

Year 7 Mastery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Curriculum Content, Composites and Components	<p><b>Baseline</b></p> <p>3 week baseline testing period including; Invasion Games/ Net and Wall/ Striking and Fielding / Athletics.</p>	<p><b>Sport 1 7 weeks</b></p> <p><b>Boys Set Sports:</b> Fitness, x2 cross country <b>Girls Set Sports:</b> Fitness, x2 cross country</p> <p><b>Composite: The Exercise Session.</b> Understand the structure of an exercise session and the importance of developing this.</p> <p><b>Component 1:</b> Studying the three stages of warming up, skill development, main activity and cool down. Understand the importance of warming up and cooling down. Identify dangers of not respecting own body and following rules of exercise. <b>Component 2:</b> Muscles used in PE, this will be relevant to the sport but students should be able to make links to others. Students identify areas of strength and areas for development. Students will set targets to develop mobility, CVF and flexibility.</p>	<p><b>Sport 2 7 weeks</b></p> <p><b>Boys Set Sports:</b> Football <b>Girls Set Sports:</b> Tchoukball, Ultimate Frisbee, Lacrosse, Netball</p> <p><b>Composite: Skeletal System.</b> Understand the functions of the skeletal system and how it is used in a variety of different sports.</p> <p><b>Component 1:</b> Understand the functions of the skeletal system. Develop knowledge of the functions of the skeleton. <b>Component 2:</b> Be able to correctly identify the classification of bones. Students can link the use of bones to a variety of sports and describe why different bones are required for different activities. <b>Component 3:</b> Know the names of bones and apply knowledge to sporting contexts. Match accurately to requirements of different sports.</p>	<p><b>Sport 3 6 Weeks</b></p> <p><b>Boys Set Sports:</b> Dance, Handball <b>Girls Set Sports:</b> Tchoukball, Ultimate Frisbee, Lacrosse, Netball</p> <p><b>Composite: Health Related Fitness:</b> Understand the different components of health-related fitness, and what sports are pertinent for that component.</p> <p><b>Component 1:</b> Muscular Endurance, what is it? And in sports is it important? Develop knowledge and skills of how to improve ME. <b>Component 2:</b> Muscular Strength what is it? And in sports is it important? Develop knowledge and skills of how to improve MS. <b>Component 3:</b> Body Composition what is it? And in sports is it important? Develop knowledge and skills of how to improve BC. <b>Component 4:</b> Flexibility what is it? And in sports is it important? Develop knowledge and skills of how to improve Flexibility. <b>Component 5:</b> Cardiovascular Fitness what is it? And in sports is it important? Develop knowledge and skills of how to improve CVF.</p>	<p><b>Sport 4 6 Weeks</b></p> <p><b>Boys Set Sports:</b> Handball, Dance <b>Girls Set Sports:</b> Dance, Gymnastics</p> <p><b>Composite Skill Related Fitness:</b> Understand the different components of skill-related fitness, and what sports are pertinent for that component.</p> <p><b>Component 1:</b> Power what is it? And in sports is it important? Demonstrate a range of activities that develop skills of Power. Set targets to improve own Power. <b>Component 2:</b> Co-ordination what is it? And in sports is it important? Demonstrate a range of activities that develop skills in coordination. Set targets to improve own co-ordination. <b>Component 3:</b> Reaction Time what is it? And in sports is it important? Demonstrate a range of activities that develop reaction time. Set targets to improve own reaction time. <b>Component 4:</b> Agility what is it? And in sports is it important? Demonstrate a range of activities that develop agility. Set targets to improve own agility. <b>Component 5:</b> Balance what is it? And in sports is it important? Demonstrate a range of activities that develop balance. Set targets to improve own balance. <b>Component 6:</b> Speed what is it? And in sports is it important? Demonstrate a range of activities that develop speed. Set targets to improve own speed.</p>	<p><b>Sport 5 5 Weeks</b></p> <p><b>Boys Set Sports:</b> Athletics x4, Ultimate Frisbee, Tchoukball, Lacrosse <b>Girls Set Sports:</b> Athletics x4, Football</p> <p><b>Composite Fitness Tests:</b> Understand how to conduct each fitness test and what component of fitness it is used for.</p> <p><b>Component 1:</b> 30m Sprint, what component does it test for and what conditions should be met so the test is reliable. Set targets to improve component. <b>Component 2:</b> Hand Grip Strength Test what component does it test for and what conditions should be met so the test is reliable. Set targets to improve component. <b>Component 3:</b> Vertical Jump what component does it test for and what conditions should be met so the test is reliable. Set targets to improve component. <b>Component 4:</b> Sit and Reach Test what component does it test for and what conditions should be met so the test is reliable. Set targets to improve component. <b>Component 5:</b> One Minute Sit Up Test, what component does it test for and what conditions should be met so the test is reliable. Set targets to improve component. <b>Component 6:</b> Multi Stage Fitness Test, what component does it test for and what conditions should be met so the test is reliable. Set targets to improve component.</p>	<p><b>Sport 6 7 Weeks</b></p> <p><b>Boys Set Sports:</b> Rounders x 4, Rugby x2 <b>Girls Set Sports:</b> Rounders x3, Cricket x3</p> <p><b>Composite Methods of Training:</b></p> <p><b>Component 1:</b> Continuous training - understanding how it supports the requirements for different sports. Students will track and discuss their strengths and set SMART targets to be achieved at the end of the topic. <b>Component 2:</b> Fartlek - understanding how it supports the requirements for different sports. Students will track and discuss their strengths and set SMART targets to be achieved at the end of the topic. <b>Component 3:</b> Circuit - understanding how it supports the requirements for different sports. Students will track and discuss their strengths and set SMART targets to be achieved at the end of the topic. <b>Component 4:</b> Interval - understanding how it supports the requirements for different sports. Students will track and discuss their strengths and set SMART targets to be achieved at the end of the topic. <b>Component 5:</b> Plyometrics - understanding how it supports the requirements for different sports. Students will track and discuss their strengths and set SMART targets to be achieved at the end of the topic. <b>Component 6:</b> Weight - understanding how it supports the requirements for different sports. Students will track and discuss their strengths and set SMART targets to be achieved at the end of the topic.</p>

<p>Prior knowledge and skills (from previous year / key stage)</p>	<ul style="list-style-type: none"> <li>• Play competitive games and apply basic principles suitable for attacking and defending.</li> <li>• Play competitive games and apply basic principles suitable for attacking and defending. To display throwing and catching skills.</li> <li>• To perform running jumping and throwing skills in isolation and in combination. Develop flexibility strength, technique, control and balance.</li> </ul>					
<p>Assessment Objectives</p>	<p>AO1, AO2, AO3, AO4</p>	<p>AO1, AO2, AO3, AO4</p>	<p>AO1, AO2, AO3, AO4</p>	<p>AO1, AO2, AO3, AO4</p>	<p>AO1, AO2, AO3, AO4</p>	<p>AO1, AO2, AO3, AO4</p>
<p>Tier 3 vocabulary / Key Subject Terminology</p>	<p>Pulse raiser Stretches Sport Specific Cool down Gastrocnemius Tricep Bicep Hamstring</p>	<p>Blood cell production Protection Levers Long bones Short bones Flat bones Irregular bones</p>	<p>Muscular Endurance Muscular Strength Body Composition Flexibility Cardiovascular Fitness</p>	<p>Power Co-ordination Reaction Time Agility Balance Speed</p>	<p>30m Sprint Hand Grip Strength Test Vertical Jump Sit and Reach Test One Minute Sit Up Test One Minute press Up Test Multi Stage Fitness Test</p>	<p>Continuous Fartlek Circuit Interval Plyometrics Weight Aerobics</p>
<p>Assessment</p>	<p>Assessments will be based on a mark out of 21 (converted into a percentage) on skills in isolation (6 marks), in competitive gameplay (15 mark). Age related expectations will be taken into account with this. Assessments will take the form of a practical moderation in the sport that they are studying, some of which will be video recorded and used as standardisation opportunities.</p>					
<p>Cross Curricular Links with other Faculties</p>	<p>Biology: The body and it's functions BV – Understand how and why the structure of a work out is important. Links to the rules of professional coaches, gym owners, PT's, instructors (The Rules of Law)</p>	<p>Maths: Time and score keeping when acting as an official. BV – Students learn to respect their body and use tolerance to push their CV, strength, endurance (Tolerance and Respect)</p>	<p>Spanish: Salsa dancing. BV – Students have the opportunity to select sports and areas of fitness that they are confident and comfortable in (Individual Liberty)</p>	<p>Maths: Normative data Science: Validity and Reliability of tests BV – Students have a clear understanding of the rules and expectations for each fitness and understand how cheating in sport can ruin careers (The Rule of Law)</p>	<p>Biology: Aerobic and anaerobic respiration. BV – Students try a variety of training methods and have the opportunity to select which training method they prefer (Individual Liberty)</p>	
<p>Knowledge Organiser content</p>	<p><u>The Exercise Session</u></p> <ul style="list-style-type: none"> <li>• Warming up</li> <li>• Muscles used in PE</li> </ul> <p>Autumn 1 sports specific content</p>	<p><u>Skeletal System</u></p> <ul style="list-style-type: none"> <li>• Functions</li> <li>• Classification of bones</li> <li>• Names of bones</li> </ul> <p>Autumn 2 sports specific content</p>	<p><u>Health Related Fitness:</u></p> <ul style="list-style-type: none"> <li>• Muscular Endurance</li> <li>• Muscular Strength</li> <li>• Body Composition</li> <li>• Flexibility</li> <li>• Cardiovascular Fitness</li> </ul> <p>Spring 1 sports specific content</p>	<p><u>Skill Related Fitness:</u></p> <ul style="list-style-type: none"> <li>• Power</li> <li>• Co-ordination</li> <li>• Reaction Time</li> <li>• Agility</li> <li>• Balance</li> <li>• Speed</li> </ul> <p>Spring 2 sports specific content</p>	<p><u>Fitness Tests</u></p> <ul style="list-style-type: none"> <li>• 30m Sprint</li> <li>• Hand Grip Strength Test</li> <li>• Vertical Jump</li> <li>• Sit and Reach Test</li> <li>• One Minute Sit Up Test</li> <li>• One Minute press Up Test</li> <li>• Cooper 12 Minute Run</li> <li>• Multi Stage Fitness Test</li> </ul> <p>Summer 1 sports specific content</p>	<p><u>Methods of Training</u></p> <ul style="list-style-type: none"> <li>• Continuous</li> <li>• Fartlek</li> <li>• Circuit</li> <li>• Interval</li> <li>• Plyometrics</li> <li>• Weight</li> <li>• Resistance</li> </ul> <p>Summer 2 sports specific content</p>

Extra-Curricular Offer	<b>Boys:</b> Football Basketball Badminton Cross Country	<b>Girls:</b> Netball Badminton Dance Cross Country	<b>Boys:</b> Football Basketball Table Tennis	<b>Girls:</b> Netball Dance Fitness	<b>Boys:</b> Athletics Cricket Table Tennis	<b>Girls:</b> Athletics Rounders Table Tennis
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## PE / Year 8 / 2021-22



Year 8 Endurance	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content, Composites and Components	<p><b>Sport 1 7 Weeks</b></p> <p><b>Boys Set Sports:</b> Football, Basketball, x1 Cross Country</p> <p><b>Girls Set Sports:</b> Netball, x1 Cross Country</p> <p><b>Composite:</b> Health Fitness and Wellbeing</p> <p><b>Component 1:</b> Understanding the <u>Physical</u> benefits of sport and the impact this has on performance.</p> <p><b>Component 2:</b> Understanding the <u>Emotional</u> benefits of sport and the impact this has on performance.</p> <p><b>Component 3:</b> Understanding the <u>Social</u> benefits of sport and the impact this has on performance.</p> <p><b>Component 4:</b> Demonstrate understanding of the impact that <u>Lifestyle Choices</u> have on performance.</p>	<p><b>Sport 2 7 Weeks</b></p> <p><b>Boys Set Sports:</b> Football, Basketball</p> <p><b>Girls Set Sports:</b> Fitness, Aerobics, Dance</p> <p><b>Composite:</b> Sports Nutrition</p> <p><b>Component 1:</b> Understand how <u>carbohydrates</u> are part of a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity.</p> <p><b>Component 2:</b> Understand how <u>protein</u> are part of a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity.</p> <p><b>Component 3:</b> Understand how <u>fats</u> are part of a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity.</p> <p><b>Component 4:</b> Understand how <u>vitamins</u> are part of a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity.</p> <p><b>Component 5:</b> Understand how <u>minerals</u> are part of a balanced diet to maintain a healthy lifestyle</p>	<p><b>Sport 3 6 Weeks</b></p> <p><b>Boys Set Sports:</b> Handball Fitness</p> <p><b>Girls Set Sports:</b> Aerobics, Dance, Badminton</p> <p><b>Composite:</b> Performance Enhancing Drugs</p> <p><b>Component 1:</b> develop understanding of performance enhancing drugs and why athletes take them and their consequences.</p> <p><b>Component 2:</b> Understand the impacts <u>stimulants</u> have on both health and performance.</p> <p><b>Component 3:</b> Understand the impacts <u>narcotic analgesics</u> have on both health and performance.</p> <p><b>Component 4:</b> Understand the impacts <u>anabolic steroids</u> have on both health and performance.</p> <p><b>Component 5:</b> Understand the impacts <u>peptide hormones</u> have on both health and performance.</p> <p><b>Component 6:</b> Understand the impacts <u>diuretics</u> have on both health and performance.</p> <p><b>Component 7:</b> Understand the impacts <u>blood doping</u> has on both health and performance.</p>	<p><b>Sport 4 6 Weeks</b></p> <p><b>Boys Set Sports:</b> Fitness Handball</p> <p><b>Girls Set Sports:</b> Ultimate Frisbee, Tchoukball, Lacrosse</p> <p><b>Composite:</b> The Role of Sport in Promoting Values</p> <p><b>Component 1:</b> understand the key Values in sport and know their definitions.</p> <p><b>Component 2:</b> Develop understanding of the Olympic and Paralympic Movement.</p> <p><b>Component 3:</b> Develop knowledge and understanding of sporting initiatives.</p> <p><b>Component 4:</b> Understand the importance of positive Sporting Behaviour and Etiquette and the consequences negative behaviour and etiquette.</p> <p><b>Component 5:</b> develop knowledge of WADA and the rules they have in place to make sport fair.</p>	<p><b>Sport 5 5 Weeks</b></p> <p><b>Boys Set Sports:</b> Athletics x4, Orienteering x2</p> <p><b>Girls Set Sports:</b> Athletics x4, Orienteering x2</p> <p><b>Composite:</b> Apply knowledge of the role of Sport in Promoting Values</p> <p><b>Component 1:</b> Develop understanding of the Olympic and Paralympic Movement.</p> <p><b>Component 2:</b> Develop knowledge and understanding of sporting initiatives.</p> <p><b>Component 3:</b> Understand the importance of positive Sporting Behaviour and Etiquette and the consequences negative behaviour and etiquette.</p> <p><b>Component 4:</b> develop knowledge of WADA and the rules they have in place to make sport fair.</p>	<p><b>Sport 6 7 Weeks</b></p> <p><b>Boys Set Sports:</b> Cricket x4, Rounders x2</p> <p><b>Girls Set Sports:</b> Handball x2, Rounders x4</p> <p><b>Composite:</b> Practice to Improve Performance</p> <p><b>Component 1:</b> evaluate own and peer performance. Identifying strengths and areas for improvement.</p> <p><b>Component 2:</b> develop understanding of types of Skill and how they can be developed.</p> <p><b>Component 3:</b> develop understanding of different types of practice and how they can be used to improve certain skills.</p> <p><b>Component 4:</b> Understand how methods can be used to improve own performance.</p> <p><b>Component 5:</b> Develop knowledge on how to measure improvements in a chosen sport.</p>

		and optimise specific performances in physical activity. <b>Component 6:</b> Understand how <u>water</u> are part of a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity. <b>Component 7:</b> Understand how <u>fibre</u> are part of a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity.				
<b>Prior knowledge and skills (from previous year / key stage)</b>	<p>Team Activities</p> <ul style="list-style-type: none"> <li>Perform a variety of skills with fluency and control in practice consistently, copying them effectively to allow them to be used with pressure applied (conditioned game situation).</li> <li>Be able to take the skills into a game based situation and be aware of the best time to select and use the correct skills or identify when they should have used a particular skill.</li> <li>Show a better understanding of strategies and tactics which they can use to overcome opponents to make them successful in their performance, they also begin to show this in bigger game situations.</li> <li>Show a better understanding of the need for team work and be able to utilise their team mates in games to allow for the best performance by the team</li> </ul>	<p>Individual Skill Based Activities</p> <ul style="list-style-type: none"> <li>Perform a variety of skills with fluency and control consistently in practice, copying them effectively to allow them to be used with pressure applied (performance, routines and competitions)</li> <li>Be able to take these skills into a competitive or performance situation</li> <li>Be aware of the right time to select and use the correct skills or techniques and identify how they could have used a skill to improve performance</li> <li>Show an understanding of strategies, tactics and compositional ideas which they can use to overcome opponents or improve the aesthetics of their performance to make them successful</li> </ul> <p>Understand the need for collaborative work and incorporate others in performances to allow for the best performance by the group</p>	<p>Holistic Development</p> <ul style="list-style-type: none"> <li>Consistently select and link skills and strategies to solve problems</li> <li>Work both as an individual and as a member of a group taking into account the ideas of other pupils to help the group reach effective and successful outcomes</li> <li>Show the ability to follow instructions, verbal and written, to complete tasks correctly with the skills learnt in lessons</li> </ul> <p>Analysis and Understanding</p> <ul style="list-style-type: none"> <li>Compare and comment on skills, techniques and ideas used in their own work and that of others using WWW, EBI and LAPT</li> <li>Use their knowledge and understanding to improve their own performances and those of others</li> <li>Be able to lead practices and warm ups that are mostly successful and relevant to the aims of the lesson</li> </ul>			
<b>Assessment Objectives</b>	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4
<b>Tier 3 vocabulary / Key Subject Terminology</b>	<p>Emotional health</p> <p>Physical health</p> <p>Social health</p> <p>Osteoperosis</p> <p>Coronary Heart Disease</p> <p>Aesthetic Apreciation</p> <p>Serotonin</p> <p>Sedentary</p>	<p>Carbohydrates</p> <p>Protein</p> <p>Fats</p> <p>Vitamins</p> <p>Minerals</p> <p>Fibre</p> <p>Macronutrients</p> <p>Micronutrients</p>	<p>Stimulants</p> <p>Narcotic analgesics</p> <p>Anabolic agents/steroids</p> <p>Peptide hormones (EPO)</p> <p>Diuretics.</p> <p>blood doping</p>	<p>Team spirit</p> <p>Fair play</p> <p>Good citizen</p> <p>Respect and tolerance</p> <p>Inclusion</p> <p>National pride</p> <p>Excellence</p>	<p>Sporting initiatives</p> <p>Spectator etiquette</p> <p>Sportsmanship</p> <p>Gamesmanship</p> <p>World Anti-Doping Agency</p>	<p>Simple Skill</p> <p>Complex Skill</p> <p>Open Skill</p> <p>Closed Skill</p> <p>Whole Practice</p> <p>Part Practice</p> <p>Variable Practice</p> <p>Fixed Practice</p>
<b>Assessment</b>	<p>Assessments will be based on a mark out of 35 (converted into a percentage) on skills in isolation (10 marks), in competitive gameplay (25 mark). Age related expectations will be taken into account with this. Assessments will take the form of a practical moderation in the sport that they are studying, some of which will be recorded and used as standardisation opportunities.</p>					

<p><b>Cross Curricular Links with other Faculties</b></p>	<p>PSHE: How can sport impact on your health and wellbeing in general life?  <b>BV – Understand the importance of following the rules when competing (Rule of Law)</b></p>	<p>Food and Nutrition: How can you make a balanced meal?  How would nutritional requirements change dependant on the sport?  <b>BV – Understand the importance of a balanced diet and importance of respecting own body, health and fitness (Tolerance and Respect)</b></p>	<p>English: Discuss the morality of using drugs to enhance performance in sport.  <b>BV – Understand the importance of following the rules when participating in sport and activity (Rule of Law)</b></p>	<p>PSHE: Why is it important to have values and behave in a certain way? Both in sport and wider society.  <b>BV – Understand the importance of respecting other players, officials/referees/umpires and the game/sport (Tolerance and Respect)</b></p>	<p>ICT: Student will use Go Pro’s to analyse their own/others performance  <b>BV – Understand own strengths and areas for improvement, set own targets and follow own plans (Individual Liberty)</b></p>	<p>History: The legal system, are laws in games the same as the laws of our country?  <b>BV – Understand the importance of following the rules when competing (Rule of Law)</b></p>
<p><b>Knowledge Organiser content</b></p>	<p><b><u>Health Fitness and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Physical</li> <li>Emotional</li> <li>Social</li> <li>Lifestyle Choices</li> </ul>	<p><b><u>Sports Nutrition</u></b></p> <ul style="list-style-type: none"> <li>Carbohydrates</li> <li>Protein</li> <li>Fats</li> <li>Vitamins</li> <li>Minerals</li> <li>Water</li> <li>Fibre</li> </ul>	<p><b><u>Performance Enhancing Drugs</u></b></p> <ul style="list-style-type: none"> <li>Prohibited substances:</li> <li>Stimulants,</li> <li>Narcotic analgesics,</li> <li>Anabolic agents/steroids,</li> <li>Peptide hormones (EPO),</li> <li>Diuretics.</li> <li>Prohibited methods (blood doping)</li> </ul>	<p><b><u>The Role of Sport in Promoting Values</u></b></p> <ul style="list-style-type: none"> <li>Values in sport</li> <li>Olympic and Paralympic Movement</li> <li>Initiatives</li> <li>Sporting Behaviour and Etiquette</li> <li>Drug offences &amp; WADA</li> </ul>	<p><b><u>The Role of Sport in Promoting Values</u></b></p> <ul style="list-style-type: none"> <li>Values in sport</li> <li>Olympic and Paralympic Movement</li> <li>Initiatives</li> <li>Sporting Behaviour and Etiquette</li> <li>Drug offences &amp; WADA</li> </ul>	<p><b><u>Practice to Improve Performance</u></b></p> <ul style="list-style-type: none"> <li>Identifying areas for improvement</li> <li>Types of Skill</li> <li>Types of Practice</li> <li>Methods to Improve Own Performance</li> <li>How to measure improvements.</li> </ul>
<p><b>Extra-Curricular Offer</b></p>	<p><b><u>Boys:</u></b>  Football  Basketball  Badminton  Cross Country</p> <p>Autumn 1 sports specific content</p>	<p><b><u>Girls:</u></b>  Netball  Badminton  Dance  Cross Country</p> <p>Autumn 2 sports specific content</p>	<p><b><u>Boys:</u></b>  Football  Basketball  Table Tennis</p> <p>Spring 1 sports specific content</p>	<p><b><u>Girls:</u></b>  Netball  Dance  Fitness</p> <p>Spring 2 sports specific content</p>	<p><b><u>Boys:</u></b>  Athletics  Cricket  Table Tennis</p> <p>Summer 1 sports specific content</p>	<p><b><u>Girls:</u></b>  Athletics  Rounders  Table Tennis</p> <p>Summer 2 sports specific content</p>

Year 9 Autonomy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content, Composites and Components</b></p>	<p><u>Sport 1 7 Weeks</u></p> <p><b>Boys Set Sports:</b> Football, x1 Cross Country Basketball</p> <p><b>Girls Set Sports:</b> Football, Lacrosse, Ultimate Frisbee, Tchoukball, x1 Cross Country</p> <p><b>Composite:</b> Issues That Affect Participation, what influences people to take part in different sports?</p> <p><b>Component 1:</b> Different Groups (Ethnic Minorities, retired/over 50's, families with young children, single parents, disabled, unemployed/economically disadvantaged)</p> <p><b>Component 2:</b> Possible Barriers (lack of time, lack of access, lack of role models, lack of equipment, lack of transport)</p> <p><b>Component 3:</b> Solutions to Barriers (Promotion, Access and Provision)</p> <p><b>Component 4:</b> Factors that impact popularity of Sport (Environment, Provision, Media Coverage, Spectators, Success, Acceptability, Role Models)</p> <p><b>Component 5:</b> Growth of New Emerging Sports</p>	<p><u>Sport 2 7 Weeks</u></p> <p><b>Boys Set Sports:</b> Basketball Football</p> <p><b>Girls Set Sports:</b> Netball, Leadership/Problem Solving</p> <p><b>Composite:</b> Sports Leadership; Students will explore leadership and its many forms in sport, they will look at and practice what it takes to be a good leader.</p> <p><b>Component 1:</b> Different Leadership Roles (Teacher, Manager, Coach, Official, Captain, Expedition Leader, Role Models)</p> <p><b>Component 2:</b> Role Related Responsibilities (Professional Conduct, Health and Safety, Child Protection, Rules and Regulations)</p> <p><b>Component 3:</b> Personal Qualities (Appearance, enthusiasm, confidence, humour)</p> <p><b>Component 4:</b> Leadership Styles (Autocratic, Democratic, Laissez Faire)</p> <p><b>Component 5:</b> Key Considerations (Organisation, equipment, facility, group characteristics)</p> <p><b>Component 6:</b> Safety Considerations (First aid and injuries, Risk assessment)</p> <p><b>Component 7:</b> Delivery Style</p> <p><b>Component 8:</b> Communication skills</p> <p><b>Component 9:</b> Adaptability</p>	<p><u>Sport 3 6 Weeks</u></p> <p><b>Boys Set Sports:</b> Handball Fitness</p> <p><b>Girls Set Sports:</b> Leadership/Problem Solving, Ultimate Frisbee, Tchoukball, Lacrosse</p> <p><b>Composite:</b> What NGB's do in Sport</p> <p><b>Component 1:</b> Promotion, in order to raise participation and increase popularity.</p> <p><b>Component 2:</b> Development, creating pathways for players, coaches and officials to become ELITE</p> <p><b>Component 3:</b> Infrastructure; Organising and administering competitions, Rules and regulations, Build Facilities)</p> <p><b>Component 4:</b> Policies and Initiatives; Anti doping policies, promote etiquette and fair play, Initiatives that promote respect.</p> <p><b>Component 5:</b> Funding; Fund raising, grants, lottery funding, membership fee's, TV rights.</p> <p><b>Component 6:</b> Support; Equipment, recommended playing surfaces guidance on best practice.</p>	<p><u>Sport 4 6 Weeks</u></p> <p><b>Boys Set Sports:</b> Fitness Handball</p> <p><b>Girls Set Sports:</b> Netball, Football</p> <p><b>Composite:</b> Features of Major Sporting Events</p> <p><b>Component 1:</b> Scheduling &amp; Regularity; Events held regularly, annually, biennially or every four years</p> <p><b>Component 2:</b> International Element; The Olympics and Paralympics, Fifa World Cup, Rugby World Cup, Wimbledon</p> <p><b>Component 3:</b> Level of Investment; costings of sporting events</p> <p><b>Component 4:</b> Legacy; what will be left after the event? Facilities, increase in participation.</p> <p><b>Component 5:</b> Benefits &amp; Drawbacks; improved transport links, increase tourism, raised status.</p>	<p><u>Sport 5 6 Weeks</u></p> <p><b>Boys Set Sports:</b> Athletics x4, Leadership/Problem Solving</p> <p><b>Girls Set Sports:</b> Athletics x4, Badminton x2</p> <p><b>Composite:</b> Respiratory System</p> <p><b>Component 1:</b> Pathway of air; mouth/nose – trachea – bronchi – bronchioles – lungs - alveoli.</p> <p><b>Component 2:</b> Gas Exchange; Oxygen that is breathed in passes through the alveoli and into the red blood cells in the capillaries. In the capillaries the oxygen combines with haemoglobin to form oxyhaemoglobin.</p> <p><b>Component 3:</b> Tidal Volume; volume of air inspired or expired/exchanged per breath</p>	<p><u>Sport 6 6 Weeks</u></p> <p><b>Boys Set Sports:</b> Cricket x4, Rounders x2</p> <p><b>Girls Set Sports:</b> Rugby x3, Rounders x3</p> <p><b>Composite:</b> Cardiovascular System</p> <p><b>Component 1:</b> Pathway of Blood;</p> <ul style="list-style-type: none"> <li>• deoxygenated blood into right atrium</li> <li>• then into the right ventricle</li> <li>• the pulmonary artery then transports deoxygenated blood to the lungs</li> <li>• gas exchange occurs (blood is oxygenated)</li> <li>• pulmonary vein transports oxygenated blood back to the left atrium then into the left ventricle before oxygenated blood is ejected and transported to the body via the aorta</li> </ul> <p><b>Component 2:</b> Blood Pressure; The pressure that blood is under. Types of pressure:</p> <ul style="list-style-type: none"> <li>• systolic - when the heart is contracting</li> <li>• diastolic - when the heart is relaxed.</li> </ul> <p><b>Component 3:</b> Cardiac Output The amount of blood ejected from the heart in one minute or stroke volume x heart rate.</p>
	<p><b>Prior knowledge and skills (from previous year / key stage)</b></p>	<p>Team Activities</p> <ul style="list-style-type: none"> <li>• Perform a variety of advanced skills with fluency and control in practice consistently, replicating them effectively to allow them to be used with pressure applied (conditioned game situation)</li> <li>• Be able to take the skills into a game based situation and be aware of the right time to select and use the correct skills.</li> </ul>	<p>Individual Skill Based Activities</p> <ul style="list-style-type: none"> <li>• Perform a variety of advanced skills with fluency and control consistently in all situations, copying them effectively to allow them to be used with pressure applied (performance, routines and competitions)</li> <li>• Be able to take these skills into a competitive or performance situation and know the right time to select and adapt the correct skills or techniques in all situations</li> </ul>	<p>Holistic Development</p> <ul style="list-style-type: none"> <li>• Consistently select and link advanced skills and strategies to solve problems</li> <li>• Work both as an individual and as a member of a group taking into account the ideas of other pupils to help the group reach effective and successful outcomes</li> <li>• Show the ability to follow instructions, verbal and written, to complete tasks correctly with the skills learnt in lessons</li> </ul>		

	<ul style="list-style-type: none"> <li>Identify when they should have used a particular skill and implement it in a game situation</li> <li>Show a better understanding of advanced strategies and tactics which they can use to overcome opponents to make them successful in their performance</li> <li>Show a greater understanding of the need for team work and include their team mates in games to allow for the best performance by the team</li> </ul>	<ul style="list-style-type: none"> <li>Identify how they could have used a skill to improve performance</li> <li>Consistently show an understanding of strategies, tactics and compositional ideas which they use to overcome opponents or improve the aesthetics of their performance making them more successful</li> <li>Understand the need for collaborative work and implement it whilst incorporating others in performances to allow for the best performance by the group</li> </ul>	<p>Analysis and Understanding</p> <ul style="list-style-type: none"> <li>Compare and comment on advanced skills, techniques and ideas used in their own work and that of other pupils using WWW, EBI and LAPT</li> <li>Use greater knowledge and understanding to improve their own performances and those of other pupils</li> </ul> <p>Be able to lead advanced practices and warm ups that are successful and relevant to the aims of the lesson</p>			
Assessment Objectives	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4
Tier 3 vocabulary / Key Subject Terminology	<b>Spectatorship</b> <b>Provision</b> <b>Participation</b> <b>Accessibility</b> <b>Promotion</b> <b>Access</b> <b>Acceptability</b>	<b>Democratic</b> <b>Autocratic</b> <b>Laissez- Faire</b> <b>Role model</b> <b>Captain</b> <b>Manager</b> <b>Coach</b> <b>Expedition leader</b>	<b>Promotion</b> <b>Development</b> <b>Infrastructure</b> <b>Policies and initiatives</b> <b>Funding</b> <b>Support</b>	<b>One-off events</b> <b>Regular events</b> <b>Regular and recurring</b> <b>Social Legacy</b> <b>Economic Legacy</b>	<b>Alveoli</b> <b>Gaseous Exchange</b> <b>Haemoglobin</b> <b>Tidal volume</b> <b>Vital capacity</b>	<b>Capillaries</b> <b>Stroke Volume</b> <b>Cardiovascular system</b> <b>Arteries</b> <b>Veins</b> <b>Platelets</b>
Assessment	<p>Assessments will be based on a mark out of 35 (converted into a percentage) on skills in isolation (10 marks), in competitive gameplay (25 mark). Age related expectations will be taken into account with this. Assessments will take the form of a practical moderation in the sport that they are studying, some of which will be recorded and used as standardisation opportunities.</p>					
Cross Curricular Links with other Faculties	<p>Business and Enterprise: Leadership Styles</p> <p>BV - Understand how democracy works in sport and the importance of working together as a team and also the role of a captain/leader (Democracy)</p>	<p>Business and Enterprise: The cost of participating in different sports</p> <p>BV – Understand the importance of respecting people from all backgrounds and abilities and allow equality and sport (Tolerance and Respect)</p>	<p>Business and Enterprise: The promotion and advertisement of sport.</p> <p>BV – Understand the different governing bodies and how these organisations run (The Rule of Law)</p>	<p>Geography: Transport and infrastructure required to host a major sporting event.</p> <p>BV - Students understand the running of sporting events and how countries bid for events (Democracy)</p>	<p>Science: The respiratory system</p> <p>BV – Students understand the respect required to take care of own body and the tolerance needed to remain healthy (Respect &amp; Tolerance)</p>	<p>Science: The cardiovascular system</p> <p>BV – Students understand the respect required to take care of own body and the tolerance needed to remain healthy (Respect &amp; Tolerance)</p>
Knowledge Organiser content	<p><b>Issues That Affect Participation</b></p> <ul style="list-style-type: none"> <li>Different Groups</li> <li>Possible Barriers</li> <li>Solutions To Barriers</li> <li>Factors that impact popularity of Sport</li> </ul> <p>Growth of New Emerging Sports</p> <p>Autumn 1 sports specific content</p>	<p><b>Sports Leadership</b></p> <ul style="list-style-type: none"> <li>Different Leadership Roles</li> <li>Role Related Responsibilities</li> <li>Personal Qualities</li> <li>Leadership Styles</li> <li>Key Considerations</li> <li>Safety Considerations</li> <li>Delivery Style</li> <li>Communication skills</li> <li>Adaptability</li> </ul> <p>Autumn 2 sports specific content</p>	<p><b>What NGB's do in Sport</b></p> <ul style="list-style-type: none"> <li>Promotion</li> <li>Development</li> <li>Infrastructure</li> <li>Policies and Initiatives</li> <li>Funding</li> <li>Support</li> </ul> <p>Spring 1 sports specific content</p>	<p><b>Features of Major Sporting Events</b></p> <ul style="list-style-type: none"> <li>Scheduling &amp; Regularity</li> <li>International Element</li> <li>Level of Investment</li> <li>Legacy</li> <li>Benefits &amp; Drawbacks</li> </ul> <p>Spring 2 sports specific content</p>	<p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>Pathway of air</li> <li>Gas Exchange</li> <li>Tidal Volume</li> </ul> <p>Summer 1 sports specific content</p>	<p><b>Cardiovascular System:</b></p> <ul style="list-style-type: none"> <li>Pathway of Blood</li> <li>Blood Pressure</li> <li>Cardiac Output</li> </ul> <p>Summer 2 Sports specific content</p>

<b>Extra-Curricular Offer</b>	<b><u>Boys:</u></b> Football Basketball Badminton Cross Country	<b><u>Girls:</u></b> Netball Badminton Dance Cross Country	<b><u>Boys:</u></b> Football Basketball Table Tennis	<b><u>Girls:</u></b> Netball Dance Fitness	<b><u>Boys:</u></b> Athletics Cricket Table Tennis	<b><u>Girls:</u></b> Athletics Rounders Table Tennis
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