



Department: Physical Education

Curriculum Intent Statement

Our Curriculum Vision & Purpose

To develop all students' knowledge and understanding of how to lead a healthy, active lifestyle throughout their school life and beyond. All students will develop confidence and competence to take responsibility for their own physical health and have an understanding of how to remain physically active throughout their adulthood.

Powerful Knowledge

All students will develop their knowledge in the following 4 key areas...

- The importance of a balanced, healthy diet in maintaining health and physical fitness.
- The components of fitness that underpin performance in all physical activity and sport.
- How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems.
- How the development of their own Physical Literacy (a knowledge and skills base that allows people to adapt to everyday life situations) will allow them to lead a healthy, active lifestyle.

Curriculum Features

- Practical activities offered provide a range of experiences as well as underpinning the examination PE syllabuses (GCSE PE and BTEC Sport).
- A sequential approach is used to ensure that knowledge and skill development in practical activities is built upon year on year, through KS3 and into KS4.
- Focus on development of skills in isolation and then progression to using these skills in competitive, dynamic situations.
- A coherent approach to curriculum planning enables the theory element of PE to be taught throughout KS3, to develop in students a powerful knowledge of the key principles that underpin practical performance.
- Students are provided with opportunities for progression through the extra-curricular programme and competitive inter-school competitions.



Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: Physical Education

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 7 (referenced to topic as appropriate)
Year 7 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Rugby and Badminton Girls- Netball and Badminton Rugby isolated skills will include: passing, receiving, tackling and grip/carry Badminton isolated skills will include: serves, overhead clear, net shot and rallying Netball isolated skills will include: passing, marking, dodging, footwork and shooting	Demonstrating basic knowledge and understanding of skills and tactics to use within a game situation. AO1 – Knowledge and understanding of factors that affect performance & involvement AO2 – Apply Knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary
	Term 2 8 Weeks Max. No. Lessons: 16	For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Theory, Basketball and Football Girls- Theory, Dance and Table Tennis Theory- musculoskeletal system, cardiorespiratory system and physical training Basketball isolated skills will include: passing, dribbling, footwork, shooting Football isolated skills will include: passing, control, ball manipulation, shooting, defending Dance isolated skills will include: development of choreography using a choreographic process and replication of physical and interpretative skills. Table Tennis isolated skills will include: grip, serve, pushes and top spin/back spin.	Multiple-Choice Questions (MCQs) and GCSE style questions relating to topics covered, including skeletal system, muscular system etc. AO1, AO2, AO4	<ul style="list-style-type: none"> The importance of a balanced, healthy diet in maintaining health and physical fitness How the development of their own Physical Literacy (a knowledge and skills base that allows people to adapt to everyday life situations) will allow them to lead a healthy, active lifestyle.
	Term 3 6 Weeks Max. No. Lessons: 12	For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Theory, Football and Strength, Conditioning and Fitness (SCF) Girls- Theory, Gymnastics and SCF	Theory lessons will be assessed through MCQ's and GCSE style questions relating to topics covered. AO1, AO2, AO4 and...	<ul style="list-style-type: none"> The importance of a balanced, healthy diet in maintaining health and physical fitness How the development of their own Physical Literacy (a knowledge and skills base that allows people to adapt to

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Assessment Format to follow whole-school expectations (MCQs for Content Knowledge & Understanding, GCSE-style Qs. for Application of Skills).



Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: Physical Education

	<p>SCF- Fitness testing, physical training and development of components of fitness Gymnastics isolated skills will include: balance, agilities, rolls, travel and flight. See Term 2 for Football and Theory</p>	<p>AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity.</p>	<p>everyday life situations) will allow them to lead a healthy, active lifestyle.</p>
<p>Term 4 7 Weeks Max. No. Lessons:14</p>	<p>For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Dance/Gymnastics and Handball Girls- Basketball and Football/Rugby Handball isolated skills will include: dribbling, shooting, passing, defending and footwork See Term 1/2/3 for Dance, Gymnastics, Basketball, Football and Rugby</p>	<p>Graded by assessment matrix. AO1, AO2, AO4 and... AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity.</p>	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary
<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p>For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Cricket and Table Tennis Girls- Rounders and Handball Cricket isolated skills will include: fielding, batting and bowling. Rounders isolated skills will include: fielding, batting and bowling See Term 2/4 for Table Tennis and Handball</p>	<p>Graded by assessment matrix. AO1, AO2, AO4</p>	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p>For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Athletics and Softball Girls- Athletics and Trampolineing Athletics isolated skills will include: sprinting, pacing, throwing and jumping for distance Trampolineing isolated skills will include: shapes, seat landing, front landing, back landing, turns and rotations. Softball isolated skills will include: fielding, batting and bowling.</p>	<p>Graded by assessment matrix. AO1, AO2, AO4</p>	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary

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Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 8 (referenced to topic as appropriate)
Year 8 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Rugby and Badminton Girls- Netball and Badminton Rugby isolated skills will include: passing, receiving, tackling and grip/carry Badminton isolated skills will include: serves, overhead clear, net shot and rallying Netball isolated skills will include: passing, marking, dodging, footwork and shooting	Demonstrating basic knowledge and understanding of skills and tactics to use within a game situation. AO1 – Knowledge and understanding of factors that affect performance & involvement AO2 – Apply Knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary
	Term 2 8 Weeks Max. No. Lessons: 16	For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Theory, Basketball and Football Girls- Theory, Dance and Table Tennis Theory- musculoskeletal system, cardiorespiratory system and physical training Basketball isolated skills will include: passing, dribbling, footwork, shooting Football isolated skills will include: passing, control, ball manipulation, shooting, defending Dance isolated skills will include: development of choreography using a choreographic process and replication of physical and interpretative skills. Table Tennis isolated skills will include: grip, serve, pushes and top spin/back spin.	Multiple-Choice Questions (MCQs) and GCSE style questions relating to topics covered, including skeletal system, muscular system etc. AO1, AO2, AO4	<ul style="list-style-type: none"> The importance of a balanced, healthy diet in maintaining health and physical fitness How the development of their own Physical Literacy (a knowledge and skills base that allows people to adapt to everyday life situations) will allow them to lead a healthy, active lifestyle.
	Term 3 6 Weeks Max. No. Lessons: 12	For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Theory, Football and Strength, Conditioning and Fitness (SCF) Girls- Theory, Gymnastics and SCF	Theory lessons will be assessed through MCQ's and GCSE style questions relating to topics covered. AO1, AO2, AO4 and... AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity.	<ul style="list-style-type: none"> The importance of a balanced, healthy diet in maintaining health and physical fitness How the development of their own Physical Literacy (a knowledge and skills base that allows people to adapt to

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	<p>SCF- Fitness testing, physical training and development of components of fitness Gymnastics isolated skills will include: balance, agilities, rolls, travel and flight. See Term 2 for Football and Theory</p>		<p>everyday life situations) will allow them to lead a healthy, active lifestyle.</p>
<p>Term 4 7 Weeks Max. No. Lessons:14</p>	<p>For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Dance/Gymnastics and Handball Girls- Basketball and Football/Rugby Handball isolated skills will include: dribbling, shooting, passing, defending and footwork See Term 1/2/3 for Dance, Gymnastics, Basketball, Football and Rugby</p>	<p>Graded by assessment matrix. AO1, AO2, AO4 and... AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity.</p>	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary
<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p>For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Cricket and Table Tennis Girls- Rounders and Handball Cricket isolated skills will include: fielding, batting and bowling. Rounders isolated skills will include: fielding, batting and bowling See Term 2/4 for Table Tennis and Handball</p>	<p>Graded by assessment matrix. AO1, AO2, AO4</p>	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p>For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Athletics and Softball Girls- Athletics and Trampolineing Athletics isolated skills will include: sprinting, pacing, throwing and jumping for distance Trampolineing isolated skills will include: shapes, seat landing, front landing, back landing, turns and rotations. Softball isolated skills will include: fielding, batting and bowling.</p>	<p>Graded by assessment matrix. AO1, AO2, AO4</p>	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary

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Curriculum Knowledge & Assessment Overview 2019-20

Department: Physical Education

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 9 (referenced to topic as appropriate)
Year 9 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Rugby and Badminton Girls- Netball and Badminton Rugby isolated skills will include: passing, receiving, tackling and grip/carry Badminton isolated skills will include: serves, overhead clear, net shot and rallying Netball isolated skills will include: passing, marking, dodging, footwork and shooting	Demonstrating basic knowledge and understanding of skills and tactics to use within a game situation. AO1 – Knowledge and understanding of factors that affect performance & involvement AO2 – Apply Knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary
	Term 2 8 Weeks Max. No. Lessons: 16	For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Theory, Basketball and Football Girls- Theory, Dance and Table Tennis Theory- musculoskeletal system, cardiorespiratory system and physical training Basketball isolated skills will include: passing, dribbling, footwork, shooting Football isolated skills will include: passing, control, ball manipulation, shooting, defending Dance isolated skills will include: development of choreography using a choreographic process and replication of physical and interpretative skills. Table Tennis isolated skills will include: grip, serve, pushes and top spin/back spin.	Multiple-Choice Questions (MCQs) and GCSE style questions relating to topics covered, including skeletal system, muscular system etc. AO1, AO2, AO4	<ul style="list-style-type: none"> The importance of a balanced, healthy diet in maintaining health and physical fitness How the development of their own Physical Literacy (a knowledge and skills base that allows people to adapt to everyday life situations) will allow them to lead a healthy, active lifestyle.
	Term 3 6 Weeks Max. No. Lessons: 12	For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge. Boys- Theory, Football and Strength, Conditioning and Fitness (SCF) Girls- Theory, Trampoline and SCF	Theory lessons will be assessed through MCQ's and GCSE style questions relating to topics covered. AO1, AO2, AO4 and...	<ul style="list-style-type: none"> The importance of a balanced, healthy diet in maintaining health and physical fitness How the development of their own Physical Literacy (a knowledge and skills base that allows people to adapt to

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<p>Term 4 7 Weeks Max. No. Lessons:14</p>	<p>For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge.</p> <p>Boys- Trampolining and Handball Girls- Basketball and Football/Rugby</p> <p>Handball isolated skills will include: dribbling, shooting, passing, defending and footwork</p> <p>See Term 1/2/3 for Dance, Trampolining, Basketball, Football and Rugby</p>	<p>Graded by assessment matrix. AO1, AO2, AO4 and... AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity.</p>	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary
<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p>For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge.</p> <p>Boys- Cricket and Table Tennis Girls- Rounders and Handball</p> <p>Cricket isolated skills will include: fielding, batting and bowling.</p> <p>Rounders isolated skills will include: fielding, batting and bowling</p> <p>See Term 2/4 for Table Tennis and Handball</p>	<p>Graded by assessment matrix. AO1, AO2, AO4</p>	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p>For all activities students will explore; skills in isolation, skills in a competitive situation including strategies and tactics and theoretical knowledge.</p> <p>Boys- Athletics and Softball Girls- Athletics and Cricket</p> <p>Athletics isolated skills will include: sprinting, pacing, throwing and jumping for distance</p> <p>Cricket / Softball isolated skills will include: fielding, batting and bowling.</p>	<p>Graded by assessment matrix. AO1, AO2, AO4</p>	<ul style="list-style-type: none"> The components of fitness that underpin performance in all physical activity and sport. How the body systems allow us to move in order to take part in physical activity and sport – including the skeletal, muscular, cardiovascular and respiratory systems. Activity specific vocabulary

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Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: Physical Education

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 10 (referenced to topic as appropriate)
Year 10 GCSE PE Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 21	<p>Theory – Component 1 Fitness and Body Systems. 1.1.1 – 1.1.11 - The structure and functions of the musculoskeletal system. In this topic, learners will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.</p> <p>Practical – Component 3 Practical Performance – Badminton and Handball.</p>	<p>Component 1 - AO1 – Knowledge and understanding of factors that affect performance & involvement</p> <p>AO2 – Apply Knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity.</p> <p>Component 3 – AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.</p> <p>Use of end of topic tests following MCQ's followed by GCSE style questions ranging from 2 marks – 9 marks over the course of the year.</p> <p>Use of do, re-do and review (do part 1, do part 2, re-do 1+2, review/test) over the course of the year, for example unit 1.1.1 – 1.1.11 will be implemented into other end of topic tests to continuously re-cap knowledge.</p>	<p>Functions of the skeleton, classification of bones, structure of the skeleton, classification of joints, movement at joints, role of ligaments and tendons, muscle fibre types, location of muscles, antagonistic muscle pairs, skeletal and muscular systems working together.</p>
	Term 2 8 Weeks Max. No. Lessons: 24	<p>Theory – Component 1 Fitness and Body Systems 1.2.1 – 1.2.10 The function and structure of the cardio-respiratory system. 1.3.1-1.3.2 – Anaerobic and aerobic exercise.</p> <p>Practical – Component 3 Practical Performance – Badminton and Handball.</p>	<p>Component 1 - AO1</p> <p>AO2</p> <p>AO3.</p> <p>Component 3 – AO4</p>	<p>Functions of the cardiovascular system, structure of the cardiovascular system, structure of arteries, capillaries and veins, vascular shunting, function of blood and blood vessels, composition of inhaled and exhaled air impacting physical activity, vital capacity and tidal volume, function and structure of the respiratory system, gaseous exchange, how the cardiovascular and respiratory systems work together. Energy, the use of glucose and oxygen, energy sources.</p>

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<p>Term 3 6 Weeks Max. No. Lessons: 18</p>	<p>Theory – Component 1 Fitness and Body Systems. 1.4.1-1.4.6 – The short and long term effects of exercise. In this topic, learners will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport 2.1.1 – 2.2.4 – Lever Systems, examples of their use in activity and the mechanical advantage they provide in movement, Planes and axes of movement. Practical – Component 3 Practical Performance - Table Tennis and Netball.</p>	<p>Component 1 - AO1 AO2 A03. Component 3 – AO4</p>	<p>Short-term effects of physical activity on lactate accumulation and fatigue as well as heart rate, stroke volume, cardiac output and breathing rate. How the respiratory and cardiovascular systems work together. Long term effects of exercise on body systems and interpretation of graphs. First, second and third class levers, mechanical advantage and disadvantage.</p>
<p>Term 4 7 Weeks Max. No. Lessons: 21</p>	<p>Theory - Component 1 Fitness and Body Systems. 2.1.1 – 2.2.4 – Lever Systems, examples of their use in sport, Planes and axes of movement. In this topic, learners will develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes 3.1.1 – 3.4.4 – The relationship between health and fitness and the role that exercise plays in both, the components of fitness. The principles of training The Long term effects of exercise. Practical – Component 3 Practical Performance – Table Tennis and Netball. Practical performance linked to component 4 Personal Exercise Plan (PEP) – Fitness testing and creation of a PEP. PE Residential Trip - Use of residential for climbing and cycling.</p>	<p>Component 1 - AO1 AO2 A03. Component 3 – AO4</p>	<p>Movement patterns, body planes and axes. Sagittal, vertical and transverses planes. Definitions of fitness, health, exercise and performance, components of fitness.</p>
<p>Term 5 4 Weeks Max. No. Lessons: 12</p>	<p>Theory – Component 1 Fitness and Body Systems. 3.1.1 – 3.4.4 – The relationship between health, fitness, and the role that exercise plays in both, the components of fitness, benefits for sport and how fitness is measured and improved. The principles of training. The Long term effects of exercise. 3.5.1 – 3.6.3 – How to optimise training, prevent injury, effective use of warm up, and cool down. Practical – Component 3 Practical Performance and Component 4 Personal Exercise Plan (PEP). Sports - Health Fitness and training methods.</p>	<p>Component 1 - AO1 AO2 A03. Component 3 – AO4 Component 4 – AO4</p>	<p>Fitness tests, collection and interpretation of data, fitness test for specific components of fitness. How fitness is improved. Planning training and using principles of training, considering the most appropriate training methods, using different training methods for specific components of fitness. Long-term effects of aerobic and anaerobic training, long term training effects, long-term effects and benefits.</p>

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	<p>Term 6 7 Weeks Max. No. Lessons: 21</p>	<p>Theory – Component 1 Fitness and Body Systems. 3.5.1 – 3.6.3 – How to optimise training and prevent injury. Use of Mock Examination covering all aspects of the course covered in year 10. Re-visit any topics in more depth from the year. Practical – Component 3 Practical Performance and Component 4 Personal Exercise Plan (PEP). Sports – Athletics/Climbing/health fitness and training methods.</p>	<p>Component 1 - AO1 AO2 A03. Component 3 – AO4 Component 4 – AO4</p>	<p>How to optimise training and prevent injury, the use of a PARQ, injury prevention, injuries that can occur in physical activity, RICE, Performance enhancing drugs (PEDS), purpose of a warm up and cool down, phases of a warm up and cool down and activities included in warm ups and cool downs.</p>
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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 11 (referenced to topic as appropriate)
Year 11 GCSE PE Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 14	<p>Component 2 – Health and Performance. 1.1.1 – 1.3.7 (Physical emotional and social health fitness and well-being, the consequences of a sedentary lifestyle. Use of GCSE assessment matrix for PE practical and PEP. In this topic, learners will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being .</p> <p>Component 3 – Practical Performance.</p> <p>Component 4 – Personal Exercise Programme (PEP).</p>	<p>Component 2 – AO1 – Demonstrate Knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2 – Apply Knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity. Component 3 – AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. Component 4 – AO4 Component 2 - Health and Performance Use of do, re-do and review (do part 1, do part 2, re-do 1+2, review/test) over the course of the year, for example a unit will be implemented and re-visited throughout lessons and end of topic tests to continuously re-cap knowledge learnt previously using MCQ's and some short answer GCSE style questions.</p>	Physical health Emotional health Social health Impact of fitness on well-being How to promote personal health Lifestyle choices A sedentary lifestyle and its consequences nutritional requirements for balanced diet and sports performance The role and importance of macronutrients and micronutrients The factors affecting optimum weight The correct energy balance to maintain a healthy weight
	Term 2 8 Weeks Max. No. Lessons: 16	<p>Component 2 – Health and Performance, Sports Psychology 2.1.1 – 2.4.1. Classification of skills, 2.2. In this topic, learners will develop knowledge and understanding of the psychological factors that can affect performers and their performance in physical activity and sport</p>	<p>Component 2 – AO1 AO2 AO3 Component 3 – AO4 Component 4 – AO4 Use of GCSE assessment matrix for PE practical and PEP. Use of Mock Examination</p>	Classification of a range of sports Practice structures Skill classification goal setting SMART targets Setting and reviewing targets

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	<p>Component 3 – Practical Performance. Component 4 – Personal Exercise Programme (PEP).</p>	to test knowledge and understanding from Year 10 and Year 11. (Walking talking mock).	Types of guidance Types of feedback Mental preparation for performance
<p>Term 3 6 Weeks Max. No. Lessons: 12</p>	<p>Component 2 – Health and Performance. Socio-Cultural influences 3.1.1 – 3.3.2. Use of data – 4.1.1 – 4.1.5. In this topic, learners will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society. Component 3 – Practical Performance/Moderation Practice.</p>	<p>Component 2 – AO1 AO2 AO3 Component 3 – AO4 Use of data – 4.1.1 – 4.1.5. Use of GCSE assessment matrix for PE practical moderation. Revision of component 1 and 2 topics through exam style questions and MCQ's. A focus around exam technique, answering past papers, using mark scheme.</p>	<p>Participation rates in physical activity and sport Commercialisation, the media and physical activity and sport Sportsmanship, gamesmanship, deviance Ethical and socio-cultural issues in physical activity and sport</p>
<p>Term 4 7 Weeks Max. No. Lessons: 14</p>	<p>Component 1 - Fitness and Body Systems. Component 2 – Health and Performance. Component 3 – Practical Performance/Moderation Practice.</p>	<p>Component 1 - AO1 AO2 AO3. Component 2 – AO1 AO2 AO3 Component 3 – AO4 Revision of component 1 and 2 topics through exam style questions and MCQ's. A focus around exam technique.</p>	<p>Opportunity for pupils to retrieve and recall learned powerful knowledge from the previous 3 terms, in order to be fully prepared for their GCSE examinations.</p>
<p>Term 5 4 Weeks Max. No. Lessons: 8</p>	<p>Component 1 – Fitness and Body Systems. Component 2 – Health and Performance.</p>	<p>Component 1 - AO1 AO2 AO3. Component 2 – AO1 AO2 AO3 Revision of component 1 and 2 topics through exam style questions and MCQ's.</p>	<p>Opportunity for pupils to retrieve and recall learned powerful knowledge from the previous 3 terms, in order to be fully prepared for their GCSE examinations.</p>
<p>Term 6 7 Weeks Max. No. Lessons: 14</p>	<p>GCSE Exams</p>		

Powerful Knowledge includes key 'invaluable' and distinct knowledge concepts linked to this subject; it is distinct from common sense.

Assessment Format to follow whole-school expectations (MCQs for Content Knowledge & Understanding, GCSE-style Qs. for Application of Skills).