

PE Curriculum Overview 2021-22

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| Head of Department | <i>M. Collett</i> |
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What will students learn in each year?

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| Year 7 | |
| Term 1 | <p><u>Football, Netball, Basketball, Fitness, Rugby, Gymnastics</u></p> <p>Football – passing, dribbling, control, turning, passing and movement off the ball, shooting, attacking/outwitting opponents, defensive tactics Netball – passing, footwork, creating space, attacking play, dodging, shooting, defending, positions Basketball – ball familiarisation, passing, receiving, outwitting opponents, dribbling, set shot, lay up Fitness – warm ups, components of fitness, continuous training, fartlek training, circuit training Rugby – ball familiarisation, passing and receiving, tackling, attacking play Gymnastics – rotation, balances, flight, travel, sequences</p> |
| Term 2 | <p><u>Basketball, Fitness, Rugby, Gymnastics</u></p> <p>Basketball – ball familiarisation, passing, receiving, outwitting opponents, dribbling, set shot, lay up Fitness – warm ups, components of fitness, continuous training, fartlek training, circuit training Rugby – ball familiarisation, passing and receiving, tackling, attacking play Gymnastics – rotation, balances, flight, travel, sequences</p> |
| Term 3 | <p><u>Rugby, Football, Table Tennis, Gymnastics, Fitness</u></p> <p>Football – passing, dribbling, control, turning, passing and movement off the ball, shooting, attacking/outwitting opponents, defensive tactics Rugby – ball familiarisation, passing and receiving, tackling, attacking play Gymnastics – rotation, balances, flight, travel, sequences Fitness – Couch to 5k lessons to include the principles of training – SPORT + warm ups, components of fitness, continuous training, fartlek training, and circuit training. Table tennis – backhand push, serve, forehand push, topspin, singles, doubles</p> |
| Term 4 | <p><u>Table Tennis, Gymnastics, Football, Basketball, Fitness, Handball, Rugby</u></p> <p>Football – passing, dribbling, control, turning, passing and movement off the ball, shooting, attacking/outwitting opponents, defensive tactics Basketball – ball familiarisation, passing, receiving, outwitting opponents, dribbling, set shot, lay up Rugby – ball familiarisation, passing and receiving, tackling, attacking play</p> |

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| | <p>Gymnastics – rotation, balances, flight, travel, sequences</p> <p>Table tennis – backhand push, serve, forehand push, topspin, singles, doubles</p> <p>Fitness – Couch to 5k lessons to include the principles of training – SPORT + warm ups, components of fitness, continuous training, fartlek training, and circuit training.</p> <p>Handball – basic rules, 3 steps, dribbling, semi circle, shooting, tackling</p> |
| Term 5 | <p><u>Striking and Fielding Games</u></p> <p>The lessons will have a focus on developing the competence to participate in striking and fielding (S&F) sports through the three pillars of PE – motor competence, rules, strategies and tactics, healthy participation.</p> <p>The lesson aims are to sequentially develop skills through transitional activities. Fundamental movement skills are a pre-condition to accessing the later, more specialised movement patterns required for competence in specific sports. Starting with foundation movement competence.</p> <p>Week 1 – basics of throwing and catching. Transferable skills for the different S&F activities that will be visited as we move forwards.</p> <p>Week 2 – Striking. Hand/eye co-ordination. Timing. Direction.</p> <p>Week 3 – Fielding skills. Reinforce motor competence from week1 – throwing and catching. Looking at various other techniques. Start to look at strategies and tactics.</p> <p>Final two weeks – T-ball to start developing more specialised skills based on the fundamentals that have been learnt.</p> |
| Term 6 | <p><u>Athletics (Track and Field Events)</u></p> <p>The lessons will have a focus on developing the competence to participate in all track and field events sports through the three pillars of PE – motor competence, rules, strategies and tactics, healthy participation.</p> <p>Each event lesson will develop skills through transitional activities and lead to a personal challenge for each student to individually analyse their performance.</p> <p>The classes will rotate around the following events, and this will prepare students for Sports Day in July.</p> <p>Introduce running style (100/200/400m)</p> <p>Introduce pace running – 800m</p> <p>Jumping- long jump</p> <p>Throwing – shot putt</p> <p>Throwing - javelin</p> <p>Throwing – Discus</p> <p>Running – Relay 4 x 50m</p> |

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| Term 1 | <p><u>Football, Netball, Basketball, Fitness, Rugby, Gymnastics</u></p> <p>Football – passing, outwitting defenders, attack tactics, shooting, heading, defensive tactics</p> <p>Netball – passing, footwork, creating space, attacking play, dodging, shooting, defending, positions</p> <p>Basketball – ball familiarisation, passing, receiving, outwitting opponents, dribbling, set shot, lay up, jump shot</p> <p>Fitness – fitness testing, continuous training, circuit training, fartlek training</p> <p>Rugby – passing, tackling, kicking, tactical play</p> <p>Gymnastics – rotation, balance, flight, travel, counter tension, counter balance, paired balances,</p> |
| Term 2 | <p><u>Basketball, Fitness, Rugby, Gymnastics,</u></p> <p>Basketball – ball familiarisation, passing, receiving, outwitting opponents, dribbling, set shot, lay up, jump shot</p> <p>Gymnastics – rotation, balance, flight, travel, counter tension, counter balance, paired balances,</p> <p>Fitness – fitness testing, continuous training, circuit training, fartlek training Rugby – passing, tackling, kicking, tactical play</p> |
| Term 3 | <p><u>Rugby, Football, Table Tennis, Gymnastics, Fitness</u></p> <p>Football – passing, outwitting defenders, attack tactics, shooting, heading, defensive tactics</p> <p>Fitness – Couch to 5k lessons to include the principles of training – SPORT + warm ups, components of fitness, continuous training, fartlek training, and circuit training.</p> <p>Rugby – passing, tackling, kicking, tactical play</p> <p>Gymnastics – rotation, balance, flight, travel, counter tension, counter balance, paired balances</p> <p>Table tennis – backhand push, serve, forehand push, topspin, singles, doubles</p> |
| Term 4 | <p><u>Table Tennis, Gymnastics, Football, Basketball, Fitness, Handball, Rugby</u></p> <p>Football – passing, outwitting defenders, attack tactics, shooting, heading, defensive tactics</p> <p>Basketball – ball familiarisation, passing, receiving, outwitting opponents, dribbling, set shot, lay up, jump shot</p> <p>Rugby – passing, tackling, kicking, tactical play</p> <p>Gymnastics – rotation, balance, flight, travel, counter tension, counter balance, paired balances,</p> <p>Table tennis – backhand push, serve, forehand push, topspin, singles, doubles</p> <p>Fitness – Couch to 5k lessons to include the principles of training – SPORT + warm ups, components of fitness, continuous training, fartlek training, and circuit training.</p> <p>Handball – basic rules, 3 steps, dribbling, semi circle, shooting, tackling</p> |

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| Term 5 | <p><u>Striking and Fielding Games</u></p> <p>The lessons will have a focus on continuing developing the competence to participate in striking and fielding (S&F) sports through the three pillars of PE – motor competence, rules, strategies and tactics, healthy participation. The lesson aims are to sequentially develop skills through transitional activities. Fundamental movement skills are a pre-condition to accessing the later, more specialised movement patterns required for competence in specific sports. Starting with foundation movement competence.</p> <p>Week 1 – basics of throwing and catching. Transferable skills for the different S&F activities that will be visited as we move forwards.</p> <p>Week 2 – Striking. Hand/eye co-ordination. Timing. Direction.</p> <p>Week 3 – Fielding skills. Reinforce motor competence from week1 – throwing and catching. Looking at various other techniques. Start to look at strategies and tactics.</p> <p>Final two weeks – T-ball to start developing more specialised skills based on the fundamentals that have been learnt.</p> |
| Term 6 | <p><u>Athletics (Track and Field Events)</u></p> <p>The lessons will have a focus on continuing developing the competence to participate in all track and field events sports through the three pillars of PE – motor competence, rules, strategies and tactics, healthy participation. Each event lesson will develop skills through transitional activities and lead to a personal challenge for each student to individually analyse their performance. The classes will rotate around the following events, and this will prepare students for Sports Day in July.</p> <p>Sprint running technique (100/200/400m)</p> <p>Middle distance running – 800m</p> <p>Jumping- long jump</p> <p>Throwing – shot putt</p> <p>Throwing - javelin</p> <p>Throwing – Discus</p> <p>Running – Relay 4 x 50m</p> |

Year 9

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| Term 1 | <p><u>Basketball, Netball, Fitness, Badminton and Football</u></p> <p>Basketball – outwitting an opponent, lay up, zone defense, 3 man weave, tactics</p> <p>Netball – passing, footwork, creating space, attacking play, dodging, shooting, defending, positions</p> <p>Fitness – fitness testing, aerobic training, circuit training,</p> <p>Football – passing, control/turning, attacking/outwitting an opponent, shooting, defensive tactics, set plays</p> <p>Badminton – serves, overhead clear, drop shot, net shot, smash, singles, doubles</p> |
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| Term 2 | <p><u>Fitness, Rugby, Football, Table Tennis, Leadership</u></p> <p>Football – passing, control/turning, attacking/outwitting an opponent, shooting, defensive tactics, set plays</p> <p>Fitness – fitness testing, aerobic training, circuit training,</p> <p>Rugby – passing, outwitting opponents, rucking, line outs, scrum</p> |
| Term 3 | <p><u>Leadership, Table Tennis, Basketball, Trampolining and Fitness</u></p> <p>Basketball – outwitting an opponent, lay up, zone defense, 3 man weave, tactics</p> <p>Fitness – Couch to 5k lessons to include the principles of training – SPORT + warm ups, components of fitness, continuous training, fartlek training, and circuit training.</p> <p>Table tennis – backhand push, serve, forehand push, topspin, singles, doubles</p> <p>Leadership – warm up games, communication, ;leading a session, skill development, games</p> |
| Term 4 | <p><u>Leadership, Table Tennis, Basketball, Trampolining and Fitness</u></p> <p>Basketball – outwitting an opponent, lay up, zone defense, 3 man weave, tactics</p> <p>Fitness – Couch to 5k lessons to include the principles of training – SPORT + warm ups, components of fitness, continuous training, fartlek training, and circuit training.</p> <p>Table tennis – backhand push, serve, forehand push, topspin, singles, doubles</p> <p>Leadership – warm up games, communication; leading a session, skill development, games</p> |
| Term 5 | <p><u>Striking and Fielding Games</u></p> <p>The lessons will have a focus on revisiting each S&F sport, refining and building on key fundamental movements skills that were taught in Year 7 & 8.</p> <p>Each group will be taught rounders, stoolball and softball on a rotation. There will be transferable skills between all three but the focus for groups will be on the specific activity.</p> <p>The students will build upon fundamental skills but increase complexity and level of challenge; develop the principles of placement and deception; and be involved in pressurised game situations to allow for tactical planning and refinement. The lessons will allow students to make decisions, assess outcome and suggest improvements.</p> <p>Skills to be developed:</p> <p>Batting – Variations</p> <p>Bowling – Variations</p> <p>Fielding - Sending/Receiving</p> <p>Fielding – Positioning</p> |
| Term 6 | <p><u>Athletics (Track and Field Events)</u></p> <p>The lessons will have a focus on continuing developing the competence to participate in all track and field events sports through the three pillars of PE – motor competence, rules, strategies and tactics, healthy participation.</p> <p>The lessons will allow students to build on running, jumping and throwing skills in a competitive context. They will be encouraged the replication of techniques in a</p> |

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| | <p>range of events. In each session, students will be asked to make decisions, assess outcome and suggest improvements. The classes will rotate around the following events, and this will prepare students for Sports Day in July.</p> <p>Sprint running technique (100/200/400m)</p> <p>Middle distance running – 800m</p> <p>Jumping- long jump</p> <p>Throwing – shot putt</p> <p>Throwing - javelin Throwing – Discus</p> <p>Running – Relay 4 x 50m</p> |
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| Year 10 | |
| Exam Board: OCR National / Pearson BTEC | |
| Term 1 | <p>Core Lessons BTEC Sport Unit 1 – Fitness exam In this unit the students will need to: A know about the components of fitness and the principles of training B explore different fitness training methods C investigate fitness testing to determine fitness levels.</p> <p><u>Option Group</u> OCR National Sport Science - R041 Reducing the risk of sports injury exam preparation <i>Learning Outcome 1</i> Understand different factors which influence the risk of injury <i>Learning Outcome 2</i> Understand how appropriate warm up and cool down routines can help to prevent injury</p> |
| Term 2 | <p>Core Lessons BTEC Sport Unit 1 – Fitness exam In this unit the students will need to: A know about the components of fitness and the principles of training B explore different fitness training methods C investigate fitness testing to determine fitness levels.</p> <p><u>Option Group</u> OCR National Sport Science - R041 Reducing the risk of sports injury exam preparation <i>Learning Outcome 3</i> - Know how to respond to injuries within a sporting context <i>Learning Outcome 4</i> - Know how to respond to common medical conditions</p> |

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| <p>Term 3</p> | <p>Core Lessons Unit 5 – anatomy and physiology n this unit the students will need to: A know about the short-term responses and long-term adaptations of the body systems to exercise B know about the different energy systems used during sports performance.</p> <p><u>Option Group</u></p> <p>OCR National Sport Science - R041 Reducing the risk of sports injury exam preparation – revise and sit the exam in January</p> <p>OCR National Sport Science - UNIT R044: SPORT PSYCHOLOGY Learning Objective 1 – Understand the relationship between personality 5 and sports performance Learning Objective 2 – Know how motivation can affect sports performance</p> |
| <p>Term 4</p> | <p>Core Lessons Unit 5 – anatomy and physiology In this unit the students will need to: A know about the short-term responses and long-term adaptations of the body systems to exercise B know about the different energy systems used during sports performance.</p> <p><u>Option Group</u></p> <p>OCR National Sport Science - UNIT R044: SPORT PSYCHOLOGY Learning Objective 3 – Know how aggression can affect sports performance Learning Objective 4 – Understand the impact of arousal and anxiety on sports performance</p> |
| <p>Term 5</p> | <p>Core BTEC Sport Lessons Unit 2 – practical sport In this unit the students will need to: A understand the rules, regulations and scoring systems for selected sports B practically demonstrate skills, techniques and tactics in selected sports C be able to review sports performance.</p> <p>Students will continue to look at the learning aim B, looking at the practical performance in their chosen sports to study.</p> <p><u>Option Group - OCR National Sport Science</u></p> <p>Fitness tests Students are asked to carry out fitness tests to assess a squad members’ fitness. Fitness tests should include consideration of:</p> <ul style="list-style-type: none"> • tests for each component of fitness |

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| <p>Term 6</p> | <p>Core BTEC Sport Lessons Unit 2 – practical sport In this unit the students will need to: A understand the rules, regulations and scoring systems for selected sports B practically demonstrate skills, techniques and tactics in selected sports C be able to review sports performance.</p> <p>Students will continue to look at the learning aim B, looking at the practical performance in their chosen sports to study.</p> <p><u>Option Group - OCR National Sport Science</u></p> <p>Students should design a fitness training programme to address specific needs identified in Task 3 including:</p> <ul style="list-style-type: none"> • gathering details about the subject the programme is for • clarifying the aims of the training programme – these should show relevance to the initial data gathered in Task 3 • setting realistic goals which can be measured • suitable duration of the training programme • suitability of activities • organisation of activities • adaptability • progression. |
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| <p>Year 11</p> <p>Exam Board: OCR National / Pearson BTEC</p> | |
| <p>Term 1</p> | <p>Core Lessons Unit 3 – Fitness programme In this unit the students will need to: A design a personal fitness training programme B know about exercise adherence factors and strategies for continued training success C implement a self-designed personal fitness training programme to achieve own goals and objectives D review a personal fitness training programme.</p> <p><u>Option Group</u> OCR National Sport Science - UNIT R043: THE BODY'S RESPONSE TO PHYSICAL ACTIVITY <i>Learning Objective 2 – Complete the task for understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness.</i> <i>Learning Objective 3 – Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems.</i></p> |

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| <p>Term 2</p> | <p>Core Lessons Unit 3 – Fitness programme In this unit the students will need to: A design a personal fitness training programme B know about exercise adherence factors and strategies for continued training success C implement a self-designed personal fitness training programme to achieve own goals and objectives D review a personal fitness training programme.</p> <p><u>Option Group</u></p> <p>OCR National Sport Science - UNIT R043: THE BODY'S RESPONSE TO PHYSICAL ACTIVITY</p> <p><i>Learning Objective 4 – Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</i></p> |
| <p>Term 3</p> | <p>Core Lessons Unit 2 – practical sport In this unit the students will need to: A understand the rules, regulations and scoring systems for selected sports B practically demonstrate skills, techniques and tactics in selected sports C be able to review sports performance.</p> <p><u>Option Group</u> R042 APPLYING PRINCIPLES OF TRAINING</p> <p><i>OCR National Sport Science - R042 APPLYING PRINCIPLES OF TRAINING Learning Outcome 1 - Know the principles of training in a sporting context. Learning Outcome 2 - Know how training methods target different fitness components. Learning Outcome 3 - Be able to conduct fitness tests</i></p> |
| <p>Term 4</p> | <p>Core Lessons Unit 2 – practical sport In this unit the students will need to: A understand the rules, regulations and scoring systems for selected sports B practically demonstrate skills, techniques and tactics in selected sports C be able to review sports performance.</p> <p><u>Option Group</u> OCR National Sport Science - R042 APPLYING PRINCIPLES OF TRAINING Learning Outcome 4 - Be able to develop fitness training programmes</p> |

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| <p>Term 5</p> | <p>Core Lessons Unit 2 – practical sport In this unit the students will need to: A understand the rules, regulations and scoring systems for selected sports B practically demonstrate skills, techniques and tactics in selected sports C be able to review sports performance.</p> <p><i>Option Group</i> OCR National Sport Science - R042 APPLYING PRINCIPLES OF TRAINING <i>Learning Outcome 4 - Be able to develop fitness training programmes</i></p> |
| <p>Term 6</p> | <p>Core Lessons Unit 2 – practical sport C be able to review sports performance – review the analysis of the performance</p> <p><i>Option Group</i> OCR National Sport Science - R042 APPLYING PRINCIPLES OF TRAINING <i>Learning Outcome 4 - Be able to develop fitness training programmes and review them.</i></p> |