line with the National Curriculum our Physical Education Curriculum aims to teach students to:</p> <ol style="list-style-type: none"> 1. Know, understand and apply the 6 key concepts of leading a healthy and active lifestyle which include: principles of training, methods of training, fitness components, fitness testing and short- and long-term effects of exercise on the body systems. 2. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. 3. Develop and demonstrate a good level of skills, techniques and decision making in order to improve their performance in competitive/formal situations. 4. Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] 5. Take part in activities which present intellectual and physical challenges and to be encouraged to work in a team, building on trust and develop skills to solve problems. 6. Analyse and evaluate their own and others performance and suggest ways to improve in order to produce effective outcomes.
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Academy values:	<p>Ambitious – To want to strive to work above personal abilities and challenge themselves with new goals and ambitions; trying a new sport, achieving personal bests. Helping other students to improve by evaluating performances</p> <p>Brave – To move out of a personal comfort zone and attempt a task or challenge that will require the individual to use and adapt skills and knowledge that they think they don't possess and through practice and repetition it becomes habitual and will have a positive impact on their lifestyle, for example, continuous running pushes the individual to continue the activity outside of school by completing Par Runs.</p> <p>Kind – to accept and appreciate the contribution and efforts that every individual gives to both a team and individual sporting environment.</p>
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Units of Study:

Unit/Topic 1	Content:	<p>Students begin to develop advanced skills mainly in a more conditioned competitive environment.</p> <p>In Games activities focus is on tactics and team development.</p> <p>Aesthetics activities involve routine performances either as individuals or in a group</p> <p>Health and fitness will require students to design basic 6 week programmes</p>	NC Content:	NC Statements 1-6
	Key Concepts:	<p>Most of the concepts this academic year will focus on the more complex aspects of the Cambridge National Sports studies course.</p> <ul style="list-style-type: none"> • Calculating training intensities • Linking participation in physical activity, exercise and sport to health, fitness and wellbeing. • Performance Enhancing Drugs (PED's) • World Anti-Doping Agency (WADA) • 	Powerful Knowledge:	<p>Students will develop their knowledge of how statistical analysis and effective leadership can impact on personal and team performance.</p>

- 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

The following, more advanced skills, will be developed through all of the activities

- 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'
- Rebounding
- Turning attack into defence
- Defending/attacking when outnumbered
- Applying deception/disguise

		<ul style="list-style-type: none"> • 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 		
Unit/Topic 2	Content:	The following activities will run on a rotation Games - Out Fitness - Running Games - Out Net & Wall – Indoor Individual - Aesthetic (Tramp) Fitness - Gym	NC Content:	NC Statements 1-6
	Key Concepts:		Powerful Knowledge:	Be able to analyse data improve sports performance – coach to an elite performer (Tamworth football club)
Unit/Topic 3	Content:	On this unit students will have the opportunity of developing their leadership skills and the advantages that 'Sport Education' (how to organize sport events, teams, competitions) has to offer to the individual	NC Content:	NC Statements 1-6
	Key Concepts:		Powerful Knowledge:	Leadership qualities are essential in all walks of life – understanding different leadership styles depending on the situation. How to communicate effectively with people to achieve a desired outcome. Be able to motivate people through planned events and individual personality.

				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
Unit/Topic 4	Content:	The summer unit continues to develop individual athletic skills and the concept of striking and fielding.	NC Content:	NC Statements 1-6
	Key Concepts:		Powerful Knowledge:	To understand the reasons why drug taking happens in sports. To understand the effect and impact that taking drugs can have on an individual, family and work colleagues.
Unit/Topic 5	Content:	The unit finished with inter house competitions on summer games and athletics	NC Content:	NC Statements 1-6
	Key Concepts:		Powerful Knowledge:	Understand mental/psychology on sports performance. Athletic events originated form Greek men showing feats of strength and speed using weapons of war. Understand how historical events determined modern spot and society. To be able to officiate athletic events accurately and apply the rules accurately.
Implementation				
Progression from Year 8	<p>Games activities</p> <p>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.</p> <ul style="list-style-type: none"> Position-specific skills and techniques performed competently. 			

	<ul style="list-style-type: none"> • 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. <p>Individual Activities</p> <ul style="list-style-type: none"> • 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. <p>Heath & Fitness</p> <ul style="list-style-type: none"> • 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. <p>Leadership</p> <ul style="list-style-type: none"> • 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. <p>Be able to demonstrate leadership skills through OAA activities.</p>
<p>Progression to Year 10:</p>	<p>Games activities</p> <p>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"> • Good position-specific skills and techniques. • Good skills and techniques, with mostly accurate timing and consistency of application, but with minor errors and misjudgements. • Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements. • Effective communication with good impact during the full sided game, but with misjudgements. • Responds to environmental conditions with some success. • Tactical changes are effective and consistent, but in response to the opposition's actions. • Adapts effectively but inconsistently to changes in a competitive situation to dominate opponents. <p>Individual Activities</p>

	<ul style="list-style-type: none"> • 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 with consistency and control. • Be able to design and perform a more complex routine in trampolining. • Be able to judge a performance using the competitive rules for each individual activity. <p>Heath & Fitness</p> <ul style="list-style-type: none"> • Be able to plan and perform a training plan over a sustained period of session or weeks. • To be able to evaluate and improve a fitness plan in response to changing needs. • To be able to explain the impact that a training programme can have on physical, mental and social well-being. <p>Leadership</p> <ul style="list-style-type: none"> • To be able to effectively write a session plan with the aim of improving a specific skill with progressive practices and conditioned games. • To write a specific Risk assessment for the session plan. • To be able to evaluate a session and offer recommendations for development. <p>Be able to demonstrate leadership skills through OAA activities.</p>		
Spaced Interleaving:	<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"> • Game related activities will be spaced between individual and health and fitness. • Health and fitness will be used to identify the fitness components that can be applied to improve performance in games and individual activities. • Individual activities are used to develop composure, control and balance. <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>		
Student Needs:	SEND:	<ul style="list-style-type: none"> • Follow school policy of Wave 1-4 teaching • 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 	<p>Context</p> <p>The statistics for children pre- secondary education suffering from excess weight or obesity are the second highest in Staffordshire and on average are 4% higher than national levels. It is the intention of this plan to encourage secondary student to lead active and healthy lifestyles for themselves, their families and future generations within the local community.</p>

		<ul style="list-style-type: none"> • Clear concise instructions • Diagrams and demonstrations to help understanding • TA support to work with students – TA given basic technical instructions and simple adaptations that can be challenging • Buddy systems – working with a more able student • Given more of a leadership role to work with more able students if there are motor instruction • Setted groups according to physical ability 		
	LPA:	<ul style="list-style-type: none"> • Students will be supported with more guided, closed questioning to develop confidence and understanding. • Practical ability is not normally an issue but if it is the case students will spend time refining basic skills and be provided with more conditioned and structured competitive environments to apply their skills in. 	HPA:	<ul style="list-style-type: none"> • Open / guided learning tasks – limit instructions to no more than 3. Differentiate between levels of vocabulary. • Peer and self-evaluation • Challenging but conditioned environments – eg in trampolining interleave a routine with a straight bounce (LPA) • Guided discovery learning • Open based tasks • Extra-curricular practices – opportunities to challenge all levels of prior attainment due to concentrated time.

				<ul style="list-style-type: none"> Setted groups according to physical ability
Extracurricular:	<p>ALL students are encouraged to take part in extracurricular practices and teams. It is important to break down stereotypes that such practices are only accessible to the few. Therefore, there will be a broad and balanced provision throughout the year to encourage mass participation. There will also be provision for those students who wish to participate in inter-school sport and intra-school competitions.</p>			
Literacy/Numeracy:	Vocab (tier 2/3):	<p>The vocabulary used is focusses on the elements of the CN Sports studies course and the concepts outlined earlier eg</p> <ul style="list-style-type: none"> Initiative Anti-doping Testing 	Reading:	<p>This is very wide ranging and extensive. Students will be expected to investigate the following possibilities:</p> <ul style="list-style-type: none"> To read how the 2012 London Olympics was used to develop sport within the UK Research local voluntary Outdoor Activity groups are available for young people. To read national and local newspapers about current issues in sports and leisure.
	Writing:	<p>Writing tasks will require students investigate and create pieces that</p> <ul style="list-style-type: none"> Evaluate how voluntary muscles work. Create a plan on how to organise a multi skills festival. The effects of smoking on a healthy and active lifestyle 	Numeracy:	<p>Numeracy tasks will focus on many areas which could include;</p> <ul style="list-style-type: none"> 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 record results from track events and work out pacing speeds for longer races.
Practice:	Mass:	<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</p>	Distributed:	<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>

skill in a conditioned small sided context to challenge learning and understanding.

KS4 – Year 10 Year Plan

Intent

<p>Aims:</p>	<p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Pupils should be taught to:</p> <ol style="list-style-type: none">1. use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]2. develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]3. take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group4. evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best5. continue to take part regularly in competitive sports and activities outside school through community links or sports clubs <p>For variety to be offered in a KS4 PE curriculum it is important to maximise staffing, therefore if there is an opportunity to have more than 4 staff teaching, particularly with Year 11 it does give the department greater flexibility.</p>
<p>Academy values:</p>	<p>Ambitious – To want to strive to work above personal abilities and challenge themselves and others within their group to achieve new goals and ambitions; trying a new sport, achieving personal bests. Helping other students to improve by evaluating performances</p> <p>Brave – To move out of a personal comfort zone and attempt a task or challenge that will require the individual to use and adapt skills and knowledge that they think they don't possess and through practice and repetition it becomes habitual and will have a positive impact on their lifestyle, for example, continuous running pushes the individual to continue the activity outside of school by completing Par Runs.</p> <p>To participate in an activity within the community which they will need to do once leaving school to continue to pursue an active healthy lifestyle and minimise mental health issues</p> <p>Kind – to accept and appreciate the contribution and efforts that every individual gives to both a team and individual sporting environment.</p>

Units of Study:				
Unit/Topic 1	Content:	Students will participate in a rotation of activities throughout the academic year Games - In Fitness - Running Games - In Net & Wall - Indoor	Spec Content:	NC objectives 1-5
	Key Concepts:	The following concepts will be covered and revisited in the majority of activities taught throughout the year; <ul style="list-style-type: none"> Advanced concepts of attack and defence Leadership Planning individual fitness programmes Impact that an active lifestyle has on future health and well being To make effective choices that are of physical and mental benefit to themselves. The concept of recreational physical activity 	Powerful Knowledge:	Healthy lifestyle Understand how continuous running can impact on mental health, family cohesion How all activities can impact on mental health, passion/interest in sport
Unit/Topic 2	Content:	Games - Out Net & Wall - Indoor Games - Out Individual - Aesthetic (Tramp)	Spec Content:	NC objectives 1-5
	Key Concepts:		Powerful Knowledge:	Evaluation of performance Job appraisals – able to review your annual performance when negotiating a wage increase
Unit/Topic 3	Content:	Games - Out Individual - Aesthetic (Tramp) Fitness - Circuits (Shall) Fitness - Gym	Spec Content:	NC objectives 1-5

	Key Concepts:		Powerful Knowledge:	Be a NHS Heart rehabilitation fitness consultant and organise appropriate fitness sessions. Events management consultant – organising sporting and media events where multiple organisation skills are essential
Unit/Topic 4	Content:	Inter group competition Individual activity	Spec Content:	NC objectives 1-5
	Key Concepts:		Powerful Knowledge:	Formal competition Sales representative – knowing the need for competition, meeting deadlines and achieving an outcome.
Unit/Topic 5	Content:	Individual - Athletics Striking/Fielding Inter group competition - Athletics Inter group competition – Summer Games	Spec Content:	NC objectives 1-5
	Key Concepts:		Powerful Knowledge:	Be able to organise and lead a specific athletic event in sports day. Data analysis to improve performance

Implementation

Progression from Year 9:	<p>Games activities</p> <p>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.</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> • 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. <p>Individual Activities</p> <ul style="list-style-type: none"> • 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. <p>Heath & Fitness</p> <ul style="list-style-type: none"> • 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. <p>Leadership</p> <ul style="list-style-type: none"> • 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. <p>Be able to demonstrate leadership skills through OAA activities.</p>
<p>Progression to Year 11:</p>	<ul style="list-style-type: none"> • Be able to perform advanced skills in isolation and in a game environment with precision and control for their strongest sports/activities • Be able to perform skills in 'weaker' activities with precision and control. • Have a strong knowledge of the rules of all activities participating in. • Be able to officiate all activities to a competent level. • To be able to organise small groups and deliver a skills session. <p>To understand the effects that exercise and physical activity has on physical, mental and social wellbeing.</p>
<p>Spaced Interleaving:</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"> • Game related activities will be spaced between individual and health and fitness. • Health and fitness will be used to identify the fitness components that can be applied to improve performance in games and individual activities • Individual activities are used to develop composure, control and balance. <p>Example; students may be asked to design a fitness programme as a result of fitness testing or identifying their weaknesses in any team sports that they may participate in outside of school.</p>

Student Needs:	SEND:	<ul style="list-style-type: none"> • Follow school policy of Wave 1-4 teaching • 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 • Clear concise instructions • Diagrams and demonstrations to help understanding • TA support to work with students – this should now be as minimal as possible, students should become more self-sufficient. • Given more of a leadership role to work with more able students if there are motor instruction <p>Setted groups according to physical ability</p>	Context	<p>The statistics for children pre- secondary education suffering from excess weight or obesity are the second highest in Staffordshire and on average are 4% higher than national levels.</p> <p>It is important that students understand how to participate in recognised forms of physical activity.</p> <p>Students need to know how to access active lifestyle opportunities within the local community to change these trends.</p>
	LPA:	<ul style="list-style-type: none"> • Students will be supported with more guided, closed questioning to develop confidence and understanding. 	HPA:	<ul style="list-style-type: none"> • Open / guided learning tasks – limit instructions to no more than 3. Differentiate between levels of vocabulary. • Peer and self-evaluation • Challenging but conditioned environments – eg in trampolining

		<ul style="list-style-type: none"> Practical ability is not normally an issue but if it is the case students will spend time refining basic skills and be provided with more conditioned and structured competitive environments to apply their skills in. 		<p>interleave a routine with a straight bounce (LPA)</p> <ul style="list-style-type: none"> Guided discovery learning Open based tasks Extra-curricular practices – opportunities to challenge all levels of prior attainment due to concentrated time. Setted groups according to physical ability
Extracurricular:	ALL students are encouraged to take part in extracurricular practices and teams. It is important to break down stereotypes that such practices are only accessible to the few. Therefore, there will be a broad and balanced provision throughout the year to encourage mass participation. There will also be provision for those students who wish to participate in inter-school sport and intra-school competitions.			
Literacy/Numeracy:	Vocab (tier 2/3):	The main context of the vocabulary used focuses on key words and terms involved with advanced performance and game play.	Reading:	All reading is involved with improving and understanding individual and team performances in advanced situations, for example; Research basketball plays that could be used in a session.
	Writing:	<p>Writing will impact on performances, for example;</p> <ul style="list-style-type: none"> To write out a game plan for your games team To create a booklet of details for a local club 	Numeracy:	<p>Some of the tasks relate to real life situations that will provide students with essential life skills, eg</p> <ul style="list-style-type: none"> To research the cost to of qualifying to become an official in your chosen activity. To be able to organise large groups of students into smaller workable groups for a multi-skills festival
Practice:	Mass:	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 more complex, conditioned environments, which will include and full sided game in the performed activity.	Distributed:	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. At this stage students will be expected to perform advanced skills

Students will also be expected to officiate in the respective activity.

with greater accuracy, control, precision and fluency.

KS4 – Year 11 Year Plan

Intent

<p>Aims:</p>	<p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Pupils should be taught to:</p> <ol style="list-style-type: none">1. use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]2. develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]3. take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group4. evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best5. continue to take part regularly in competitive sports and activities outside school through community links or sports clubs <p>For variety to be offered in a KS4 PE curriculum it is important to maximise staffing, therefore if there is an opportunity to have more than 4 staff teaching, particularly with Year 11 it does give the department greater flexibility.</p>
<p>Academy values:</p>	<p>Ambitious – To want to strive to work above personal abilities and challenge themselves and others within their group to achieve new goals and ambitions; trying a new sport, achieving personal bests. Helping other students to improve by evaluating performances</p> <p>Brave – To move out of a personal comfort zone and attempt a task or challenge that will require the individual to use and adapt skills and knowledge that they think they don't possess and through practice and repetition it becomes habitual and will have a positive impact on their lifestyle, for example, continuous running pushes the individual to continue the activity outside of school by completing Par Runs.</p> <p>To participate in an activity within the community which they will need to do once leaving school to continue to pursue an active healthy lifestyle and minimise mental health issues</p> <p>Kind – to accept and appreciate the contribution and efforts that every individual gives to both a team and individual sporting environment.</p>

Units of Study:				
Unit/Topic 1	Content:		Spec Content:	NC objectives 1-5
	Key Concepts:	<p>The following concepts will be covered and revisited in the majority of activities taught throughout the year;</p> <ul style="list-style-type: none"> Advanced concepts of attack and defence in all invasion games (individual or team) Leadership – students are able to organise themselves and their own programme of learning. Planning individual fitness programmes over a series of weeks. Impact that an active lifestyle has on improving obesity levels and CHD. To make effective choices that are of physical and mental benefit to themselves. Identify clubs and facilities that can be accessed within the local community To link with local clubs and invite in speakers to increase awareness and interest. 	Powerful Knowledge:	<p>Confidence</p> <p>The ability to talk to new people about themselves in a detailed and persuasive way</p>
Unit/Topic 2	Content:	<p>During this year students follow an option based programme where they can select activities based on their own interests each term, which may include off-site activities.</p> <p>Trampolining Netball Table Tennis Football</p>	Spec Content:	NC objectives 1-5
	Key Concepts:		Powerful Knowledge:	Team Development
Unit/Topic 3	Content:	<p>Badminton Fitness</p>	Spec Content:	NC objectives 1-5

		Rounders Football		
	Key Concepts:		Powerful Knowledge:	Organisation & Goal setting Plan events coherently and in an organised, meticulous manner
Unit/Topic 4	Content:	Trampolining Basketball Ten Pin Bowling Rugby	Spec Content:	NC objectives 1-5
	Key Concepts:		Powerful Knowledge:	Understand how to organise their own recreational activities: individual or team.
Unit/Topic 5	Content:	Basketball & Benchball Fitness Ten Pin Bowling Football	Spec Content:	NC objectives 1-5
	Key Concepts:		Powerful Knowledge:	Understand how to organise their own recreational activities: individual or team.

Implementation

Progression from Year 10:	<ul style="list-style-type: none"> • Be able to perform advanced skills in isolation and in a game environment with precision and control for their strongest sports/activities • Be able to perform skills in 'weaker' activities with precision and control. • Have a strong knowledge of the rules of all activities participating in. • Be able to officiate all activities to a competent level. • To be able to organise small groups and deliver a skills session. • To understand the effects that exercise and physical activity has on physical, mental and social wellbeing.
Progression to Post-16:	<p>Students will leave the academy with the following knowledge;</p> <ul style="list-style-type: none"> • Where to access a variety of physical activities within the local community. • Be able to competently perform in a range of physical activities and sports. • Be able to participate in competitive environment. • How to warm up and cool down safely and effectively. <p>Have the knowledge of how to maintain and physical and healthy lifestyle and help to limit major diseases such as CHD.</p>
Spaced Interleaving:	<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"> • Game related activities will be spaced between individual and health and fitness.

	<ul style="list-style-type: none"> • Health and fitness will be used to identify the fitness components that can be applied to improve performance in games and individual activities • Individual activities are used to develop composure, control and balance. <p>Example; students may be asked to design a fitness programme as a result of fitness testing or identifying their weaknesses in any team sports that they may participate in outside of school.</p>			
<p>Student Needs:</p>	<p>SEND:</p>	<ul style="list-style-type: none"> • Follow school policy of Wave 1-4 teaching • 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 • Clear concise instructions • Diagrams and demonstrations to help understanding • TA support to work with students – this should now be as minimal as possible, students should become more self-sufficient. • Given more of a leadership role to work with more able students if there are motor instruction • Setted groups according to physical ability 	<p>Context</p>	<p>The statistics for children pre- secondary education suffering from excess weight or obesity are the second highest in Staffordshire and on average are 4% higher than national levels.</p> <p>It is important that students understand how to participate in recognised forms of physical activity.</p> <p>Students need to know how to access active lifestyle opportunities within the local community to change these trends.</p>

	LPA:	<ul style="list-style-type: none"> Students will be supported with more guided, closed questioning to develop confidence and understanding. <p>Practical ability is not normally an issue but if it is the case students will spend time refining basic skills and be provided with more conditioned and structured competitive environments to apply their skills in.</p>	HPA:	<ul style="list-style-type: none"> Open / guided learning tasks – limit instructions to no more than 3. Differentiate between levels of vocabulary. Peer and self-evaluation Challenging but conditioned environments – eg in trampolining interleave a routine with a straight bounce (LPA) Guided discovery learning Open based tasks Extra-curricular practices – opportunities to challenge all levels of prior attainment due to concentrated time. Setted groups according to physical ability
Extracurricular:	ALL students are encouraged to take part in extracurricular practices and teams. It is important to break down stereotypes that such practices are only accessible to the few. Therefore, there will be a broad and balanced provision throughout the year to encourage mass participation. There will also be provision for those students who wish to participate in inter-school sport and intra-school competitions.			
Literacy/Numeracy:	Vocab (tier 2/3):	Vocabulary is linked to sport specific terms and develops students evaluative and communication skills	Reading:	Oral conversations about what literature interests them Independent reading of sports sources of your choice/interest
	Writing:	Not applicable – focus on participation and lifelong enjoyment of sport. Develop interest through 1-1 conversations	Numeracy:	Oral numeracy Got 60% of first serves.
Practice:	Mass:	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 more complex, conditioned	Distributed:	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

		environments, which will include and full sided game in the performed activity. Students will also be expected to officiate in the respective activity.		understanding. At this stage students will be expected to perform advanced skills with greater accuracy, control, precision and fluency.
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5 Year Curriculum Week Plan

KS3 - Year 7

Term 1				
	1	2	3	4
INDUCTION	Territory - outdoor	Net & Wall - Indoor	Individual - Aesthetic (Gym)	Individual - H & F
INDUCTION	Individual - Aesthetic (Gym)	Individual - H & F	Territory - outdoor	Net & Wall - Indoor
INDUCTION	Net & Wall - Indoor	Territory - outdoor	Individual - H & F	Individual - Aesthetic (Gym)
INDUCTION	Individual - H & F	Individual - Aesthetic (Gym)	Net & Wall - Indoor	Territory - Outdoor

Term 2				
1	2	3	4	
Territory - outdoor	Territory - Indoor	Individual - Aesthetic (Tramp)	Individual - H & F	
Individual - Aesthetic (Tramp)	Individual - H & F	Territory - outdoor	Territory - Indoor	
Territory - Indoor	Territory - outdoor	Individual - H & F	Individual - Aesthetic (Tramp)	
Individual - H & F	Individual - Aesthetic (Tramp)	Territory - Indoor	Territory - outdoor	

Term 3

1	2	3	4
Territory - outdoor	Territory - Indoor	Individual - Aesthetic (Tramp)	Individual - H & F
Individual - Aesthetic (Tramp)	Individual - H & F	Territory - outdoor	Territory - Indoor
Territory - Indoor	Territory - outdoor	Individual - H & F	Individual - Aesthetic (Tramp)
Individual - H & F	Individual - Aesthetic (Tramp)	Territory - Indoor	Territory - outdoor

Term 4

	1	2	3	4
71				
Group				
Girls 1	Territory - outdoor	Territory - outdoor	Individual - Orienteering	Individual - Athletics
Girls 2	Individual - Orienteering	Individual - Athletics	Territory - outdoor	Territory - outdoor
Boys 1	Territory - outdoor	Territory - outdoor	Individual - Athletics	Individual - Orienteering
Boys 2	Individual - Athletics	Individual - Orienteering	Territory - outdoor	Territory - outdoor

Term 5

	1	2	3	4
71				
Group				
Girls 1	Individual - Athletics	Individual - Athletics	Striking/Fielding	Territory - Frisbee
Girls 2	Striking/Fielding	Territory - Frisbee	Individual - Athletics	Individual - Athletics
Boys 1	Individual - Athletics	Individual - Athletics	Territory - Flag	Striking/Fielding
Boys 2	Territory - Flag	Striking/Fielding	Individual - Athletics	Individual - Athletics

Term 6

	1	2	3	4
71				
Group				
Girls 1	Individual - Athletics	Individual - Athletics	Inter group competition - Summer Games	Inter group competition - Summer Games
Girls 2	Striking/Fielding	Territory - Flag	Inter group competition - Summer Games	Inter group competition - Summer Games
Boys 1	Individual - Athletics	Individual - Athletics	Inter group competition - Summer Games	Inter group competition - Summer Games
Boys 2	Territory - Frisbee	Striking/Fielding	Inter group competition - Summer Games	Inter group competition - Summer Games

KS3 - Year 8

Term 1

Year 8	Lesson			
	1	2	3	4
81				
Group				
Girls 1	Games - Out	Games - In	Individual - Aesthetic (Acro Gym)	Fitness - Running
Girls 2	Fitness - Running	Individual - Aesthetic (Acro Gym)	Games - Out	Games - In
Boys 1	Games - In	Games - Out	Fitness - Running	Individual - Aesthetic (Acro Gym)
Boys 2	Individual - Aesthetic (Acro Gym)	Fitness - Running	Games - In	Games - Out

Term 2

Year 8	Lesson			
	1	2	3	4
81				
Group				
Girls 1	Games - Out	Games - In	Individual - Aesthetic (Tramp)	Fitness - Gym
Girls 2	Fitness - Gym	Individual - Aesthetic (Tramp)	Games - Out	Games - In
Boys 1	Games - In	Games - Out	Fitness - Gym	Individual - Aesthetic (Tramp)
Boys 2	Individual - Aesthetic (Tramp)	Fitness - Gym	Games - In	Games - Out

Term 3

Year 8	Lesson			
	1	2	3	4
81				
Group				
Girls 1	Games - Out	Games - In	Individual - Aesthetic (Tramp)	Fitness - Gym
Girls 2	Fitness - Gym	Individual - Aesthetic (Tramp)	Games - Out	Games - In
Boys 1	Games - In	Games - Out	Fitness - Gym	Individual - Aesthetic (Tramp)
Boys 2	Individual - Aesthetic (Tramp)	Fitness - Gym	Games - In	Games - Out

Term 4

Year 8	Lesson			
	1	2	3	4
81				
Group				
Girls 1	Games - Out	Games - Out	Individual - Orienteering	Fitness - Gym
Girls 2	Fitness - Gym	Individual - Orienteering	Games - Out	Games - Out
Boys 1	Games - Out	Games - Out	Individual - Orienteering	Fitness - Gym
Boys 2	Individual - Orienteering	Fitness - Gym	Games - Out	Games - Out

Term 5

Year 8	Lesson			
	1	2	3	4
81				
Group				
Girls 1	Individual - Athletics	Individual - Athletics	Striking/Fielding	Striking/Fielding
Girls 2	Striking/Fielding	Striking/Fielding	Individual - Athletics	Individual - Athletics
Boys 1	Individual - Athletics	Individual - Athletics	Striking/Fielding	Striking/Fielding
Boys 2	Striking/Fielding	Striking/Fielding	Individual - Athletics	Individual - Athletics
	1	2	3	4
82				
Group				
Girls 1	Individual - Athletics	Individual - Athletics	Striking/Fielding	Striking/Fielding
Girls 2	Striking/Fielding	Striking/Fielding	Individual - Athletics	Individual - Athletics
Boys 1	Individual - Athletics	Individual - Athletics	Striking/Fielding	Striking/Fielding
Boys 2	Striking/Fielding	Striking/Fielding	Individual - Athletics	Individual - Athletics

Year 8	Lesson			
	1	2	3	4
81				
Group				
Girls 1	Individual - Athletics	Individual - Athletics	Inter group competition - Summer Games	Inter group competition - Summer Games
Girls 2	Striking/Fielding	Striking/Fielding	Inter group competition - Summer Games	Inter group competition - Summer Games
Boys 1	Individual - Athletics	Individual - Athletics	Inter group competition - Summer Games	Inter group competition - Summer Games
Boys 2	Striking/Fielding	Striking/Fielding	Inter group competition - Summer Games	Inter group competition - Summer Games

KS3 - Year 9

Term 1				
	1	2	3	4
91				
Group				
Girls 1	Games - Out	Games - Out	Net & Wall - Indoor	Fitness - Running
Girls 2	Fitness - Running	Net & Wall - Indoor	Games - Out	Games - Out
Boys 1	Games - Out	Games - Out	Fitness - Running	Net & Wall - Indoor
Boys 2	Net & Wall - Indoor	Fitness - Running	Games - Out	Games - Out

Term 2

	1	2	3	4
91				
Group				
Girls 1	Games - Out	Net & Wall - Indoor	Individual - Aesthetic (Tramp)	Fitness - Gym
Girls 2	Fitness - Gym	Individual - Aesthetic (Tramp)	Games - Out	Games - In
Boys 1	Net & Wall - Indoor	Games - Out	Fitness - Gym	Individual - Aesthetic (Tramp)
Boys 2	Individual - Aesthetic (Tramp)	Fitness - Gym	Games - In	Games - Out

Term 3

	1	2	3	4
91				
Group				
Girls 1	Games - Out	Games - In	Individual - Aesthetic (Tramp)	Fitness - Gym
Girls 2	Fitness - Gym	Individual - Aesthetic (Tramp)	Games - Out	Games - In
Boys 1	Games - In	Games - Out	Fitness - Gym	Individual - Aesthetic (Tramp)
Boys 2	Individual - Aesthetic (Tramp)	Fitness - Gym	Games - In	Games - Out

Term 4

	1	2	3	4
91				
Group				
Girls 1	Leadership	Leadership	Sport Education	Sport Education
Girls 2	Sport Education	Sport Education	Leadership	Leadership
Boys 1	Leadership	Leadership	Sport Education	Sport Education
Boys 2	Sport Education	Sport Education	Leadership	Leadership

Term 5

	1	2	3	4
91				
Group				
Girls 1	Individual - Athletics	Individual - Athletics	Striking/Fielding	Sport Education
Girls 2	Striking/Fielding	Sport Education	Individual - Athletics	Individual - Athletics
Boys 1	Individual - Athletics	Individual - Athletics	Sport Education	Striking/Fielding
Boys 2	Sport Education	Striking/Fielding	Individual - Athletics	Individual - Athletics

Term 6

	1	2	3	4
91				
Group				
Girls 1	Individual - Athletics	Individual - Athletics	Inter group competition - Summer Games	Inter group competition - Summer Games
Girls 2	Striking/Fielding	Striking/Fielding	Inter group competition - Summer Games	Inter group competition - Summer Games
Boys 1	Individual - Athletics	Individual - Athletics	Inter group competition - Summer Games	Inter group competition - Summer Games
Boys 2	Striking/Fielding	Striking/Fielding	Inter group competition - Summer Games	Inter group competition - Summer Games

KS4 - Year 10

Term 1		
	1	2
10 1		
Group		
Girls 1	Games - In	Fitness - Running
Girls 2	Fitness - Running	Games - Out
Boys 1	Games - In	Net & Wall - Indoor
Boys 2	Net & Wall - Indoor	Games - Out

Term 2		
	1	2
10 1		
Group		
Girls 1	Games - Out	Net & Wall - Indoor
Girls 2	Net & Wall - Indoor	Games - In
Boys 1	Games - Out	Individual - Aesthetic (Tramp)
Boys 2	Individual - Aesthetic (Tramp)	Games - In

Term 3

	1	2
10 1		
Group		
Girls 1	Games - Out	Individual - Aesthetic (Tramp)
Girls 2	Individual - Aesthetic (Tramp)	Fitness - Gym
Boys 1	Fitness - Circuits (Shall)	Games - Out
Boys 2	Fitness - Gym	Fitness - Circuits (Shall)

Term 4

	1	2
10 1		
Group		
All	Inter group competition - Winter Games	Inter group competition - Winter Games
All	Inter group competition - Winter Games	Inter group competition - Winter Games
All	Individual activitiy	Individual activitiy
All	Individual activitiy	Individual activitiy

Term 5

	1	2
10 1		
Group		
Girls 1	Individual - Athletics	Striking/Fielding
Girls 2	Striking/Fielding	Individual - Athletics
Boys 1	Individual - Athletics	Striking/Fielding
Boys 2	Striking/Fielding	Individual - Athletics

Term 6

	1	2
10 1		
Group		
Girls 1	Inter group competition - Athletics	Inter group competition - Summer Games
Girls 2	Inter group competition - Athletics	Inter group competition - Summer Games
Boys 1	Inter group competition - Athletics	Inter group competition - Summer Games
Boys 2	Inter group competition - Athletics	Inter group competition - Summer Games

KS4 - Year 11

7 Weeks		
Lesson 1		
Mixed	Shall 1	Trampolining
Girls	Mugga	Netball
Mixed	Shall 2	Table Tennis
Boys	Astro	Football

7 Weeks		
Lesson 2		
Mixed	Shall 1	Badminton
Mixed	Fitness Suite	Fitness
Girls	Field	Rounders
Boys	Astro	Football

Half Term

Year 11		
7 Weeks		
Lesson 1		
Mixed	Shall 1	Trampolining
Girls	Shall 2	Basketball
Mixed	Offsite	Bowling
Boys	Field	Rugby

Year 11		
7 Weeks		
Lesson 2		
Mixed	Shall 1	Basketball & Benchball
Boys	Fitness Suite	Fitness
Mixed	Offsite	Bowling
Boys	Astro	Football

Christmas Break

Year 11		
6 Weeks		
Lesson 1		
Mixed	Shall 1	Trampolining
Mixed	Shall 2	Dodgeball
Mixed	Offsite	Bowling

Year 11		
6 Weeks		
Lesson 2		
Mixed	Shall 1	Badminton & Table tennis
Girls	Fitness Suite	Fitness
Mixed	Offsite	Bowling

Boys	Astro	Football
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Boys	Astro	Football
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Half Term

Year 11		
6 Weeks		
Lesson 1		
Mixed	Shall 1	Boxercise & Badminton
Girls	Fitness Suite	Fitness
Boys	Mugga	5 a side football
Mixed	Astro	Rounders

Year 11		
6 Weeks		
Lesson 2		
Girls	Shall 1	Netball
Boys	Fitness Suite	Fitness
Boys	Mugga	5 a side football
Girls	Astro	Tag rugby

Easter Break

Year 11		
7 Weeks		
Lesson 1		
Boys	Astro	Football
Mixed	Fitness Suite	Fitness
Mixed	Field	Rounders
Mixed	Field	Softball

Year 11		
7 Weeks		
Lesson 2		
Boys	Astro	Football
Mixed	Fitness Suite	Fitness
Mixed	Field	Rounders
Mixed	Field	Softball

How does the Five Year Curriculum Plan meet the ACE curriculum design?

Ambitious	<ul style="list-style-type: none">• New activities• high level skills• high expectations and level of performance,• Improved teamwork
Challenging	<ul style="list-style-type: none">• Setting of extended study for students• Introduction of more theory work in practical sessions• Effective staff planning and evaluations of sessions• Monitoring of session progress
Engaging	<ul style="list-style-type: none">• Student independent learning• Variety of activities• broad curriculum Revised extra-curricular programme

What are the current strengths of the Five Year Curriculum 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:

- Unit sequence changes;
- Content changes at KS3 and KS4;
- 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.

There is a lot of work to be done within the department over a this plan with the main vision of improving the quality of teaching and learning, breadth and depth of activity provision, improved examination results. To achieve this, as a dept we need to do the following;

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