

Physical Education and Health

Curriculum Principles

Our unifying 'sentence' is: "To create a positive environment that captures student's passion and enthusiasm for sport and health which inspires lifelong participation".

By the end of their education, a student of Physical Education and Health at Dixons Unity Academy will:

- Have experienced a broad and balanced PE curriculum that will have developed a secure foundation of fundamental movement skills which allow students to develop competence in a broad range of physical activities
- Have developed knowledge in a wide range of sports including physical, tactical, and decision-making skills that can be applied successfully into a competitive situation.
- Know the physical, mental, and social benefits of lifelong participation in physical activity and have considered the negative impacts of following a sedentary lifestyle
- Have developed a passion for sport through positive experiences within lesson and teachers challenging and supporting students within lesson

To achieve a true understanding of Physical Education and Health, topics have been intelligently sequenced based on the following rationale:

- The transferable physical skills are taught at an increasingly deeper level year on year, and applied to a range of sports, including invasion sports, net, striking, fielding, dance and gymnastics, athletics, and emerging sports.
- This cyclical approach is mirrored in the health curriculum for Years 7 and 8, where topics such as nutrition and healthy choices are returned to and explored in more depth. For example, elements of nutrition from Year 7, such as specialised diets, are revisited in Year 8 through the prism of international cuisine.
- Activities are taught in six-week blocks in order to expose students to as many sporting activities possible. The sports are taught with passion and positivity in order to maximise student engagement and interest in a range of sports.
- Students are given opportunities to reflect on their performance and ability so that they can improve and achieve their personal best.
- Regular retrieval activities take place to ensure past learning is fully embedded and moving forward.
- A 'Learn Now' activity is embedded across the department to ensure that learning time is maximised and that students can lead a purposeful warm up.
- Questioning and assessment regularly happens in lessons to challenge students understanding and skills.
- Double lessons have been implemented for Year 8 & 9 to increase curriculum time and reduce time getting changed. This ensures that students have more time developing skills and understanding in lessons.
- The BTEC curriculum has been intelligently sequenced to ensure that students have sufficient time to understand content before the external assessment windows.
- Questioning builds towards higher order skills (compare / contrast / evaluate) to support students in achieving merit and distinction criteria.
- To promote gender equality by ensuring boys and girls follow the same curriculum and have equal access to sports.
- The extra-curricular timetable has been created and planned to enrich the PE curriculum for all.

The Physical Education and Health curriculum will address social disadvantage by addressing gaps in students' knowledge and skills":

- There is baseline testing of a student's fundamental movement skills. This is used to inform planning and teaching for core PE and beyond.
- All students are taught a rigorous curriculum that exposes them to a wide range of sport and develops their skills and knowledge year on year.
- It is reported that students with SEND, report lower levels of physical activity (Research review series: PE). Therefore, the department ensures that students can participate and attend disability events organised by Yorkshire Sport Foundation.
- At KS3, core PE is used as a springboard from which students can excel at KS4 and beyond. The Schemes of Learning are designed to engage and stimulate learners, and to ensure that all students have a solid foundation of PE skills and knowledge.
- A clear focus on nutrition and healthy eating – both in terms of individual meals and a complete diet – through the Health curriculum for Year 7 and Year 8 aim to ensure that socially disadvantaged students gain a clear understanding of this regardless of their personal experience at home.



- All Schemes of Learning use visible differentiation to ensure that every individual student is being stretched and challenged. Intervention and prevention plans are continuously activated to ensure all students can achieve their best and make progress within PE.
- Disadvantaged students, SEND students and those identified as under-represented groups are prioritised by teachers when analysing assessment data. Teachers then incorporate interventions (via their intervention folders) to narrow the gap before the next assessment.
- A wide range of exciting and inclusive extra-curricular PE activities are used to further engage learners in PE. All students are actively encouraged to attend.
- Communication and teamwork are vital for future life skills, and often students from disadvantaged backgrounds lack these social skills. PE strives to address this area by explicitly teaching these skills. Students undertake the roles of officials and leaders of teams, as well as coaches. Leadership skills are extremely important in everyday life. Sporting etiquette, and sportsmanship are also strongly promoted.
- To ensure that all students have equal access to sport, regardless of their ability or socio-economic background all barriers are removed that could prevent participation in sport such as PE kit made easily available.
- Students with SEND needs or disabilities are given extra support where required through support staff. Students can be taught in smaller areas if this is beneficial to improve progress and engagement. Students who are new to English will follow a thorough EAL induction with EAL staff. These students will receive extra support with vocabulary and literacy once integrated into PE lessons.

We fully believe that Physical Education and Health can contribute to the personal development of students at Dixons Unity Academy:

- PE lessons are imperative for a student to develop their physical health and well-being, but also understand why being physically healthy is important so that they can live a healthy and active lifestyle. Students will engage in high levels of activity that have lasting impact on their cardiorespiratory and muscular systems when sustained. All students will study in Year 7 & 8 the importance of a healthy balanced diet, reproductive system, healthy choices, the human body and the positive impact of participation in sport.
- The social development of our students is nurtured through the challenges that each individual sport or activity presents. All lessons will require students to communicate effectively with each other and, at times, work in teams or small groups to overcome barriers. Lessons have been designed to support students in being confident communicators taking lead where necessary and be comfortable with making mistakes or losing. During dance, students will work in pairs to create, perform and evaluate a routine with given success criteria. During the 'Learn Now' activities in core PE lessons, all students will lead this which will develop their communication and social skills.
- Our Health curriculum is designed to equip students with the skills and knowledge that they need to foster their personal wellbeing. The focus on nutrition allows students to make healthy choices now and in the future, with the confidence that they have the skills to re-create the dishes they experience. The focus on puberty and the body allows students to develop a secure understanding of themselves and how and when they might need to seek support for any issues related to this topic.
- Resilience, integrity and respect are just some of the many psychological factors that can be imperative to a person's mental health. It is well researched that exercise can have positive effects on a person's mental well-being and the PE curriculum has high expectations and challenging activities will push students out of their comfort zones and careful scaffolding of successes and next steps in every lesson will help students to improve their self-esteem. Students will be taught the importance of physical activity and the impact it has on mental health and overall health.
- Students will be breaking down cultural barriers that exist within sport and society. Students will work together in mixed ability groups to understand and appreciate different backgrounds such as gender, religion and disability. For example, all students will take part in all activities and will be exposed to different cultures such as the Haka in Dance. At KS4 in BTEC PE, students will have time to discuss priority groups in sport and look at some of the barriers that they must overcome.

Our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice, and guidance that students are exposed to:

- The PE department explicitly teaches links to careers throughout KS3 and KS4, providing students with the knowledge and understanding of what is required for the next steps of their career and development. As a department, we support all students that want to pursue a career within the sports industry whether that is to become an athlete or a Sport Journalist.
- Beyond this, students are exposed to careers such as medical i.e. (physiotherapist, osteopath, chiropractor, doctor, nurse), PE teacher, nutritionist etc. Explicit links are made to other subjects with reference to how students can use the knowledge (and skills) learned in PE to underpin and support other career pathways. The Health curriculum exposes students to a range of related careers, for example sous chef or kitchen porter.

A true love of Physical Education and Health involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:



- The curriculum is designed to go way beyond the official government / exam board specification, in order to prepare students for life in the real world beyond just passing exams. Lessons cover a wide and varied range of Cultural capital areas in order to broaden student's knowledge of the world.
- The PE department offers many extra – curricular clubs after school. These clubs are available to all students. Clubs include football, badminton, table tennis, fitness (via the fitness suite), dodgeball, gymnastics, dance, netball, cricket, rock climbing, trampolining, rugby, basketball and rounders. Students are given many opportunities to represent the academy at competitions and in league fixtures. These include football, rugby, athletics, dodgeball, netball and cricket. We also participate in the Dixons Cup, this is where all schools within the Trust compete in a variety of sports.
- The Health curriculum is designed to ensure that students can confidently demonstrate real-world skills, for example through practical nutrition lessons. In Year 8, students have the opportunity to utilise these skills alongside exploring other cultures through the world of food. We intend this to help students share their own cultural experiences and allow them to develop better understandings of and links to cultures other than their own.
- External agencies come in to deliver sports that the students may not be able to participate in outside of school such as Leeds Rhinos and Let's Do More Basketball. These external agencies organise and lead events for students to participate in competitively.
- Students showing a real interest in sports are actively encouraged to join external clubs in Leeds to further enhance their progress. PE staff are keen to speak to parents about this area and advise them which clubs would be the most suitable for their children. The department have made links with the local clubs and have a display board dedicated to local clubs in the area with relevant information.



Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this subject, at each key stage from Year 7 through to Year 11, to equip students with the cultural capital they need to succeed in life. Our powerful, knowledge-rich curriculum teaches both **substantive knowledge** (facts; knowing that something is the case; what we think about) and **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

	Cycle 1	Cycle 2	Cycle 3
YEAR 7 – Developing fundamental movement skills and applying core sport specific skills	New learning Rugby League <ul style="list-style-type: none"> Develop understanding of skills in a team sport and movement to be effective. Learn and become component in throwing, catching and running within a competitive situation Learn a range of tactics and strategies that will outwit opponents Gymnastics <ul style="list-style-type: none"> Develop fundamental movement skills within gymnastics such as static and dynamic balance Linking different movements to produce a floor routine 	Dance <ul style="list-style-type: none"> Students are taught how to successfully perform dance moves Students develop teamwork to compose a performance that will be showcases to peers Students analyse their own and peers performances to demonstrate improvement Football <ul style="list-style-type: none"> Learn and become competent in dribbling, passing and shooting Learn a range of tactics and strategies for attacking and defending in order to outwit an opponent Assessment opportunities given so that students can improve performance 	Netball <ul style="list-style-type: none"> Develop understanding of a new sport and the skills required to be successful Develop and become competent in skills for netball such as passing, shooting and footwork Understand how strategies and tactics can be transferable in a variety of team sports Athletics <ul style="list-style-type: none"> Develop understanding of different events in athletics Develop technique and skills to be successful in athletics events Analyse own and peer performance in order to improve Develop fundamental movement skill of throwing, running and jumping
	Health Curriculum Reproduction Puberty; reproductive systems; pregnancy; parts of a flower and plant reproduction	Nutrition Understanding food safety; balanced diets; preparing healthy food; understanding specialist diets.	Healthy Choices Sleep; diet and exercise; smoking and vaping; vaccinations; meeting needs of individuals; physical, mental and social health.
	Revisited learning <ul style="list-style-type: none"> Continue to build and master fundamental movement skills that should have been taught in KS1 & KS2 Build competency in flexibility, strength, control and balance that would have been taught in KS2 	<ul style="list-style-type: none"> Developing transferrable skills from Rugby League in C1 such as tactics and strategies Links made between gymnastics and dance and the movements Build on movement patterns that were learnt in KS2 	<ul style="list-style-type: none"> Developing skills such as running, jumping, throwing and catching that was taught in KS2 Competitive games and application of attacking and defending
	Additional information <ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete 	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete 	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete
	National curriculum links <ul style="list-style-type: none"> Using a range of tactics and strategies to overcome opponents Developing and improve their technique and performance 	<ul style="list-style-type: none"> Perform dances using advanced dance techniques within a range of dance styles and forms Using a range of tactics and strategies to overcome opponents Developing and improve their technique and performance 	<ul style="list-style-type: none"> Students are given plenty of opportunities to analyse their performance and comparing it to previous one in order to bring about improvement Students develop their technique and improve their performance through assessment opportunities and feedback



<p>New learning</p>	<p>Basketball</p> <ul style="list-style-type: none"> Develop and become competent in sports specific skills such as dribbling, shooting and passing Attacking and defending tactics to overcome opponents <p>Football</p> <ul style="list-style-type: none"> Build upon prior learning in Y7 and become competent in sports specific skills such as passing, shooting, dribbling and ball control Develop an understanding of strategies and tactics within football to overcome opponents The ability to select a variety of passes in response to surroundings 	<p>Gymnastics</p> <ul style="list-style-type: none"> Understand different forms of gymnastics and introduction to flight – Building confidence and competence in using a variety of boards/vaults Develop take-off and landing technique to ensure performance is aesthetically pleasing <p>Handball</p> <ul style="list-style-type: none"> Understanding the rules and positions of handball Become competent in sport specific skills such as passing, shooting and dribbling To gain an understanding of attacking and defensive play as a team in order to successful 	<p>Rounder's</p> <ul style="list-style-type: none"> Develop an understanding and become competent in sport specific skills such as throwing, catching, bowling, batting and fielding Implement tactics and strategies in order to overcome opponents and become successful <p>Cricket</p> <ul style="list-style-type: none"> Understand gameplay and rules of cricket Develop an understanding and become competent in a range of sport specific skills such as throwing, catching, batting, fielding and bowling Implement skills into game situations in order to be successful
<p>Health Curriculum</p>	<p>The Body</p> <p>Skeletal system; muscular system; food groups; digestive system; respiratory system; circulatory system; the heart and exercise</p>	<p>Healthy Choices</p> <p>Personal health; diet and happiness; dental hygiene; sleep; puberty; periods; fitness; types of training.</p>	<p>Nutrition</p> <p>Developing a recipe bank; developing practical skills; developing understanding of international foods</p>
<p>Revisited learning</p>	<ul style="list-style-type: none"> Football – skills such as ball familiarisation, dribbling, passing and shooting 	<ul style="list-style-type: none"> Gymnastics – Balance, coordination and strength. Now implementing skills from Y7 	<ul style="list-style-type: none"> Transferrable skills such as throwing, catching and running
<p>Additional information</p>	<ul style="list-style-type: none"> Careers in sports coaching, teaching, as a professional athlete, doctor and physio 	<ul style="list-style-type: none"> Careers in sports coaching, teaching, as a professional athlete, dietician, nutrition coach and doctor 	<ul style="list-style-type: none"> Careers in sports coaching, teaching, as a professional athlete, dietician, nutrition coach, doctor and chef
<p>National curriculum links</p>	<ul style="list-style-type: none"> Using a range of tactics and strategies to overcome opponents Developing and improve their technique and performance 	<ul style="list-style-type: none"> Using a range of tactics and strategies to overcome opponents Developing and improve their technique and performance 	<ul style="list-style-type: none"> Using a range of tactics and strategies to overcome opponents Developing and improve their technique and performance
<p>New learning</p>	<p>Badminton/Table Tennis</p> <ul style="list-style-type: none"> Gain an understanding of rules and regulations of table tennis & badminton Become competent in performing an effective serve Develop a range of shots that can be selected to outwit opponent <p>Rugby League</p> <ul style="list-style-type: none"> Building on prior knowledge and skills learnt in Y7 Applying sport specific skills in a game situation to outwit opponents such as a dummy and scissor pass To become competent and confident in kicking and implement this into a game situation 	<p>Fitness</p> <ul style="list-style-type: none"> To understand how to use gym equipment safely and effectively Build confidence using gym equipment which will have a positive impact on lifelong health and fitness Understand the benefits of using the fitness suite and maintaining an active lifestyle Understand how to create an effective training programme to improve overall fitness <p>Basketball</p> <ul style="list-style-type: none"> To build on prior knowledge and skills and implement sport specific skills into game situations that will be effective Develop knowledge and understanding on defensive and attacking plays as a team Ability to select correct tactic/strategy as a team and individual in response to surroundings 	<p>Softball</p> <ul style="list-style-type: none"> Gain an understanding of rules and regulations of softball and understand the difference between softball and rounders Apply the sport specific skills such as bowling, throwing, catching and running to an effective performance <p>Athletics</p> <ul style="list-style-type: none"> Build upon prior knowledge and skills learnt in Y7 Analysing and reflecting on personal performance in order to improve Analysing peer performances in order to give effective feedback and encourage leadership



	Revisited learning	Rugby League – Basic skills such as running, throwing, catching and kicking	Basketball – Basic skills such as dribbling, throwing, catching and running	Athletics – Revisiting skills such as running, throwing and jumping
	Additional information	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete 	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete 	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete
	National curriculum links	<ul style="list-style-type: none"> Implementing and using a range of tactics and strategies to overcome opponents in direct competition Developing technique and improving performance through analysing their performances compared to previous ones 	<ul style="list-style-type: none"> Implementing and using a range of tactics and strategies to overcome opponents in direct competition Developing technique and improving performance through analysing their performances compared to previous ones 	<ul style="list-style-type: none"> Implementing and using a range of tactics and strategies to overcome opponents in direct competition Developing technique and improving performance through analysing their performances compared to previous ones
Year 9 Examination – Taking part and improving other participants sporting performances	New learning	<ul style="list-style-type: none"> Introduction to BTEC Tech Sport Award and what the course entails Benefits of participation in sport, physical activity and outdoor activities Advantages and disadvantages of sport in sports sectors Disability in sport Physical, social and mental characteristics and how to support them Barriers to participation in sport <p>Different types of equipment, clothing and technology in sport and their limitations</p>	<ul style="list-style-type: none"> Different stages of an effective warm up How to adapt warm up to facilitate different participants and meet their needs Plan and deliver a warm up to peers <p>Understand requirements for PSA and how to produce a high quality piece of work to be submitted</p>	<ul style="list-style-type: none"> Components of physical fitness: aerobic and muscular endurance, muscular strength, speed, flexibility and body composition Components of skill-related fitness: Power, agility, reaction time, balance and coordination Techniques, strategies and fitness for different sports and in different environments <p>Officials in sport and their roles and responsibilities</p>
	Revisited learning	Barriers to participation and methods to combat them from Y7 Health curriculum	Delivering an effective warm up from 'learn now' activities in CORE PE	Officials in sport and their roles from CORE PE lessons
	Additional information	Careers in sports coaching, activity leader, facilities manager, sports development officer and engineer	Careers in the sports industry such as: Sports coach, PE teacher and personal trainer	Careers in the sports industry such as: Sports coach, PE teacher and personal trainer
Year 10 Core - Developing and applying advanced sport specific skills	New Learning	<p>Football</p> <ul style="list-style-type: none"> Recap of sport specific skills and to be able to use a variety of tactics and strategies to overcome opponents Be able to develop leadership skills through taking on a variety of roles and responsibilities within sport <p>Netball</p> <ul style="list-style-type: none"> Recap of sport specific skills and to be able to use a variety of tactics and strategies to overcome opponents <p>Be able to develop leadership skills through taking on a variety of roles and responsibilities within sport</p>	<p>Fitness</p> <ul style="list-style-type: none"> Building on prior knowledge and understanding of personal fitness Develop an understanding of benefits of fitness and how to live a healthy and active lifestyle Understand physical, social and mental advantages of physical fitness and exercise <p>Basketball</p> <ul style="list-style-type: none"> Recap of sport specific skills and to be able to use a variety of tactics and strategies to overcome opponents <p>Build transferable skills such as problem solving, team work and trust through taking on a variety of roles and responsibilities within sport</p>	<p>Rounders</p> <ul style="list-style-type: none"> Recap of sport specific skills and to be able to use a variety of tactics and strategies to overcome opponents Build transferable skills such as problem solving, team work and trust through taking on a variety of roles and responsibilities within sport <p>Cricket</p> <ul style="list-style-type: none"> Recap of sport specific skills and to be able to use a variety of tactics and strategies to overcome opponents <p>Build transferable skills such as problem solving, team work and trust through taking on a variety of roles and responsibilities within sport</p>



	Revisited learning	<ul style="list-style-type: none"> Football – Basic skills such as running, dribbling, passing, shooting and ball control Netball – Basic skills such as throwing, catching, dribbling, running and shooting 	<ul style="list-style-type: none"> Fitness – How to use the gym and equipment safely and effectively Basketball – Basic sport specific skills such as throwing, catching, shooting, dribbling and running 	<ul style="list-style-type: none"> Rounders – Basic sport specific skills such as throwing, catching, running and batting Cricket - Basic sport specific skills such as throwing, catching, running and batting
	Additional information	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete 	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete 	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete
	National curriculum links	<ul style="list-style-type: none"> Developing and encouraging students to work in a team, building trust and developing skills to solve problems Evaluate own and peer performance in order to bring about improvement 	<ul style="list-style-type: none"> Involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle Developing and encouraging students to work in a team, building trust and developing skills to solve problems 	<ul style="list-style-type: none"> Developing and encouraging students to work in a team, building trust and developing skills to solve problems Evaluate own and peer performance in order to bring about improvement
Year 10 Examination – Taking part and improving other participants sporting performances	New learning	<ul style="list-style-type: none"> Structure and formatting of assignment in order to be successful Types of providers for sport and physical activities Barriers to participation and ways to overcome barriers Components of an effective warm up for participants Types of equipment, technology and clothing in sport Disadvantages and advantages of technology, clothing and equipment in sport 	<ul style="list-style-type: none"> Components of physical and skill related fitness Officials in sport and the equipment required Rules and regulations for sports Structure and formatting for PSA 	<ul style="list-style-type: none"> Practical skills in order to deliver a successful warm up to participants Training principles Components of fitness Fitness testing Requirements for fitness testing Benefits of fitness tests Exercise intensities
	Revisited learning	<ul style="list-style-type: none"> Practical skills in order to deliver an effective warm up to participants Barriers to participation and methods to combat them from Y7 Health curriculum 	<ul style="list-style-type: none"> PSA structure and requirements Officials in sports from CORE PE lessons Rules and regulations for sports from knowledge and understanding from CORE PE 	<ul style="list-style-type: none"> Practical skills of a warm up from 'learn now' activities in CORE PE Training principles from Health curriculum in Y7
	Additional information	<ul style="list-style-type: none"> Careers in sports coaching, activity leader, facilities manager, sports development officer and engineer 	<ul style="list-style-type: none"> Careers in sports coaching, activity leader and official 	<ul style="list-style-type: none"> Careers in sports coaching, activity leader, facilities manager, sports development officer and engineer
	National curriculum links	<ul style="list-style-type: none"> Developing knowledge and understanding that develops personal fitness and promotes an active, healthy lifestyle 	<ul style="list-style-type: none"> Developing knowledge and understanding that develops personal fitness and promotes an active, healthy lifestyle 	<ul style="list-style-type: none"> Developing knowledge and understanding that develops personal fitness and promotes an active, healthy lifestyle
Year 11 Core - Developing and applying advanced specific skills	New learning	<p>Dodgeball</p> <ul style="list-style-type: none"> Learn rules and regulations of dodgeball in order to show respect and fairness Develop tactics and strategies to overcome opponents as a team Developing and encouraging students to work in a team, building trust and developing skills to solve problems <p>Fitness</p> <ul style="list-style-type: none"> Building on prior knowledge and understanding of personal fitness Develop an understanding of benefits of fitness and how to live a healthy and active lifestyle 	<p>Fitness</p> <ul style="list-style-type: none"> Building on prior knowledge and understanding of personal fitness Develop an understanding of benefits of fitness and how to live a healthy and active lifestyle Understand physical, social and mental advantages of physical fitness and exercise <p>Basketball</p> <ul style="list-style-type: none"> Develop tactics and strategies to overcome opponents as a team Developing and encouraging students to work in a team, building trust and developing skills to solve problems 	<p>Cricket</p> <ul style="list-style-type: none"> Develop tactics and strategies to overcome opponents as a team Developing and encouraging students to work in a team, building trust and developing skills to solve problems <p>Rounders</p> <ul style="list-style-type: none"> Develop tactics and strategies to overcome opponents as a team Developing and encouraging students to work in a team, building trust and developing skills to solve problems <p>Softball</p> <ul style="list-style-type: none"> Develop tactics and strategies to overcome opponents as a team



	<ul style="list-style-type: none"> Understand physical, social and mental advantages of physical fitness and exercise <p>Football</p> <ul style="list-style-type: none"> Develop tactics and strategies to overcome opponents as a team Developing and encouraging students to work in a team, building trust and developing skills to solve problems 	<p>Netball</p> <ul style="list-style-type: none"> Develop tactics and strategies to overcome opponents as a team Developing and encouraging students to work in a team, building trust and developing skills to solve problems 	<ul style="list-style-type: none"> Developing and encouraging students to work in a team, building trust and developing skills to solve problems
Revisited learning	<ul style="list-style-type: none"> Sport specific skills are revisited to ensure students have mastered these Leadership skills to develop problem solving and teamwork 	<ul style="list-style-type: none"> Sport specific skills are revisited to ensure students have mastered these Leadership skills to develop problem solving and teamwork 	<ul style="list-style-type: none"> Sport specific skills are revisited to ensure students have mastered these Leadership skills to develop problem solving and teamwork
Additional information	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete 	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete 	<ul style="list-style-type: none"> Careers in sports coaching, teaching and as a professional athlete
National curriculum links	<ul style="list-style-type: none"> Involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle Developing and encouraging students to work in a team, building trust and developing skills to solve problems Evaluate own and peer performance in order to bring about improvement 	<ul style="list-style-type: none"> Involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle Developing and encouraging students to work in a team, building trust and developing skills to solve problems Evaluate own and peer performance in order to bring about improvement 	<ul style="list-style-type: none"> Involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle Developing and encouraging students to work in a team, building trust and developing skills to solve problems Evaluate own and peer performance in order to bring about improvement
New learning	<ul style="list-style-type: none"> Components of fitness and skills related fitness Research skills Officials in sport - roles and equipment required Rules and regulations of sport Structure and requirements of assignment Practical element of PSA 	<ul style="list-style-type: none"> Developing fitness to improve other participants performance in sport and physical activity Types of sports requiring specific components of fitness Fitness training principles – FITT & Progressive overload, specificity, individual differences, adaptation, variation, rest & recovery and reversibility Exercise intensities Fitness testing – reasons and how to conduct fitness tests 	<ul style="list-style-type: none"> Exam technique Fitness testing methods for components of fitness Fitness testing methods for components of skill-related fitness Interpretation of fitness test results Effects of long term fitness training on the body system Fitness program designs
Revisited learning	<ul style="list-style-type: none"> Rules and regulations Components of fitness and skill related fitness 	<ul style="list-style-type: none"> Fitness training principles 	<ul style="list-style-type: none"> Fitness testing
Additional information	<ul style="list-style-type: none"> Careers in the sports industry such as: coaching, activity leader, facilities manager, sports development officer and engineer 	<ul style="list-style-type: none"> Careers in sports coaching, activity leader, facilities manager, sports development officer and engineer 	<ul style="list-style-type: none"> Careers in sports coaching, activity leader, facilities manager, sports development officer and engineer



Y7 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Term 1									Term 2			
	Introduction	Baseline	Team building	Rugby League	Rugby League	Rugby League	Rugby League	Rugby League	Rugby League	Rugby League	Gymnastics	Gymnastics	Gymnastics
	Introduction to PE and expectations	Fundamental movement skills	Developing social and leadership skills while building positive relationships	To be able to tackle safely and effectively	To be able to pass effectively in isolated practice and in a game situation	To be able to evade effectively in isolated practice and in a game situation	To be able to demonstrate effective kicking in isolated practice and in a game situation.	To be able to play the ball in isolated practice and in a game situation	Assessment - To demonstrate the skills covered during the rugby block in order to compete within a team.	To undertake different methods of travelling and to know the basic shapes used in all aspects of gymnastics	To know what balance is and perform a variety of gymnastics balances in isolation and within a sequence.	To be able to perform a variety of paired balances using counter tension and balance.	To know and perform a variety of different rotational gymnastics skills in isolation and within a sequence
	Introduction	Baseline	Team building	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Rugby League	Rugby League	Rugby League
Introduction to PE and expectations	Fundamental movement skills	Developing social and leadership skills while building positive relationships	To undertake different methods of travelling and to know the basic shapes used in all aspects of gymnastics	To know what balance is and perform a variety of gymnastics balances in isolation and within a sequence.	To be able to perform a variety of paired balances using counter tension and balance.	To know and perform a variety of different rotational gymnastics skills in isolation and within a sequence	To compose a gymnastics routine including shapes, travel, balances, and rotation and understand devices such as mirroring, unison and cannon	Assessment - Students to finalise and perform their routine in front of an audience applying all skills learnt throughout the unit.	To be able to tackle safely and effectively	To be able to pass effectively in isolated practice and in a game situation	To be able to evade effectively in isolated practice and in a game situation	To be able to demonstrate effective kicking in isolated practice and in a game situation.	
Cycle 2			Term 3					Term 4		Y7 Data Input			
	Gymnastics	Gymnastics	Dance	Dance	Dance	Dance	Dance	Football	Football	Football	Football	Football	Football
	To compose a gymnastics routine including shapes, travel, balances, and rotation and understand devices such as mirroring, unison and cannon	Assessment - Students to finalise and perform their routine in front of an audience applying all skills learnt throughout the unit.	Gain an understanding in the dance genre 'Haka' including the origin and history. Students begin to learn and perform basic movements linking to the genre	Students to learn different Actions in Dance inspired by the Haka dance and begin to develop Actions further through choreography within a group	Understand Dynamics within Dance and be able to apply a range of different Dynamics within their 'Haka' choreography	Understand different aspects to Space in Dance. Students able to consider change in space through their performance by considering formations, changes in formations and levels. Students to apply these within their Haka choreography	Assessment – Students to be assessed for the skills that have been taught	Introduction to Football dribbling and passing. Using different parts of your feet to dribble and pass the ball.	To understand and demonstrate the correct passing technique for long and short passes. To further develop understanding of why they are used	Shooting - Understand and explain how and why we shoot in football. Be able to use shooting in a game situation.	Defending – understanding and demonstrating the correct defensive technique to prevent opposition from gaining advantage.	Attacking – Being able to demonstrate awareness and skill to be able to outwit an opponent	Assessment – Students to be assessed for the skills that have been taught
	Rugby League	Rugby League	Football	Football	Football	Football	Football	Dance	Dance	Dance	Dance	Dance	Dance
To be able to play the ball in isolated practice and in a game situation	Assessment - To demonstrate the skills covered during the rugby block in order to compete within a team.	Introduction to Football dribbling and passing. Using different parts of your feet to dribble and pass the ball.	To understand and demonstrate the correct passing technique for long and short passes. To further develop understanding of why they are used	Shooting - Understand and explain how and why we shoot in football. Be able to use shooting in a game situation.	Defending – understanding and demonstrating the correct defensive technique to prevent opposition from gaining advantage.	Assessment – Students to be assessed for the skills that have been taught	Gain an understanding in the dance genre 'Bollywood' understanding the origin and history. Students able to learn and perform basic body movements and mudras linking to the genre of Dance	Students to learn different Actions linked to the Bollywood genre and are able to develop actions further through choreography within a group	Understand Dynamics within Dance and be able to apply a range of Dynamics within their Bollywood choreography	Understand different aspects to Space in Dance. Students able to consider change in space through their performance by considering formations, changes in formations and levels. Students able to apply these within their Bollywood choreography	Students to learn and apply simple choreographic devices to their Bollywood Dance piece including cannon/unison, highlights, and climax	Assessment – Students to be assessed for the skills that have been taught	
Cycle 3	Term 5						Term 6					Y7 Data Input	
	Netball	Netball	Netball	Netball	Netball	Netball	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
	Demonstrate the four passes used in netball in Drills and Games, selecting the correct pass dependent on the game situation.	Demonstrate the footwork rule in game situations, performing the footwork with minimal errors in a game.	Demonstrate the ability to get free from players in game situations, to receive a well timed pass.	Demonstrate accurate shooting technique and be able to shoot from a variety of angles whilst under pressure	Understand the distinct roles of each position in netball and where they are allowed to go.	Assessment – Students to be assessed for the skills that have been taught	Introduction to athletics and sprinting technique for sprinting events	Introduction to long distance running and develop technique of pacing in order to be successful	Shot put – Develop throwing technique to maximise performance	Long Jump & triple jump – Develop running and jumping technique	Javelin – Develop throwing technique to maximise performance	Assessment - Students to be assessed for the skills that have been taught	Introduction to long distance running and develop technique of pacing in order to be successful



Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Netball	Netball	Netball	Netball	Netball	Netball
Introduction to long distance running and develop technique of pacing in order to be successful	Shot put – Develop throwing technique to maximise performance	Long Jump & triple jump – Develop running and jumping technique	Javelin – Develop throwing technique to maximise performance	High Jump – Develop running and jumping technique in order to maximise performance	Assessment - Students to be assessed for the skills that have been taught	Assessment - Students to be assessed for the skills that have been taught	Demonstrate the four passes used in netball in Drills and Games, selecting the correct pass dependent on the game situation.	Demonstrate the footwork rule in game situations, performing the footwork with minimal errors in a game.	Demonstrate the ability to get free from players in game situations, to receive a well timed pass.	Demonstrate accurate shooting technique and be able to shoot from a variety of angles whilst under pressure	Understand the distinct roles of each position in netball and where they are allowed to go.	Assessment – Students to be assessed for the skills that have been taught

Y7 Physical and Health Education LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Reproductive System	Reproductive System	Reproductive System	Reproductive System	Reproductive System	Reproductive System	Reproductive System	Reproductive System	Reproductive System	Reproductive System	Reproductive System	Reproductive System	Reproductive System
	Puberty	Puberty	Male reproductive system	Male reproductive system	Female reproductive system	Female reproductive system	The menstrual cycle	The menstrual cycle	Fertilisation	Development of a foetus & being healthy during pregnancy	Development of a foetus & being healthy during pregnancy	Healthy diet for pregnancy	Healthy diet for pregnancy
Cycle 2	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition	Nutrition
	To learn how to be healthy, safe and hygienic in the kitchen.	To learn how to prepare a healthy and nutritious meal using knife skills	Understanding the different senses that are used to judge food	To learn how to use the grill and hob safely while producing a meal	To learn about different food groups and how to maintain a balanced diet	Exploring how to create a healthy and nutritious dish and what nutrients it provides	Understand nutrition and diet through life, including portion size	Understanding how to create a healthy meal and using the hob	To investigate some of the factors that can affect food choice	To creatively apply nutritional knowledge and a variety of practical skills	To learn how to be healthy, safe and hygienic in the kitchen	To learn how to create a healthy and nutritious meal using fresh ingredients	To learn how to be healthy, safe and hygienic in the kitchen
Cycle 3	Healthy Choices	Healthy Choices	Healthy Choices	Healthy Choices	Healthy Choices	Healthy Choices	BTEC Sport	BTEC Sport	BTEC Sport	BTEC Sport	BTEC Sport	BTEC Sport	BTEC Sport
	Sleep hygiene - why is it so important? How can I take responsibility for my sleep?	What are healthy routines with diet and exercise?	What are the dangers of smoking and vaping?	What is the link between mental health and physical activity?	How can I take responsibility for my nutrition?	Why are vaccinations important?	Physical activity needs of participants – government recommended guidelines for types, frequency and intensity of physical activity for different types of participant	Physical health needs – improve fitness, body composition, sleep, and immunity to help prevent illness, symptoms of long-term health conditions.	Social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness	Mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem	Participants with long-term health conditions and how these can affect physical, social and mental health needs	Barriers to participation in sport and physical activity for different types of participant	Methods to address barriers to participation in sport and physical activity for different types of participant

Y8 Physical and Health Education LTP

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Human Body Skeletal System	Human Body Joints	Human Body Muscles	Human Body Nutrition	Human Body Nutrition	Human Body The digestive system	Human Body The digestive system	Human Body The respiratory system	Human Body The respiratory system	Human Body Gaseous Exchange	Human Body Gaseous exchange	Human Body The Circulatory System	Human Body The Heart and Exercise
	Nutrition To learn how to be healthy, safe and hygienic in the kitchen.	Nutrition To learn how to prepare a healthy and nutritious meal using knife skills	Nutrition Understanding the different senses that are used to judge food	Nutrition To learn how to use the grill and hob safely while producing a meal	Nutrition To learn about different food groups and how to maintain a balanced diet	Nutrition Exploring how to create a healthy and nutritious dish and what nutrients it provides	Nutrition Understand nutrition and diet through life, including portion size	Nutrition Understanding how to create a healthy meal and using the hob	Nutrition To investigate some of the factors that can affect food choice	Nutrition To creatively apply nutritional knowledge and a variety of practical skills	Nutrition To learn how to be healthy, safe and hygienic in the kitchen	Nutrition To learn how to create a healthy and nutritious meal using fresh ingredients	Nutrition To learn how to be healthy, safe and hygienic in the kitchen
Cycle 2	PHSCE How can I take personal responsibility for my health?	PHSCE Is my diet impacting on my happiness?	PHSCE Why is dental health and hygiene important?	PHSCE Am I doing enough to ensure that I get a good night's sleep?	PHSCE Why is sleep hygiene so important for my mental health?	PHSCE Why is a healthy diet and exercise so important for my mental health?	PHSCE What happens to my body and brain during puberty?	PHSCE What happens when someone is expecting or is on their period? (inc. period poverty + support)	BTEC Sport The effects of long-term fitness training on the body systems. Aerobic endurance training	BTEC Sport The effects of long-term fitness training on the body systems. Flexibility Training	BTEC Sport The effects of long-term fitness training on the body systems. Muscular endurance training	BTEC Sport The effects of long-term fitness training on the body systems. Muscular strength and power training	BTEC Sport The effects of long-term fitness training on the body systems. Speed training
	PHSCE How can I take personal responsibility for my health?	PHSCE Is my diet impacting on my happiness?	PHSCE Why is dental health and hygiene important?	PHSCE Am I doing enough to ensure that I get a good night's sleep?	PHSCE Why is sleep hygiene so important for my mental health?	PHSCE Why is a healthy diet and exercise so important for my mental health?	PHSCE What happens to my body and brain during puberty?	PHSCE What happens when someone is expecting or is on their period? (inc. period poverty + support)	BTEC Sport The effects of long-term fitness training on the body systems. Aerobic endurance training	BTEC Sport The effects of long-term fitness training on the body systems. Flexibility Training	BTEC Sport The effects of long-term fitness training on the body systems. Muscular endurance training	BTEC Sport The effects of long-term fitness training on the body systems. Muscular strength and power training	BTEC Sport The effects of long-term fitness training on the body systems. Speed training



Y9 Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Term 1									Term 2			
	Introduction	Baseline	Team building	Table Tennis	Table Tennis	Table Tennis	Table Tennis	Table Tennis	Table Tennis	Table Tennis	Rugby League	Rugby League	Rugby League
	Introduction to PE and expectations	Fundamental movement skills	Developing social and leadership skills while building positive relationships	To perform an effective backhand push shot consistently in table tennis.	To execute a legal table tennis serve and use the serve effectively in order to outwit an opponent.	To perform an effective drive shot and use it to successfully outwit an opponent.	To use shot selection, placement and creativity in order to outwit an opponent.	To understand and enforce the rules of doubles matches	Assessment - To demonstrate the skills covered during the table tennis block in order to compete against a range of opponents	To recap and demonstrate core skills developed in Year 7	To be able to tackle effectively in isolated practice and in a game situation. To use the block tackle and tackle in pairs in isolated practice and in a game situation.	To be able to pass effectively in isolated practice and in a game situation. Students can pass off both hands and are aware of dummy passing and some basic passing moves to outwit opponents.	To be able to evade effectively in isolated practice and in a game situation. Students will develop footwork for effective evasion.
	Introduction	Baseline	Team building	Rugby League	Rugby League	Rugby League	Rugby League	Rugby League	Rugby League	Rugby League	Table Tennis	Table Tennis	Table Tennis
Introduction to PE and expectations	Fundamental movement skills	Developing social and leadership skills while building positive relationships	To recap and demonstrate core skills developed in Year 7	To be able to tackle effectively in isolated practice and in a game situation. To use the block tackle and tackle in pairs in isolated practice and in a game situation.	To be able to pass effectively in isolated practice and in a game situation. Students can pass off both hands and are aware of dummy passing and some basic passing moves to outwit opponents.	To be able to evade effectively in isolated practice and in a game situation. Students will develop footwork for effective evasion.	To be able to kick effectively in isolated practice and in a game situation. Students can take place kicks.	Assessment - To demonstrate the skills covered during the rugby block in order to compete within a team.	To perform an effective backhand push shot consistently in table tennis.	To execute a legal table tennis serve and use the serve effectively in order to outwit an opponent.	To perform an effective drive shot and use it to successfully outwit an opponent.	To use shot selection, placement and creativity in order to outwit an opponent.	
Cycle 2			Term 3					Term 4		Y9 Data Input			
	Rugby League	Rugby League	Fitness	Fitness	Fitness	Fitness	Fitness	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball
	To be able to kick effectively in isolated practice and in a game situation. Students can take place kicks.	Assessment - To demonstrate the skills covered during the rugby block in order to compete within a team.	To benchmark own fitness levels to inform planning of program (keep results for testing in last lesson)	To understand how to use the fitness suite safely	To design own training program and carry out independently	To carry out own training program demonstrating safety principles and correct form and technique	Assessment - Assess students on all skills covered.	To recap and demonstrate effective dribbling and chest pass. To know the correct technique for dribbling. To know the correct technique for the chest pass	To recap and demonstrate effective bounce and javelin passing. To recap and demonstrate effective shooting. To know the correct technique for shooting, the bounce pass and the javelin pass.	To know the correct technique to be able to power lay-up and lay up.	To know and identify defensive tactics. To be able to perform defensive tactics as a team.	To know and identify attacking tactics as a team and an individual. To be able to perform attacking tactics as a team and as an individual.	Assessment - Assess students on all skills covered.
	Table Tennis	Table Tennis	Basketball	Basketball	Basketball	Basketball	Basketball	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness
To understand and enforce the rules of doubles matches	Assessment - To demonstrate the skills covered during the table tennis block in order to compete against a range of opponents	To recap and demonstrate effective dribbling and chest pass. To know the correct technique for dribbling. To know the correct technique for the chest pass	To recap and demonstrate effective bounce and javelin passing. To recap and demonstrate effective shooting. To know the correct technique for shooting, the bounce pass and the javelin pass.	To know the correct technique to be able to power lay-up and lay up. To be able to demonstrate the correct technique to power lay-up and lay up.	To know and identify defensive tactics. To be able to perform defensive tactics as a team.	Assessment - Assess students on all skills covered	To benchmark own fitness levels to inform planning of program (keep results for testing in last lesson)	To understand how to use the fitness suite safely	To design own training program and carry out independently	To carry out own training program demonstrating safety principles and correct form and technique	To carry out own training program demonstrating safety principles and correct form and technique	Assessment - Assess students on all skills covered	
Cycle 3	Term 5						Term 6					Y9 Data Input	
	Softball	Softball	Softball	Softball	Softball	Softball	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics
	To understand the basic rules of softball and the basics of	To understand how to bowl correctly with accuracy	To understand how to bat correctly and how to bat using	To demonstrate the one-handed retrieval fielding technique in a game situation	To recap a particular skill based on needs of the class from	Assessment - Assess students on all skills covered	Re-cap of athletics and sprinting technique for sprinting events	Introduction to long distance running and develop technique of	Shot put – Develop throwing technique to maximise performance	Long Jump & triple jump – Develop running and jumping technique	Javelin – Develop throwing technique to maximise performance	Assessment - Students to be assessed for the skills	Re-cap of athletics and sprinting technique for sprinting events



fielding and basework		control, accuracy and direction		formative assessment			pacing in order to be successful				that have been taught	
Athletics	Athletics	Athletics	Athletics	Athletics	Athletics	Softball	Softball	Softball	Softball	Softball	Softball	
Introduction to long distance running and develop technique of pacing in order to be successful	Shot put – Develop throwing technique to maximise performance	Long Jump & triple jump – Develop running and jumping technique	Javelin – Develop throwing technique to maximise performance	High Jump - Develop running and jumping technique in order to maximise performance	Assessment - Students to be assessed for the skills that have been taught	To understand the basic rules of softball and the basics of fielding and basework	To understand how to bowl correctly with accuracy	To understand how to bat correctly and how to bat using control, accuracy and direction	To demonstrate the one-handed retrieval fielding technique in a game situation	To recap a particular skill based on needs of the class from formative assessment	Assessment - Assess students on all skills covered	



Year 9 BTEC Tech Sport Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Introduction	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1
	Introduction to BTEC Tech Sport Requirements and overview	C1A1: Benefits of taking part in sport, physical activities and outdoor activities	C1A1: Provision of sport and physical activity	C1A1: Characteristics of the sectors	C1A1: Advantages of the provision of sport in each sector	C1A1: Disadvantages of the provision of sport in each sector	C1A2: Participants with disabilities	C1A2: Physical activity needs of participants – physical, social and mental	C1A3: Barriers to participation in sport. Cost, access & time	C1B1&2: Clothing, footwear and sport-specific equipment and there benefits to performance	C1B1&2: Equipment for people with disabilities and there benefits to performance	C1B1&2: Performance analysis equipment and there benefits on performance	C1C1: Stages of a warm up. Pulse raiser and the response of the cardiorespiratory and musculoskeletal system. Deliver through practical
	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1
	C1A1: Types of sport and physical activities	C1A1: Benefits of taking part in sport, physical activities and outdoor activities	C1A1: Provision of sport and physical activity	C1A1: Advantages of the provision of sport in each sector	C1A1: Disadvantages of the provision of sport in each sector	C1A2: Types of participants and different ages	C1A2: Participants with long-term health conditions	C1A2: Physical activity needs of participants – physical, social and mental	C1A3: Barriers to participation in sport. Personal and cultural barriers	C1B1&2: Protection and safety equipment and there benefits to performance	C1B1&2: Facilities, officiating equipment and there benefits on performance	C1B3: Limitations of using technology in sport and physical activity	C1C1: Stages of a warm up. Mobiliser and the response of the cardiorespiratory and musculoskeletal system. Deliver through practical
Cycle 2	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1
	C1C1: Stages of a warm up. Preparation stretches and the response of the cardiorespiratory and musculoskeletal system. Deliver through practical	C1C2: How to adapt a warm up in relation to the different categories of participants	C1C3: Delivering a warm up to prepare participants for physical activity. Students to plan a warm up	Continue task 1 from PSA. C1A1: Advantages and disadvantages of provision within sport	Continue task 1 from PSA. C1A3 Barriers to participation and ways to overcome barriers.	Generic feedback for task 1 and students to act upon feedback.	Task 2 to begin. C1B1&2 Clothing, footwear and sport-specific equipment and there benefits to performance	Continue task 2. C1B1&B3: Limitations of using technology in sport and physical activity	Generic feedback for task 2 and students act upon feedback	Task 3.1 to begin. C1C1: Stages of a warm up and the responses of the cardiorespiratory and musculoskeletal systems	Continue task 3.1. C1C3: Planning and delivering a warm up to participants.	Continue task 3.2. C1C3: Delivering a warm up to prepare participants for physical activity.	Continue task 3.2. C1C3: Delivering a warm up to prepare participants for physical activity.
	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1	Component 1
	C1C1: Stages of a warm up and response of the cardiorespiratory and musculoskeletal system. Classroom	C1C3: Delivering a warm up to prepare participants for physical activity. Teacher lead	Task 1 to begin from PSA. C1A1: Types of activities and provision within sport	Continue task 1 from PSA. Types of participants and physical needs of participants	Students to complete task 1 and submit to teacher	Generic feedback for task 1 and students to act upon feedback.	Continue task 2. C1B1&B2: Performance analysis equipment and there benefits on performance	Students to complete task 2 independently and submit to class teacher	Generic feedback for task 2 and students act upon feedback	Continue task 3.1. C1C3: Planning and delivering a warm up to participants.	Begin task 3.2. C1C3: Delivering a warm up to prepare participants for physical activity.	Continue task 3.2. C1C3: Delivering a warm up to prepare participants for physical activity.	Continue task 3.2. C1C3: Delivering a warm up to prepare participants for physical activity.
Deadlines	Approximately when PSA is released			Task 1 to be submitted for marking and generic feedback		Task 1 to be submitted to class teacher	Task 2 to be submitted for marking and feedback	Task 2 to be submitted to class teacher		Task 3 recordings to be completed and marked		Moderation period to begin	
Cycle 3	Component 1	Component 1	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2
	Continue task 3.2. C1C3: Delivering a warm up to prepare participants for physical activity.	Mop up for any students needing to complete tasks	C2A1: Components of physical fitness. Aerobic & Muscular endurance	C2A1: Components of physical fitness. Flexibility & Body Composition	C2A1: Components of skill-related fitness. Power & Agility	C2A1: Components of skill-related fitness. Coordination	C2B1: Techniques, strategies and fitness for different sports. Strategies	C2B1: Techniques, strategies and fitness for different sports. Isolated practice. Practical	C2B1: Techniques, strategies and fitness for different sports. Isolated practice. Competitive situations. Practical	C2B2: Officials in sport. Key officials and their roles in sports competitions	C2B2: Officials in sport. Responsibilities of the officials	C2B3: Rules and regulations in sports	C2B3: Rules and regulations in sports
	Component 1	Component 1	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2	Component 2
	Continue task 3.2. C1C3: Delivering a warm up to prepare participants for physical activity.	Mop up for any students needing to complete tasks	C2A1: Components of physical fitness. Muscular strength & Speed	C2A1: Components of physical fitness.	C2A1: Components of skill-related fitness. Reaction time & Balance	C2B1: Techniques, strategies and fitness for different sports. Skills	C2B1: Techniques, strategies and fitness for different sports. Isolated practice. Theory	C2B1: Techniques, strategies and fitness for different sports. Isolated practice. Competitive situations. Theory	C2B2: Officials in sport. Key officials and their roles in sports competitions	C2B2: Officials in sport. Responsibilities of the officials	C2B2: Officials in sport. Responsibilities of the officials – Practical	C2B3: Rules and regulations in sports	Assessment
Moderation period to continue	Marks uploaded to EdexcelOnline	Approximately PSA Submission. Work uploaded to LWT											

Y10 Core PE Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
Cycle 1	Term 1									Term 2				
	Introduction	Football	Football	Football	Football	Football	Football	Football	Football	Football	Netball	Netball	Netball	
	Introduction to PE and expectations	Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Developing tactics and strategies to overcome opponents
	Introduction	Netball	Netball	Netball	Netball	Netball	Netball	Netball	Netball	Netball	Football	Football	Football	Football
Introduction to PE and expectations	Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Developing tactics and strategies to overcome opponents	
Cycle 2			Term 3					Term 4		Y9 Data Input				
	Netball	Netball	Fitness	Fitness	Fitness	Fitness	Fitness	Basketball	Basketball	Basketball	Basketball	Basketball	Basketball	
	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Health and safety of using the fitness suite. Develop a plan to show improvement in a CoF	Carry out activities that will help lead healthy and active lives	Carry out activities that will help lead healthy and active lives	Carry out activities that will help lead healthy and active lives	Assess improvement of training programme	Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents
	Football	Football	Basketball	Basketball	Basketball	Basketball	Basketball	Fitness	Fitness	Fitness	Fitness	Fitness	Fitness	
Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Develop technique and improve performance	Develop technique and improve performance	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Develop a plan to show improvement in a CoF	Carry out activities that will help lead healthy and active lives	Carry out activities that will help lead healthy and active lives	Carry out activities that will help lead healthy and active lives	Carry out activities that will help lead healthy and active lives	Carry out activities that will help lead healthy and active lives	Assess improvement of training programme	
Cycle 3	Term 5						Term 6					Y9 Data Input		
	Rounders	Rounders	Rounders	Rounders	Rounders	Rounders	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	
	Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	
	Cricket	Cricket	Cricket	Cricket	Cricket	Cricket	Rounders	Rounders	Rounders	Rounders	Rounders	Rounders	Rounders	
Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Develop technique and improve performance	Develop technique and improve performance	Develop technique and improve performance	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	Developing tactics and strategies to overcome opponents	



Year 10 BTEC Tech Sport Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Staff Induction	Component 1 Reteach C1A1 Types of providers	Component 1 Reteach C1A2 Types and needs	Component 1 Reteach C1A3 Barriers to participation	Component 1 Reteach C1A4 Methods to address barriers PSA window opens	Component 1 Reteach C1B1 Equipment	Component 1 Reteach C1B2 Technology	Component 1 Reteach C1B3 Limitations of technology	Component 1 PSA Assessment	Component 1 PSA Assessment	Component 1 PSA Assessment	Component 2 Teach C2A1 Components of physical fitness Internal assessment marking	Component 2 Teach C2A1 Components of physical fitness Internal assessment marking
	Staff Induction	Component 1 Reteach C1A1 Types of providers	Component 1 Reteach C1A2 Types and needs	Component 1 Reteach C1A3 Barriers to participation	Component 1 Reteach C1A4 Methods to address barriers PSA window opens	Component 1 Reteach C1B1 Equipment	Component 1 Reteach C1B2 Technology	Component 1 Reteach C1B3 Limitations of technology	Component 1 PSA Assessment	Component 1 PSA Assessment	Component 1 PSA Assessment	Component 2 Teach C2A1 Components of physical fitness Internal assessment marking	Component 2 Teach C2A1 Components of physical fitness Internal assessment marking
	Staff Induction	Component 1 Reteach C1A1 Planning a warm-up	Component 1 Reteach C1A2 Adapting a warm-up	Component 1 Reteach C1A3 Delivering a warm-up	Component 1 Warm up filming PSA window opens	Component 1 Warm up filming	Component 1 Warm up filming	Component 1 Warm up filming	Component 1 Warm up filming	Component 1 Warm up filming	Component 1 Warm up filming	Component 1 Warm up filming	Component 2 Teach C2A1 Components of physical fitness Internal assessment marking
Cycle 2	Component 2 Teach C2A1 Components of physical fitness	Component 2 Teach C2A2 Components of skill fitness	Component 2 Teach C2A2 Components of skill fitness PSA window open	Component 2 Teach C2A2 Components of skill fitness	Component 2 Teach C2A2 Components of skill fitness	Component 2 Practice PSA C2A1/C2A2	Component 2 Teach C2B2 Officials in sport	Component 2 Teach C2B2 Officials in sport	Component 2 Teach C2B3 Rules and regulations	Component 2 PSA assessment	Component 2 PSA assessment	Component 2 PSA assessment	Component 2 PSA Practical assessment
	Component 2 Teach C2A2 Components of physical fitness	Component 2 Teach C2A2 Components of skill fitness	Component 2 Teach C2A2 Components of skill fitness PSA window opens	Component 2 Teach C2A2 Components of skill fitness	Component 2 Teach C2A2 Components of skill fitness	Component 2 Practice PSA C2A2/C2A2	Component 2 Teach C2B2 Officials in sport	Component 2 Teach C2B2 Officials in sport	Component 2 Teach C2B3 Rules and regulations	Component 2 PSA assessment	Component 2 PSA assessment	Component 2 PSA assessment	Component 2 PSA Practical assessment
	Component 2 Practical Teach C2B2 Techniques and strategies	Component 2 Practical Teach C2B2 Techniques and strategies	Component 2 Practical Teach C2C1 Practice/drills PSA window opens	Component 2 Practical Teach C2C1 Practice/drills	Component 2 Practical Teach C2C2 Drills	Component 2 Practice PSA C2A2/C2A2	Component 2 Practical- Teach C2B2 Officials in sport	Component 2 Practical- Teach C2B2 Officials in sport	Component 2 PSA Practical assessment	Component 2 PSA Practical assessment	Component 2 PSA Practical assessment	Component 2 PSA Practical assessment	Component 2 PSA Practical assessment
	Component 2 PSA Practical assessment Internal assessment/markings	Component 2 PSA Practical assessment Internal assessment/markings	Component 2 PSA Practical assessment Internal assessment/markings	Component 2 Deadline for entry C3A1 Components of fitness	Component 3 C3A1 Components of fitness	Component 3 C3A1 Components of fitness	Component 3 C3A2 Training principles	Component 3 C3A2 Training principles	Component 3 C3A3 Exercise Intensity	Component 3 C3A3 Exercise Intensity	Component 3 C3B1 Fitness testing requirements	Component 3 C3C4/C5 Additional requirements/Provision	Component 3 C3C6 Effects of exercise
Component 2 PSA Practical assessment Internal assessment/markings	Component 2 PSA Practical assessment Internal assessment/markings	Component 2 PSA Practical assessment Internal assessment/markings	Component 2 Deadline for entry C3A1 Components of fitness	Component 3 C3A1 Components of fitness	Component 3 C3A1 Components of fitness	Component 3 C3A2 Training principles	Component 3 C3A2 Training principles	Component 3 C3A3 Exercise Intensity	Component 3 C3A3 Exercise Intensity	Component 3 C3B1 Fitness testing requirements	Component 3 C3C4/C5 Additional requirements/Provision	Component 3 C3C6 Effects of exercise	
Component 2 PSA Practical assessment Internal assessment/markings	Component 2 PSA Practical assessment Internal assessment/markings	Component 2 PSA Practical assessment Internal assessment/markings	Component 2 Deadline for entry Practical fitness testing C3C2/C3	Component 3 Practical fitness testing C3C2/C3	Component 3 Practical fitness testing C3C2/C3	Component 3 Practical fitness testing C3C2/C3	Component 3 Practical fitness testing C3C2/C3	Component 3 Practical fitness testing C3C2/C3	Component 3 Practical fitness testing C3C2/C3	Component 3 Practical fitness testing C3C2/C3	Component 3 Practical fitness testing C3C2/C3	Component 3 Practical fitness testing C3C2/C3	



Y11 Core PE Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	Introduction Introduction to PE and expectations	Dodgeball Understand the rules and regulations of the sport	Dodgeball Develop an understanding of the skills required for the sport	Dodgeball Develop understanding of teamwork through games	Dodgeball Develop and understanding of tactics and strategies	Dodgeball Introduction to additional rules to make the sport more challenging	Dodgeball Implementation of tactics and strategies to overcome opponent	Dodgeball Implementation of tactics and strategies to overcome opponent	Dodgeball Implementation of tactics and strategies to overcome opponent	Badminton Understand the rules and regulations of the sport	Badminton Develop an understanding of the skills required for the sport	Badminton Implementation of tactics and strategies to overcome opponent	Badminton Implementation of tactics and strategies to overcome opponent
	Introduction Introduction to PE and expectations	Fitness Develop an understanding of safe use of the fitness suite	Fitness Develop an understanding of CoF and their importance to sport	Fitness Develop an understanding of how to assess baseline	Fitness Create a plan that will improve CoF(s) and improve general fitness	Fitness Implement Personal Improvement Plan and monitor progress	Fitness Implement Personal Improvement Plan and monitor progress	Fitness Implement Personal Improvement Plan and monitor progress	Fitness Assess and reflect on progress	Table Tennis Understand the rules and regulations of the sport	Table Tennis Develop an understanding of the skills required for the sport	Table Tennis Implementation of tactics and strategies to overcome opponent	Table Tennis Implementation of tactics and strategies to overcome opponent
	Introduction Introduction to PE and expectations	Football Understand the rules and regulations of the sport	Football Develop an understanding of the skills required for the sport	Football Develop understanding of teamwork through games	Football Develop and understanding of tactics and strategies	Football Introduction to additional rules to make the sport more challenging	Football Implementation of tactics and strategies to overcome opponent	Football Implementation of tactics and strategies to overcome opponent	Football Implementation of tactics and strategies to overcome opponent	Fitness Develop an understanding of safe use of the fitness suite	Fitness Develop an understanding of CoF and their importance to sport	Fitness Develop an understanding of how to assess baseline	Fitness Create a plan that will improve CoF(s) and improve general fitness
	Badminton Implementation of tactics and strategies to overcome opponent	Badminton Implementation of tactics and strategies to overcome opponent	Fitness Develop an understanding of safe use of the fitness suite	Fitness Develop an understanding of CoF and their importance to sport	Fitness Develop an understanding of how to assess baseline	Fitness Create a plan that will improve CoF(s) and improve general fitness	Fitness Implement Personal Improvement Plan and monitor progress	Trampolining Introduction to trampolining and safety	Trampolining Develop an understanding of the skills required for the sport	Trampolining Develop an understanding of the skills required for the sport	Trampolining Create a routine	Trampolining Create a routine	Trampolining Reflect and refine routine
	Table Tennis Implementation of tactics and strategies to overcome opponent	Table Tennis Implementation of tactics and strategies to overcome opponent	Basketball Understand the rules and regulations of the sport	Basketball Develop an understanding of the skills required for the sport	Basketball Implementation of tactics and strategies to overcome opponent	Basketball Implementation of tactics and strategies to overcome opponent	Basketball Implementation of tactics and strategies to overcome opponent	Fitness Develop an understanding of safe use of the fitness suite	Fitness Develop an understanding of CoF and their importance to sport	Fitness Develop an understanding of how to assess baseline	Fitness Create a plan that will improve CoF(s) and improve general fitness	Fitness Implement Personal Improvement Plan and monitor progress	Fitness Assess and reflect on progress
	Fitness Implement Personal Improvement Plan and monitor progress	Fitness Assess and reflect on progress	Netball Understand the rules and regulations of the sport	Netball Develop an understanding of the skills required for the sport	Netball Implementation of tactics and strategies to overcome opponent	Netball Implementation of tactics and strategies to overcome opponent	Netball Implementation of tactics and strategies to overcome opponent	Rugby Understand the rules and regulations of the sport	Rugby Develop an understanding of the skills required for the sport	Rugby Implementation of tactics and strategies to overcome opponent	Rugby Implementation of tactics and strategies to overcome opponent	Rugby Implementation of tactics and strategies to overcome opponent	Rugby Implementation of tactics and strategies to overcome opponent
Cycle 2	Cricket Develop an understanding of the skills required for the sport	Cricket Implementation of tactics and strategies to overcome opponent	Cricket Implementation of tactics and strategies to overcome opponent	Cricket Implementation of tactics and strategies to overcome opponent	Cricket Implementation of tactics and strategies to overcome opponent	Cricket Implementation of tactics and strategies to overcome opponent							
	Rounders Implementation of tactics and strategies	Rounders Implementation of tactics and strategies	Rounders Implementation of tactics and strategies	Rounders Implementation of tactics and strategies	Rounders Implementation of tactics and strategies	Rounders Implementation of tactics and strategies							
	Softball Develop an understanding of the skills required for the sport	Softball Implementation of tactics and strategies to overcome opponent	Softball Implementation of tactics and strategies to overcome opponent	Softball Implementation of tactics and strategies to overcome opponent	Softball Implementation of tactics and strategies to overcome opponent	Softball Implementation of tactics and strategies to overcome opponent							
Cycle 3	Rounders Implementation of tactics and strategies	Rounders Implementation of tactics and strategies	Rounders Implementation of tactics and strategies	Rounders Implementation of tactics and strategies	Rounders Implementation of tactics and strategies	Rounders Implementation of tactics and strategies							
	Softball Develop an understanding of the skills required for the sport	Softball Implementation of tactics and strategies to overcome opponent	Softball Implementation of tactics and strategies to overcome opponent	Softball Implementation of tactics and strategies to overcome opponent	Softball Implementation of tactics and strategies to overcome opponent	Softball Implementation of tactics and strategies to overcome opponent							

Cycle 3

15/04	22/04	29/04	06/05	13/05	20/05	03/06	10/06	17/06	24/06	01/07	08/07	15/07
Component 3	Component 3	Component 3	Component 3	Exam window	Exam window	Exam window	Exam window	Exam window				
D3: Motivational techniques for fitness programming – Benefits of motivation on the sports performer	Exam technique - Explain	Exam technique – Describe	Revision	Exam window	Exam window	Exam window	Exam window	Exam window				
Exam technique- 6 mark question	Exam technique – Describe	Exam technique – Tables	Revision	Exam window	Exam window	Exam window	Exam window	Exam window				
Exam technique- 6 mark question	Exam technique – Assess	Revision	Revision	Exam window	Exam window	Exam window	Exam window	Exam window				

