

YEAR 10 CORE PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Pupils should be **physically active** for sustained periods of time, developing more complex **techniques** & knowledge of a **variety of tactics & strategies**; knowing how to apply these into both team & individual games to overcome opponents in competition. Pupils will develop understanding of context-specific **rules & procedures**, using these to manage their own participation in activities safely and with increasing independence & confidence. They will extend their understanding of different sporting cultures, encouraging teamwork to learn, apply & adapt skills & knowledge across different activities, taking **more ownership** of their physical activity.

They should build upon on knowledge of fitness from KS3 to improve **understanding of training** to develop training plans to improve personal fitness & the **benefits of healthy participation** both inside & outside of school. They should demonstrate competence in **evaluating performance** compared to success criteria in a variety of activities, comparing performances to previous ones where appropriate.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic * Due to facilities & seasons, pupils will perform activities at different stages of the year.	Team (invasion) Games – attacking & defensive skills & strategies Cultural Sport – introduction to sports from different cultures around the world		Individual (net-wall) Games – attacking & defensive skills & strategies Fitness (HRE) – training methods to improve personal fitness		Sports Education – leading & managing a sports competition Striking & fielding Games – attacking & defensive skills & strategies.	
Core Knowledge/ Threshold Concept	<u>Team (invasion) Games</u> <ul style="list-style-type: none"> • Creating scoring opportunities – applying possession- & finishing-based skills & strategies. • Attacking & defensive formations to overcome opponents. • Rules & procedures to self-set up & manage games safely (context-specific). • Evaluating improvement in performance. • Benefits of healthy participation of team games <u>Cultural Sport</u> <ul style="list-style-type: none"> • Intro to popular sports from Europe, Asia & America. • Applying new skills & tactics to participate. • Rules & procedures to self-set up & manage activities safely (context-specific). • Benefits of healthy participation. 		<u>Individual (net-wall) Games</u> <ul style="list-style-type: none"> • Creating scoring opportunities – applying rallying & finishing skills & tactics. • Attacking & defensive formations to overcome opponents. • Rules & procedures to self-set up & manage games safely (context-specific). • Evaluating improvement in performance. • Benefits of healthy participation of games. <u>Fitness (HRE)</u> <ul style="list-style-type: none"> • More advanced types of training to develop personal fitness. • Evaluating personal fitness levels & targets. • Comparing improvement in personal fitness over time. • Short- & long-term effects of training. 		<u>Sports Education</u> <ul style="list-style-type: none"> • Roles & tasks involved in planning a sports competition. • Orders of play & tournament rules. • Leadership & working effectively as a group for a common goal. • Develop & apply knowledge about refereeing and administering competitions. <u>Choice / Striking & fielding</u> <ul style="list-style-type: none"> • Batting skills & tactics to create scoring opportunities. • Fielding positions to overcome opponents. • Rules & procedures to self-set up & manage games safely (context-specific). • Evaluating improvement in performance. • Benefits of healthy participation of games. 	

Why this learning now?	<ul style="list-style-type: none">• (Team Games) Recap team/invasion games principles from KS3 and outside sport.• Extend core skills & tactics built upon over KS3.• Sequenced to build skills & couple with attacking & defensive strategies to apply to overcome opponents in team competition.• Identify (& develop) transferrable skills, tactics & rules across activities (other games areas).• (Cultural sport) Experience of new sports – key skills, knowledge, procedures & rules.• Enable students to form links from KS3 emerging sports (e.g. Flag Football & Kabaddi).• Knowledge sequenced to build up from basic key skills for participation to more advanced tactics to overcome opponents.• Establish links between activity and short- & long-term effects on physical & mental health.	<ul style="list-style-type: none">• (Indiv Games) Consolidate techniques & knowledge from KS3 and outside sport.• Enables recall & transfer of skills, tactics & rules across activities (other games in KS4).• Sequenced to build skills & couple with attacking & defensive strategies, applying to overcome opponents in individual competition.• Enables transfer of skills, tactics & rules across activities (other games areas).• Establish links between activity and short- & long-term effects on physical & mental health.• (HRE) Build on knowledge of types & principles of training (Y8/9), extending into more specialised training.• Sequenced to gain knowledge of training types and their benefits to personal fitness & using these to evaluate improvements in fitness.	<ul style="list-style-type: none">• (Sports Ed) Develop leadership & teamwork skills to organise & manage competition.• Sequenced to develop personal & team skills, whilst providing an effective opportunity to apply skills, tactics & rules from other activities.• Opportunities to self-assess performance on gameplay & leadership tasks, setting targets for improvement.• (Choice/S&F Games) Consolidate S&F tactics & techniques from KS3 and outside sport.• Enables recall & transfer of skills, tactics & rules across activities (other games areas (KS4)).• Sequenced to build skills & couple with attacking & defensive strategies, applying to overcome opponents in individual competition.• Establish links between activity and short- & long-term effects on physical & mental health.
Assessment Opportunities	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none">• Recall starters/warm up tasks to link & assess prior learning.• Teacher observation of performance on lesson-based assessment objectives, with whole-class feedback.• Targeted questioning and live & verbal feedback.• Self- & peer-assessment (acting as coaches) of techniques, tactics, organisation and tasks. <p>Summative ‘Assessment Tasks’ at the end of each activity unit to inform progress – in form of competitive situations & scenarios.</p>		
	<ul style="list-style-type: none">• (Team Games) organisation & management of space, people and equipment in scenarios & competitive games.• Modification of techniques, tactics & strategies in team competition to overcome opponents.• Ability to engage in sustained activity & understand health & fitness benefits.• (Cultural) application & organisation of space, people and equipment in activities.• Understanding cultural aspects of sports & similarities/comparisons with other sports.	<ul style="list-style-type: none">• (Indiv Games) organisation & management of space, people and equipment in scenarios & competitive games.• Modification of techniques, tactics & strategies in team competition to overcome opponents.• Ability to engage in sustained activity & understand health & fitness benefits.• (Fitness) Explanation & application of training types & effect on fitness.• Assessment of personal training plans; analysing & comparing fitness improvements.	<ul style="list-style-type: none">• (Sports Ed) leadership & organisation within groups to set-up & perform in activities.• Assessment of the quality of warm-ups, skill practices & strategies.• (S&F Games) organisation & management of space, people and equipment in scenarios & competitive games.• Modification of techniques, tactics & strategies in team competition to overcome opponents.• Ability to engage in sustained activity & understand health & fitness benefits.

Learning at Home	N/A	N/A	N/A
Key Vocabulary	Strategy, overcome, adapt, culture, tradition, scrummage, 'downs'.	Strategy, out-manoeuvre, formation, resistance, principles, comparisons, adaptations.	Leadership, teamwork, scheduling, administration, participation.
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Respect & Democracy – for pupils' opinions & contribution to tactics & strategies of play. • Social/Teamwork – working effectively in paired & small-group tasks; achieving a common goal. • Problem-solving – working together to solve problems and sharing responsibility; taking increased ownership of your own activities. • Liberty – using PE tasks and success through resilience to develop self-confidence. • Rule of law – respecting rules & following procedures across different activities. • Healthy Participation – refine knowledge of the physical, mental & social benefits of activity. • Culture/Respect – increasing awareness of sports & traditions from other cultures. • Sportsmanship – playing competitively but fairly, within the rules & with respect for other participants & referees. 		
Links to careers and the world of work	<p>Pupils will develop transferrable skills & qualities, such as teamwork, communication, honesty & physical endeavour to help in a host of future careers, including:</p> <p>Fitness instructors Roles in the health/leisure sector – e.g. leisure centre managers & personnel Teaching and sports coaching Researchers and sports science Sports administrators Professional athletes</p>		

YEAR 11 CORE PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Pupils should be **physically active** for sustained periods of time, applying more complex **techniques** & knowledge of a **variety of strategies** into both team & individual games to overcome opponents in competition. Pupils will apply context-specific **rules & procedures** to safely organise & manage their own participation in activities, with greater independence; and develop understanding of the **benefits of lifelong participation** in healthy activity.

They should build upon on knowledge of fitness & training from Y10 to design & implement **training plans** to develop **personal fitness levels**. They should demonstrate competence in **evaluating performance** compared to success criteria in a variety of activities, comparing performances to previous ones where appropriate.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic * Due to facilities & seasons, pupils will perform activities at different stages of the year.	Team (invasion) Games – applying rules & procedures to self-set up & manage games; strategies to overcome opponents. Fitness (HRE) – implementing personal training programmes.		Individual (net-wall) Games – applying rules & procedures to self-set up & manage games; strategies to overcome opponents. Sports Education – roles involved in organising & participating in a sports competition.		Activity Choices – making informed choices on types of activity. SUMMER EXAMS	
Core Knowledge/ Threshold Concept	<u>Team (invasion) Games</u> <ul style="list-style-type: none"> Applying rules & procedures to organise & manage into activity independently. Applying skills & strategies to overcome opponents in competition. Evaluating improvement in performance. Benefits of lifelong participation in team games. <u>Fitness (HRE)</u> <ul style="list-style-type: none"> Evaluating personal fitness levels & setting fitness goals. Designing & implementing personal fitness programmes. Comparing improvement in personal fitness over time. Long-term benefits of regular exercise. 		<u>Individual (net-wall) Games</u> <ul style="list-style-type: none"> Applying rules & procedures to organise & manage into activity independently. Applying skills & strategies to overcome opponents in competition. Evaluating improvement in performance. Benefits of lifelong participation in net-wall games. <u>Sports Education</u> <ul style="list-style-type: none"> Roles involved in planning and managing a sports competition. Developing scoring systems and adapting teams/rules for greater equality. Applying rules to officiate a series of competitive games. Working collectively towards a common goal (teamwork). 		<u>Activity Choices</u> <ul style="list-style-type: none"> Making choices on activity options based on available facilities & numbers. Applying rules & procedures to organise & manage into activity independently. Applying skills & strategies to overcome opponents in competition. Evaluating improvement in performance. Benefits of lifelong participation in activity. 	

Why this learning now?	<ul style="list-style-type: none"> • (Team Games) Recap team/invasion games principles from KS3 & tactics from KS4 and outside sport. • Sequenced to build skills & strategies to apply to overcome opponents in team competition. • Identify (& develop) transferrable skills, tactics & rules across activities (other games areas). • (Fitness) Build on knowledge of training types from Y10, with added focus of personal training goals. • Establish links between activity and long-term benefits on physical & mental health. • Sequenced to enable students to test & measure fitness levels, set training goals & implement personal training programmes to improve fitness. 	<ul style="list-style-type: none"> • (Indiv Games) Recap net-wall games principles from KS3 & tactics from KS4 and outside sport. • Enables recall & transfer of skills, tactics & rules across activities (other games in KS4). • Sequenced to build skills & strategies to apply to overcome opponents in individual competition. • (Sports Ed) Build on leadership & organisation skills from KS4 sports ed. • Perform roles in organising & managing a series of competitions. • Sequenced to apply leadership skills, whilst providing an effective opportunity to apply skills, tactics & rules from other activities. 	<ul style="list-style-type: none"> • (Choice activities) Sequenced around summer exams and revision sessions. • Students to decide collectively activities they would like to organise, perform & manage.
Assessment Opportunities	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> • Recall starters/warm up tasks to link & assess prior learning. • Teacher observation of performance on lesson-based assessment objectives, with whole-class feedback. • Targeted questioning and live & verbal feedback. • Self- & peer-assessment (acting as coaches) of techniques, tactics, organisation and tasks. <p>Summative 'Assessment Tasks' at the end of each activity unit to inform progress – in form of competitive situations & scenarios.</p>		
	<ul style="list-style-type: none"> • (Team Games) organisation & management of people, work areas and equipment in scenarios & larger-sided competitive games. • Refining of skills, tactics & strategies in larger-sided competition to overcome opponents. • Ability to engage in sustained activity & understand benefits of lifelong participation. • (Fitness) Personal fitness goals and benefits of long-term (lifelong) physical activity. • Assessment of fitness testing & comparisons; and personal training plans. 	<ul style="list-style-type: none"> • (Indiv Games) organisation & management of people, work areas and equipment in scenarios & individual competition. • Refining techniques, tactics & strategies in singles & doubles competition to overcome opponents. • Ability to engage in sustained activity & understand benefits of lifelong participation. • (Sports Ed) leadership & management roles within groups to organise & perform activities. • Assessment of quality of team organisation & applying strategies. 	<ul style="list-style-type: none"> • Maturity & effectiveness of organising themselves & others into & during activity. • Assessing decision-making & organisational skills, in light of facility, staffing and pupil numbers considerations.

Learning at Home	N/A	N/A	N/A
Key Vocabulary	Strategy, overcome, scenario, independent, comparison, goal setting (fitness goals).	Strategy, overcome, scenario, organisation, procedure, benefits.	N/A
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Respect & Democracy – for pupils’ opinions & contribution to tactics & strategies of play. • Social/Teamwork – working effectively in paired & small-group tasks; achieving a common goal. • Problem-solving – working together to solve problems and sharing responsibility; taking increased ownership of your own activities. • Liberty – using PE tasks and success through resilience to develop self-confidence. • Rule of law – respecting rules & following procedures across different activities. • Healthy Participation – refine knowledge of the physical, mental & social benefits of activity. • Culture/Respect – increasing awareness of sports & traditions from other cultures. • Sportsmanship – playing competitively but fairly, within the rules & with respect for other participants & referees. 		
Links to careers and the world of work	<p>Pupils will develop transferrable skills & qualities, such as teamwork, communication, honesty & physical endeavour to help in a host of future careers, including:</p> <p>Fitness instructors Roles in the health/leisure sector – e.g. leisure centre managers & personnel Teaching and sports coaching Researchers and sports science Sports administrators Professional athletes</p>		

YEAR 10 CAMBRIDGE NATIONAL (Sport Studies) - PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Pupils should develop an ability to **analyse and evaluate** their own performance in terms of technical and tactical skills, and leadership. They will apply theoretical knowledge of progressive practices and types of practice in order to create a development plan for sporting weakness. They will solve problems and use decision making skills whilst leading an activity session. Whilst applying the knowledge they have gained of components of a successful leadership session and the attributes of a sports leader. Pupils will go on to develop theoretical **knowledge and understanding** of the relationship between sport and the media and applying this to real life examples and evaluate and interpret the different ways in which sport is represented by the media. They should build on the physical, technical & tactical skills learnt in key stage 3, to perform effectively in a range of practical activities, and understand the contribution physical activity makes to health, fitness and well-being.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Media in Sport	Positive impact of Media in Sport	Negative impact of Media in Sport	Performance Analysis & Training Programme	Training Programme & Leadership	Leadership & Evaluation
Core Knowledge/ Threshold Concept	<u>R186- Task 1</u> - Evaluate sources of media that cover sport- Broadcast, Print, digital and social. <u>R185 Task 1- Practical Performance</u> - Ensure log book is up to date and correct information is detailed. - Further practical assessment of strategies and tactics (team sport) and compositional ideas (individual sport)	<u>R186- Task 2</u> - Positives effects of the media on sport- knowledge of the golden triangle & media role in increasing participation. <u>R185 Task 1- Practical Performance –</u> - Ensure log book is up to date and correct information is detailed. - Further practical assessment of strategies and tactics (team sport) and compositional ideas (individual sport)	<u>R186- Task 3</u> - Negative effects of media on sport- analysis of: unethical sponsors in sport, differing wages, links to gambling, accessibility issues.	<u>R185 Task 1- Practical Performance</u> - Know how to keep a log book of practical performance. <u>R185 Task 2</u> - Difference between a skill and technique in analysing personal performance in sport. - Create a Training programme to address 2 weaknesses in a chosen sport showing knowledge of practice types and evaluation tools.	<u>R185 Task 2 –</u> - Continue with training programmes; including showing knowledge of progressive practice appropriate to ability. - Undertake training programmes producing training logs & evidence to show practices and progress. <u>R185- Task 3 – Plan to lead and risk-assess a session</u> -Factors to consider: Venue, Equipment Timing, Supervision Contingency.	<u>R185 Task 4- Lead a session</u> - Leadership styles, adaptability, creativity, communication, positioning & confidence. <u>R185 Task 5- Evaluate Session</u> - Reflecting upon performance, answering key questions - What went well? -What did not go well? -What could be improved for the future?

Why this learning now?	<ul style="list-style-type: none"> • More time in practical lessons to focus on collecting evidence for log books, as opposed to learning leadership techniques and application of a training programme. • During practical lessons intervention can be put in place for pupils who have gaps in coursework • Media coverage introduced as new topic- evaluating different types of media to give pupils a broad overview and knowledge of the topic, before moving onto more analytical tasks. 	<ul style="list-style-type: none"> • There will be more time in practical lessons to focus on collecting evidence for log books, as opposed to learning leadership techniques and application of a training programme in R185. • During practical lessons intervention can be put in place for pupils who have gaps in coursework • The aim is to complete all coursework so Y11 is solely focused on exam contentment for terminal assessment in 2024. 	<ul style="list-style-type: none"> • There will be more time in practical lessons to focus on collecting evidence for log books, as opposed to learning leadership techniques and application of a training programme in R185. • During practical lessons intervention can be put in place for pupils who have gaps in coursework • The aim is to complete all coursework so Y11 is solely focused on exam contentment for terminal assessment in 2024. 	<ul style="list-style-type: none"> • R185 Task1 covered first to allow for, maximum time to collect evidence on log book before external moderation. • Task 2- The majority of sports chosen in task 2 are linked with the KS3 curriculum. It requires recall of key skills and techniques (psychological skills). 	<ul style="list-style-type: none"> • Most pupils chosen sports have winter seasons, it is therefore practical to perform training sessions and collate evidence at this point in the year. • Creating a training programme links with weaknesses identified from previous part of task. • When planning a training session pupil will use previous knowledge of types of practice. 	<ul style="list-style-type: none"> • Pupils will have had time to plan session and have practical experience of leadership in sport • Evaluation of the session will be almost immediate, leading to a more detailed piece of work
Assessment Opportunities	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> • Recall starters & tasks to link and assess prior learning. • Responsive teacher assessment through targeted questioning & whole-class feedback – in both practical & theory lessons. • Teacher assessment of skills & techniques to inform observation record. • Written feedback and marking of booklet work; Live and verbal feedback. • WINS marking in booklets and of homework tasks. • Peer- & self-assessment of oral/ written responses. <p>Summative assessments focused on completion, marking & internal standardisation of R186 and R185 unit tasks over the year:</p>					
	<ul style="list-style-type: none"> • Coursework tasks: R186 – Task 1 R185 – Task 1 (ongoing) 	<ul style="list-style-type: none"> • Coursework tasks: R186 – Task 2 R185 – Task 1 (ongoing) 	<ul style="list-style-type: none"> • Coursework tasks: R186 – Task 3 R185 – Task 1 (ongoing) 	<ul style="list-style-type: none"> • Coursework tasks: R185 – Task 1 R185 – Task 2 (ongoing) 	<ul style="list-style-type: none"> • Coursework tasks: R185 – Task 2 R185 – Task 3 	<ul style="list-style-type: none"> • Coursework tasks: R185 – Task 4 R185 – Task 5

Learning at Home	<ul style="list-style-type: none"> • Collate evidence for R185 Task 1. Mind map of different types of media coverage. 	<ul style="list-style-type: none"> • Collate evidence for R185 Task 1. Evidence of one positive effect of the media. 	<ul style="list-style-type: none"> • Collate evidence for R185 Task 1. 	<ul style="list-style-type: none"> • Collate evidence for R185 Task 1. 	<ul style="list-style-type: none"> • Collate evidence for R185 Task 1 • Log book of training programme with photographic/ video evidence of drills. 	<ul style="list-style-type: none"> • Log book of training programme with photographic/video evidence of drills. • www, EBI of leadership session directly after completing the session.
Key Vocabulary	Types of media: print, digital, social, broadcast.	Golden triangle, sponsorship, participation, commercialisation.	Unethical, commercialisation, gambling.	Skill, technique, fixed practice, varied practice.	Whole practice, part practice, contingency, timing, cool down.	Leadership, adaptability, communication, positioning.
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Moral & ethical consideration of deviance in sport – violence, match fixing and performance-enhancing drugs. • Cultural factors involved in the commercialisation and globalisation of contemporary sport. • Respect & Democracy – for everyone’s opinion on topical debates. • Social/Teamwork – working effectively in paired & small-group tasks. • Problem-solving – working together to solve problems and sharing responsibility. • Liberty – using PE tasks and success through resilience to develop self-confidence. • Rule of law – respecting rules & following procedures in PE lessons. 					
Links to careers and the world of work	<p>Students will develop theoretical understanding and transferrable skills & qualities to aid progression into a host of future careers, including:</p> <ul style="list-style-type: none"> • Sports scientist and research analysis • Sports coaching and roles with elite UK sports development • National Governing Body officers • Sports media and broadcasting • Sports commercialisation • Dieticians and sports nutritionists • Physiotherapists and sports therapists • Sports Psychologists • PE teachers • Professional athletes 					

YEAR 11 CAMBRIDGE NATIONAL (Sport Studies) - PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Pupils will go on to develop theoretical **knowledge and understanding** of the relationship between sport and the media and applying this to real life examples and evaluate and interpret the different ways in which sport is represented by the media. Exam content will cover a range of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Positive impact of Media in Sport	Negative impact of Media in Sport	The Role of Sport in Promoting Values	Implications of Hosting a Major Sporting Event	The Role of NGB's in the development of their Sport & REVISION & EXAM PREPARATION	REVISION & EXAM PREPARATION
Core Knowledge/ Threshold Concept	<u>R186- Task 2</u> - Positives effects of the media on sport- knowledge of the golden triangle & media role in increasing participation.	<u>R186- Task 3</u> - Negative effects of media on sport- analysis of: unethical sponsors in sport, differing wages, links to gambling, accessibility issues.	<u>R184- Topic 2</u> - Identifying positive values promoted through sport, applying each to a sporting context. - The Olympic creed, 5 interlocking rings and Paralympic values. - Reasons why sporting behaviour & etiquette are important when participating and spectating. - Detrimental effects of PEDS and role of WADA.	<u>R184- Topic 3</u> - Types of sporting effects and applied examples. - Pre-event aspects of a major sporting event (MSE). - Benefits and drawbacks of hosting an MSE. - Immediate and long-term impact of hosting an MSE.	<u>R184-Topic 4</u> - Role & functions of NGB's, relating to: - Participation. - Tournaments & Competitions. - Rules. - Disciplinary Procedures. - Policies and Funding.	<u>Sitting of R184 Exam</u>

Why this learning now?	<ul style="list-style-type: none"> Focus on completing Coursework before January deadline. More time in practical lessons to focus emerging sports from R184 specification During practical lessons, intervention can be put in place for pupils who have gaps in coursework. 	<ul style="list-style-type: none"> There will be more time in practical lessons to focus emerging sports from R184 specification During practical lessons, intervention can be put in place for pupils who have gaps in coursework. 	<ul style="list-style-type: none"> Covering major topics last in preparation for terminal assessment in June. This is so learning is as close as possible to the exam to aid recall. 	<ul style="list-style-type: none"> Covering major topics last in preparation for terminal assessment in June. This is so learning is as close as possible to the exam to aid recall. 	<ul style="list-style-type: none"> Covering major topics last in preparation for terminal assessment in June. This is so learning is as close as possible to the exam to aid recall. This is a short topic at the end so there is time to revise before the exam. 	
Assessment Opportunities	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> Recall starters & tasks to link and assess prior learning. Responsive teacher assessment through targeted questioning & whole-class feedback – in both practical & theory lessons. Teacher assessment of skills & techniques to inform observation record. Written feedback and marking of booklet work; Live and verbal feedback. WINS marking in booklets and of homework tasks. Peer- & self-assessment of oral/ written responses. <p>Summative assessments focused on completion, marking & internal standardisation of R186 and R184 exam unit:</p>					
	<ul style="list-style-type: none"> Coursework tasks: R186 – Task 2 	<ul style="list-style-type: none"> Coursework tasks: R186 – Task 3 	<ul style="list-style-type: none"> End-of-topic assessment: R184 – Topic 2 (promoting sporting values). 	<ul style="list-style-type: none"> End-of-topic assessment: R184 – Topic 3 (hosting major sports events). 	<ul style="list-style-type: none"> End-of-topic assessment: R184 – Topic 4 (role of NGB's). 	
Learning at Home	<ul style="list-style-type: none"> Collate research for R186 Task 2. Evidence of one positive effect of the media. 	<ul style="list-style-type: none"> Collate research for R186 Task 3. Evidence of one positive effect of the media. 	<ul style="list-style-type: none"> Olympic summative Poster. Watch Icarus. 	<ul style="list-style-type: none"> Case study on a major sporting event. 	<ul style="list-style-type: none"> Revision of previous topics in particular participation and technology. 	<ul style="list-style-type: none"> Revision for final exam! Previous exam questions to recall crucial knowledge.
Key Vocabulary	Golden triangle, sponsorship, participation, commercialisation.	Unethical, spectators, commercialisation, gambling.	Sportsmanship, etiquette, Olympic creed, Performance enhancing drugs.	Olympic creed, benefits, drawbacks.		

Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Moral & ethical consideration of deviance in sport – violence, match fixing and performance-enhancing drugs. • Cultural factors involved in the commercialisation and globalisation of contemporary sport. • Respect & Democracy – for everyone’s opinion on topical debates. • Social/Teamwork – working effectively in paired & small-group tasks. • Problem-solving – working together to solve problems and sharing responsibility. • Liberty – using PE tasks and success through resilience to develop self-confidence. • Rule of law – respecting rules & following procedures in PE lessons.
Links to careers and the world of work	<p>Students will develop theoretical understanding and transferrable skills & qualities to aid progression into a host of future careers, including:</p> <ul style="list-style-type: none"> • Sports scientist and research analysis • Sports coaching and roles with elite UK sports development • National Governing Body officers • Sports media and broadcasting • Sports commercialisation • Dieticians and sports nutritionists • Physiotherapists and sports therapists • Sports Psychologists • PE teachers • Professional athletes

YEAR 10 GCSE PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Students should develop knowledge and understanding of **physical factors** that underpin activity and improve performance. They should understand definitions of **fitness & well-being** and linked **benefits of activity & healthy diet**. They will explore the structure in which **skeletal & muscular systems** function during physical activity, and the **physiological adaptations** that can occur due to training. Students will develop their knowledge of the principles of training, why we train in different ways and how training plans can optimise results. Students will develop their understanding of how movement **skills** are classified and learned, along with the role of goal setting and **mental preparation** to improve performance in sport. Students will learn to **apply practical examples** from sport to explain theoretical concepts, using analysis & key terminology to **draw reasoned conclusions**.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Fitness & fitness tests Physical training – principles of training.	Training (cont.) – types & optimising training. Health & well-being	Diet & Nutrition Skeletal system – structure & function.	Muscular system – structure & function. Effects of training on muscles	Movement analysis Sports Psychology – skill	Goal Setting & Mental preparation Guidance & feedback
Core Knowledge/ Threshold Concept	<u>Fitness</u> <ul style="list-style-type: none"> Definitions of fitness components. Importance of fitness components in sport. Setup, performance & analysis of fitness testing (link to AEP). <u>Training – principles</u> <ul style="list-style-type: none"> Define principles of training (SPOR & FITT) & apply to training programmes 	<u>Training - optimising</u> <ul style="list-style-type: none"> Types of training. How to optimise training using FITT. Key components & benefits of warm up & cool down. <u>Health & well-being</u> <ul style="list-style-type: none"> Health & well-being, benefits of activity on these. Physical, emotional & social benefits/ consequences of sedentary lifestyles. 	<u>Diet & Nutrition</u> <ul style="list-style-type: none"> Components of a balanced diet & sports nutrition. Sports diets. <u>Skeletal System</u> <ul style="list-style-type: none"> Name & locate major bones in the body. Apply examples of skeleton functions. Synovial joints and movements at hinge/ ball & socket joints. 	<u>Muscular System</u> <ul style="list-style-type: none"> Location of major muscles & their use in sporting actions. Role of the agonist, antagonist & fixator in muscle action. <u>Effects of Training</u> <ul style="list-style-type: none"> Short-term effects of training on muscular system. Long-term effects of training on skeletal & muscular systems. 	<u>Movement</u> <ul style="list-style-type: none"> Classes of lever & examples in sport. Planes of movement and axes of rotation; applying to examples in sport (link to AEP). <u>Sports Psych – Skill</u> <ul style="list-style-type: none"> Characteristics of skilful movement. Classification of skills on skill continua (link to AEP). 	<u>Goal Setting & Mental Preparation</u> <ul style="list-style-type: none"> Benefits of goals & setting SMART goals. Mental preparation techniques & their practical use in sport. <u>Guidance & feedback</u> <ul style="list-style-type: none"> Types of guidance & examples of their use Advantages & disadvantages of types of guidance Types of feedback & examples of their use
Why this learning now?	<ul style="list-style-type: none"> Recap of fitness, testing & training knowledge from KS3. 	<ul style="list-style-type: none"> Recall & extension of training from 1st half-term (& KS3 HRE). 	<ul style="list-style-type: none"> Diet focus builds on 'health' topic from previous half-term. 	<ul style="list-style-type: none"> Links built on from skeletal to muscular systems. 	<ul style="list-style-type: none"> Links built from movements to planes & axis of rotation. 	<ul style="list-style-type: none"> Continue with 'sports psych'; creating links between goals &

	<ul style="list-style-type: none"> Sequenced to build knowledge of components, to performing tests & analysing data – then of how to train to develop fitness. Enables ‘fitness’ sections on controlled assessment (AEP) to be produced. 	<ul style="list-style-type: none"> Builds on knowledge of training principles to allow application into training types. (Health) links between activity & impact on (previous topic) fitness Intro to paper 2 topic; allows focus on Assessment Objectives for exams. 	<ul style="list-style-type: none"> Builds on prior know. of nutrition (HE/Sci), progressing to nutrition for sport. Links created between prior learning in science on the skeleton/bones - progressing to PE-specific examples. 	<ul style="list-style-type: none"> Recall prior knowledge of muscles from KS3 PE. Sequenced to learn muscle action, then applied with joints & movement terms to add detail in movement analysis. 	<ul style="list-style-type: none"> Enables ‘Movement Analysis’ section of AEP to be produced. Progression onto psychological factors on performance. Detail & depth of ‘skill’ knowledge built to enable ‘Skill Continua’ section of AEP to be produced. 	<p>training adherence (possible prior know. via coaching).</p> <ul style="list-style-type: none"> Recall of ‘skill’, when learning benefits of feedback & guidance in the learning process. Prior knowledge of examples of guidance & feedback from own sport.
Assessment Opportunities	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> Recall starters & tasks to link and assess prior learning. Teacher assessment through targeted questioning, observation & whole-class feedback. Written feedback and marking of booklet work; Live and verbal feedback. WINS marking of exam-style questions and homework tasks. Peer- & self-assessment of oral/ written responses. <p>Four Summative assessments over the course of the year, along with four Controlled Assessment tasks (AEP):</p>					
	<ul style="list-style-type: none"> Quick Quiz on fitness & testing. Assessment of AEP – ‘Analysis’ of fitness. 	<ul style="list-style-type: none"> End-of-topic test on ‘Fitness & Training’, featuring past-paper questions. AEP – ‘Evaluation’ of fitness scores. 	<ul style="list-style-type: none"> End-of-topic test on ‘Health & diet’, featuring past-paper questions. 	<ul style="list-style-type: none"> End-of-topic test on ‘Skeleton & Muscles’, featuring past-paper questions. AEP – ‘Overview’ of skills. 	<ul style="list-style-type: none"> AEP – ‘Movement analysis’. AEP – ‘skill continua’. 	<ul style="list-style-type: none"> Y10 Mock exam, featuring past-paper questions (excluding ‘sports psychology’).
Learning at Home	<ul style="list-style-type: none"> ‘Fittest Athlete’ exploratory task. Exam-style questions to reinforce learning. Development of practical performance and evidence. 	<ul style="list-style-type: none"> ‘Flip learning’ Training task. Exam-style questions to reinforce learning. Development of practical performance and evidence. 	<ul style="list-style-type: none"> ‘Food Plate’ diet task. Exam-style questions to reinforce learning. Development of practical performance and evidence. 	<ul style="list-style-type: none"> Exam-style questions to reinforce learning. Development of practical performance and evidence. 	<ul style="list-style-type: none"> ‘Jelly Babies’ planes & axes task. Exam-style questions to reinforce learning. Y10 mock revision. Development of practical performance and evidence. 	<ul style="list-style-type: none"> ‘Exam-style questions to reinforce learning. Y10 mock revision. Development of practical performance and evidence.

Key Vocabulary	Component, cardio-vascular, normative, overload, reversibility.	Continuous, interval, well-being, sedentary.	Hydration, articulate, synovial, cartilage, abduction.	Hypertrophy, agonist, antagonistic, tendon.	Lever, mechanical advantage, continuum, adherence.	Imagery, mechanical, intrinsic, extrinsic.
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Social benefits of training & activity and consequences of sedentary lifestyles. • Cultural factors involved in the choice of foods in diets. • Respect & Democracy – for everyone’s opinion on topical debates. • Social/Teamwork – working effectively in paired & small-group tasks. • Problem-solving – working together to solve problems and sharing responsibility. • Liberty – using PE tasks and success through resilience to develop self-confidence. • Rule of law – respecting rules & following procedures in PE lessons. 					
Links to careers and the world of work	<p>Students will develop theoretical understanding and transferrable skills & qualities to aid progression into a host of future careers, including:</p> <ul style="list-style-type: none"> • Fitness instructors and roles in the health/leisure sector • Sports scientists & researchers. • PE teachers and sports coaches • Dieticians and sports nutritionists • Physiotherapists and sports therapists • Sports Psychologists • Professional athletes 					

YEAR 11 GCSE PE CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent:

Students should extend understanding of how **anatomical & physiological** states affect performance, including the structure & function of **cardio-respiratory systems**; analysing the **short and long-term effects of exercise** on these systems. Students will develop knowledge of **socio-cultural influences** that impact on participation in physical activities, exploring engagement patterns of different social groups, and the influence of **commercialisation** and **ethics** in sport. Pupils will develop their **application of practical examples** from sport to explain theoretical concepts, using specialist terminology, and interpret data to help **draw reasoned conclusions** in both oral & written responses.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Cardiovascular system - structure & function. Respiratory system - structure & function.	Effects of Exercise on body systems Participation – engagement trends	Participation – barriers & strategies. Commercialisation in sport	Ethics - sportsmanship & deviance. Ethics - drugs & violence in sport.	Preventing Injury EXAM PREPARATION & REVISION	REVISION & EXAM PREPARATION
Core Knowledge/ Threshold Concept	<u>Y10 Recap – types of guidance & feedback</u> <u>Cardiovascular System</u> <ul style="list-style-type: none"> Double-circulation & pathway of blood around heart. Role of chambers, vessels & valves. Cardiac values & their response to exercise. <u>Respiratory System</u> <ul style="list-style-type: none"> Pathway of air through resp. system Role of alveoli in gaseous exchange. Breathing mechanics. 	<u>Effects of Exercise</u> <ul style="list-style-type: none"> Lung volumes & their response to exercise. Short-term effects of ex on body systems. Long-term effects of ex on body systems. Applying examples in sport & data analysis <u>Participation - trends</u> <ul style="list-style-type: none"> Sources of data and current trends in participation in sport & physical activity. 	<u>Participation (cont.)</u> <ul style="list-style-type: none"> Socio-cultural factors that affect participation. Promotion, provision, & access strategies to improve participation. <u>Commercialisation</u> <ul style="list-style-type: none"> Relationship of sport, media & sponsors. Influence of the media on sport. Influence of sponsorship on sport. 	<u>Sportsmanship & Dev.</u> <ul style="list-style-type: none"> Value & examples of sportsmanship in sport. Examples & reasons for gamesmanship & deviance in sport. <u>Drugs & violence</u> <ul style="list-style-type: none"> Reasons for doping in sport. Types of drugs & performance effects. Impact of drugs on sport & performers. Examples & reasons for violence in sport. 	<u>Preventing Injury</u> <ul style="list-style-type: none"> Identifying potential hazards in sports settings. Ways risk of injury can be minimised; examples. <u>Exam Preparation</u> <ul style="list-style-type: none"> Level-mark question response structure. Paper 1 topics revision. Paper 2 topics revision. 	<u>Sitting of GCSE PE Exams</u>
Why this learning now?	<ul style="list-style-type: none"> Recap last topic from Y10 (guid & feed) to plug any know gaps. 	<ul style="list-style-type: none"> Builds on knowledge of pathway of air through resp system. 	<ul style="list-style-type: none"> Builds on knowledge of participation trends; extended to 	<ul style="list-style-type: none"> Continuation of socio cultural influences with focus on ethics. 	<ul style="list-style-type: none"> Final topic, links with previous knowledge on training. 	

	<ul style="list-style-type: none"> • (CV) Interesting first topic; builds on know. on anatomy & physio from Y10 & prior knowledge in science. • Sequenced to learn heart structure, then apply to path of blood & training effects. • Logical progression from CV to respiratory system. 	<ul style="list-style-type: none"> • Links between CV & resp values and their response to exercise. • Participation topic well suited to just before mock exam, as allows focus on developing data analysis skills via trend data. 	<ul style="list-style-type: none"> • factors that affect these trends. • Sequenced to know & justify trends, then propose strategies to improve participation. • Commercialisation – unique topic, with some prior know. of sport in the media and sports branding. 	<ul style="list-style-type: none"> • Sequenced to learn sportsmanship values & reasons for deviance; then link to prior knowledge of examples. • Links between types of deviance and drugs & violence in sport – build on prior knowledge of examples. 	<ul style="list-style-type: none"> • Sequenced to use PE facilities to learn/ identify potential hazards and then use prior sporting experiences to propose ways of minimising risk. • Revision: link crucial knowledge with examples & reasoning within responses. 	
Assessment Opportunities	<p>AFL embedded throughout, with regular formative assessment taking place via:</p> <ul style="list-style-type: none"> • Recall starters & tasks to link and assess prior learning. • Teacher assessment through targeted questioning, observation & whole-class feedback. • Written feedback and marking of booklet work; Live and verbal feedback. • WINS marking of exam-style questions and homework tasks. • Peer- & self-assessment of oral/ written responses. <p>Six Summative assessments over the course of the year, along with two Controlled Assessment tasks (AEP):</p>					
	<ul style="list-style-type: none"> • Y11 Mock exam (1): Paper 1 – physical factors • Paper 2 – psychological factors • AEP – ‘assessment’ of strengths & weakness 	<ul style="list-style-type: none"> • End-of-topic test on ‘Body systems & effects of exercise’, featuring past-paper questions. 	<ul style="list-style-type: none"> • Y11 Mock exam (2): Paper 1 – physical factors • Paper 2 – psychological factors & cultural influences • AEP – ‘action plan’. 	<ul style="list-style-type: none"> • End-of-topic test on ‘Commercialisation & Ethics’, featuring past-paper questions. 	<ul style="list-style-type: none"> • Quick Quiz on Prevention of injury. 	
Learning at Home	<ul style="list-style-type: none"> • ‘Pathway of blood’ consolidation task. • Exam-style questions to reinforce learning. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Exam-style questions to reinforce learning. • Revision for mock examinations. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • ‘Participation factors’ consolidation task. • Exam-style questions to reinforce learning. • Y11 Mock revision! • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Sporting examples of deviance & doping exploratory task. • Exam-style questions to reinforce learning. • Development of practical performance and evidence. 	<ul style="list-style-type: none"> • Revision for final exams! • Level-marked questions prep for exam technique. • Exam-style questions to recall crucial knowledge. 	<ul style="list-style-type: none"> • Revision for final exams! • Previous exam questions to recall crucial knowledge.

Key Vocabulary	Cardiac hypertrophy, capillarisation, inspiration, diaphragm.	Short-term, long-term, trend, socio-economic.	Factor, barrier, commercialisation, golden triangle.	Gamesmanship, deviance, performance enhancing, stimulant.	Risk, minimising, personal protective equipment.	
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • Health benefits of exercise on cardiovascular & respiratory health. • Socio-cultural factors & barriers involved in participation in physical activity. • Cultural impact of commercialisation (media & sponsorship) on sport. • Ethical & moral factors of performance enhancing drugs in sport. • Respect & Democracy – for everyone’s opinion on topical debates. • Social/Teamwork – working effectively in paired & small-group tasks. • Problem-solving – working together to solve problems and sharing responsibility. • Liberty – using PE tasks and success through resilience to develop self-confidence. • Rule of law – respecting rules & following procedures in PE lessons. 					
Links to careers and the world of work	<p>Students will develop theoretical understanding and transferrable skills & qualities to aid progression into a host of future careers, including:</p> <ul style="list-style-type: none"> • Sports scientists & researchers • Physiotherapists and sports therapists • Sports medicine & other medical practitioners • PE teachers and sports coaches • Personal trainers & health practitioners • Dieticians and sports nutritionists • Sports Psychologists • Professional athletes 					