

PE Statement of Intent



We provide an environment in which students are encouraged to take risks, ask themselves questions about their physical journey and respond positively to both staff and their peers to ensure students become open and interested in physical activity and the opportunities that it provides. We know that the Physical Education holds a unique opportunity to impact students in a variety of aspects for rest of their lives whether it be continued in future studies or in their personal health and wellbeing journeys. We know how important the influence of physical activity is on our children's physical and mental health and wellbeing.

As a skills rich curriculum, we believe that the knowledge and application of these skills underpins and enables students to develop key life strategies that can be applied in their future both within and outside of sporting contexts. Though the large range of physical activities offered within our curriculum students are exposed to a variety of both team and individual sports affording them opportunities to gain a series of transferable skills. As each step in a learning journey develops, it incorporates a deeper understanding of prior learning.

We enrich students educational experience by encouraging them to express themselves through a variety of roles, not only as a performer but also as a coach and as an official. We encourage all our students to feel confident exploring their own abilities in a variety of activities and to enable them to learn through self-challenge, whilst expressing their own knowledge and abilities, developing how to analyse and improve their skills.

We support all of our students to ensure they understand the importance of physical activity and how they can then take this knowledge and incorporate it in everyday life, not only now but in the future, so they lead happy and healthy lives.

Lesson Overview



Start of lesson	<ul style="list-style-type: none"> • Line up in silence in teaching groups. • Register completed using Surface Go. • No kit marks recorded. • Students enter changing room once marked in. • Back of the changing rooms locked.
Changing rooms	<ul style="list-style-type: none"> • Sport and Fitness learning objective on the white board for all to read and discuss while changing. • Teachers stood with one foot in the door at the back of the changing rooms, encouraging students to be quick and enter the gym. They are then responsible for locking the changing rooms. • Teacher in Kit cupboard handing out spare kit (tie given in exchange). This teacher then moves to the gym to supervise there. Students to sit in teaching class.
Whole Year starter	<ul style="list-style-type: none"> • Retrieval from last lessons Sport and Fitness objective. • Sport and Fitness objective gone through and discussed with whole year group.
Main Lesson	<ul style="list-style-type: none"> • Objectives clearly displayed on white board and DVI word written on small white board. • Retrieval questions. This to include WWW/EBI's from previous lesson, including whole class feedback. • Objectives discussed and explained. • DVI word completed. • Complete relevant sport specific warm up • Model – demonstration and explanation of skill and how to achieve. • Do – Drill task (Teacher to give individual verbal feedback throughout task) • Review – whole class feedback e.g student demonstration and student feedback. To include feedback and interleaving between sports/lessons. • Model – demonstration and explanation of progression of skill and how to achieve. • Do – Drill task (Teacher to give individual verbal feedback throughout task) • Review – whole class feedback e.g student demonstration and student feedback. Including highlighting improvement on progression. • Model – demonstration and explanation of skill within a game/routine and how to achieve. • Do – Applying skill in a wider sporting context (Teacher to give individual verbal feedback throughout task) • Review – whole class feedback e.g student demonstration and student feedback. This to include questioning around the objective and how they have been achieved.
Changing rooms	<ul style="list-style-type: none"> • One member of staff to monitor kit cupboard. • Changing rooms at the back to be locked and staff member monitor front of changing rooms by standing with one foot in the door.

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	End Point
8a/Pe1 Boys	Football	Rugby	Basketball	Fitness/5km Challenge	Athletics	Soft-Ball	<p>Students can explore simple skills, can copy, remember, repeat and explore simple actions with control and coordination and can vary skills, actions and ideas and link these in ways that suit the activities.</p> <p>Students can talk about differences between their own and others' performances and suggest improvements.</p> <p>Students can understand how to exercise safely and describe how their body feels during different activities.</p>
8a/Pe2 Girls	Basketball (Netball)	Football	Table Tennis	Fitness/5km Challenge	Athletics	Rounders	
8b/Pe1 Boys	Football	Rugby	Basketball	Fitness/5km Challenge	Athletics	Soft-Ball	
8b/Pe2 Girls	Basketball (Netball)	Football	Table Tennis	Fitness/5km Challenge	Athletics	Rounders	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Further Details
Fitness/5km Challenge	Practise 5km	Trampolining Apply muscular endurance to a routine	Interval Training Principles of interval training	Step Aerobics Understanding coordination	Circuit Training Principles of circuit training	Aerobics Apply stamina within an aerobic sequence	Final 5km run	

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	End Point
Yr 9 Boys	Football	Basketball	Table - Tennis	Fitness/5km Challenge	Athletics	Softball	<p>Students can select and use skills, actions and ideas appropriately applying them with coordination and control and can show that they understand tactics and composition by starting to vary how they respond.</p> <p>They can see how their work is similar to and different from others' work and use this understanding to improve their own performance. Students can give reasons why warming up before an activity is important and why physical activity is good for their health.</p>
Yr 9 Girls	Netball	Football	Badminton	Fitness/5km Challenge	Athletics	Rounders	
Yr 9 Boys	Football	Basketball	Table - Tennis	Fitness/5km Challenge	Athletics	Softball	
Yy 9 Girls	Netball	Football	Badminton	Fitness/5km Challenge	Athletics	Rounders	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Further Details
Fitness/5km Challenge	Practise 5km	Trampolining Apply muscular endurance to a routine	Interval Training Principles of interval training	Step Aerobics Understanding coordination	Circuit Training Principles of circuit training	Aerobics Apply stamina within an aerobic sequence	Final 5km run	

Kings College Guildford PE Department – KS3 Basketball

Year 7	Year 8	Year 9	End Points
Content			
<ol style="list-style-type: none"> 1. Passing (Chest, Bounce, Javelin) 2. Shooting (Set shot, Jump shot) 3. Dribbling 4. Man to Man Defense 5. Positional play (Court lay out) 6. Using skills learnt in Gameplay 	<ol style="list-style-type: none"> 1. Re-cap of Year 7 skills learnt 2. Lay Up 3. Individual Offensive Moves (Creating space on and off the ball) 4. Cutting and Moving 5. Distribution under pressure 6. Using skills learnt in Gameplay 	<ol style="list-style-type: none"> 1. Re-cap of Year 8 skills learnt 2. Screening 3. Offensive Plays (Fast Break) 4. Advanced defence (Press or Zonal) 5. Rebounding 6. Using skills learnt in Gameplay 	<ul style="list-style-type: none"> - Students are able to identify how to perform the core skills taught. - Students are able to identify the key technical aspects of what makes a skill more likely to be successfully performed.
Key Questions			
<ol style="list-style-type: none"> 1. What makes a pass successful? 2. What makes a shot more likely to go in? 3. What is the purpose of dribbling the ball? 4. How do I prevent a player from scoring? 	<ol style="list-style-type: none"> 1. What makes a pass, shot and dribble successful? 2. What is the purpose of a lay up? 3. What makes a lay up successful? 4. Why do we use fakes in the game? 5. What makes a fake successful? 6. Why do we make cuts? 7. What makes a cut successful? 	<ol style="list-style-type: none"> 1. What makes an individual successful on offense? 2. What makes a screen effective? 3. When do we use a screen? 4. What is the purpose of designing a set play? 5. What are the different types of defence? 6. When do you use the different types of defence? 	<ul style="list-style-type: none"> - Students are able to apply a variety of tactical plans within a controlled situation and full gameplay
DVI			
Consistency Accuracy Control Awareness Positioning Team	Retrieval Coordination Attack Direction Scanning Pressure	Retrieval Prevention Improvisation Organisation Reaction Tactic	

Kings College Guildford PE Department – KS3 Table Tennis

Year 7	Year 8	Year 9	End Points
Content			
<ol style="list-style-type: none"> 1. Rally development 2. Backhand push 3. Forehand push 4. The serve 5. Backspin 6. Using skills learnt in gameplay 	<ol style="list-style-type: none"> 1. Re-cap of year 7 skills learnt 2. Forehand Topspin 3. Backhand Topspin 4. Sidespin 5. Recovery after exciting shots 6. Using skills learnt in gameplay 	<ol style="list-style-type: none"> 1. Re-cap of year 8 skills learnt 2. Doubles Rules 3. Doubles Tactics 4. Doubles Tournament 5. Singles Tournament 6. Using skills learnt in gameplay 	<ul style="list-style-type: none"> - Students are able to identify how to perform the core skills taught. - Students are able to identify the key technical aspects of what makes a skill more likely to be successfully performed.
Key Questions			
<ol style="list-style-type: none"> 1. What makes a backhand push successful? 2. What makes a forehand push successful? 3. How do we develop the basic push shots? 4. What makes a serve successful? 5. What are the service rules? 6. How do we play an effective backspin shot? 	<ol style="list-style-type: none"> 1. What makes a forehand topspin successful? 2. What makes a backhad topspin successful? 3. How do we develop the topspin shots? 4. What makes a sidespin shot successful? 5. How can we develop our serves? 6. When do we use the different types of spin shots? 	<ol style="list-style-type: none"> 1. What makes an individual successful on offense? 2. What makes an individual successful on defence? 3. How are the rules of doubles different to singles? 4. What tactics are available to pairs in a doubles game? 5. What aspects of doubles play are useful in a singles game? 	<ul style="list-style-type: none"> - Students are able to apply a variety of tactical plans within a controlled situation and full gameplay
DVI			
Movement Control Timing Consistency Spin Rules	Retrieval Rotation Transfer Slice Movement Scoring	Retrieval Communication Teamwork Officiating Tactics	

Kings College Guildford PE Department – KS3 Football



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Year 7	Year 8	Year 9	End
Content			
<ol style="list-style-type: none"> 1. Passing techniques (sidefoot, long, short, elevated) 2. Dribbling 3. Attacking principles (width) 4. Close Shooting 5. Defensive positioning 6. Rule knowledge (fouls, throw-ins) 	<ol style="list-style-type: none"> 1. Re-cap of year 7 skills 2. Progressive passing (distance, pace, angle) 3. One on One defending 4. Goalkeeping 5. Developing cover in defence 6. Using skills learnt in gameplay 	<ol style="list-style-type: none"> 1. Re-cap of year 8 skills 2. Passing in opposed situation (scanning) 3. Dribbling in a conditioned game 4. Develop penetration in attack 5. Finishing within a game 6. Defending as a team 	<ul style="list-style-type: none"> - Students are able to identify how to perform the core skills taught. - Students are able to identify the key technical aspects of what makes a skill more likely to be successfully performed.
Key Questions			
<ol style="list-style-type: none"> 1. How can you use control to maintain possession? 2. What are the key aspects of maintaining possession? 3. When do we use dribbling in a game? 4. What makes a dribble successful? 5. What makes your shots more likely to go in? 6. How does pressure affect shooting? 	<ol style="list-style-type: none"> 1. How can an individual help the team? 2. What makes a pass progressive? 3. What makes a successful defender? 4. What makes a sidespin shot successful? 5. What makes goalkeeping different to outfield play? 	<ol style="list-style-type: none"> 1. What makes an individual successful on defence? 2. What makes an individual successful on defence? 3. What is the focus on a set play? 4. How can attackers manipulate the defence? 5. What is the key to successfully playing as a defensive unit? 	<ul style="list-style-type: none"> - Students are able to apply a variety of tactical plans within a controlled situation and full gameplay
DVI			
Consistency Control Width Accuracy Positioning Rules	Retrieval Direction Awareness Reaction Sweeping Pressure	Retrieval Scanning Agility Penetration Tactics	

Kings College Guildford PE Department – KS3 Netball

Year 7	Year 8	Year 9	End Points
Content			
<ol style="list-style-type: none"> 1. Passing and accuracy 2. Catching and receiving 3. Footwork (pivot) 4. Landing and turning in the air 5. Catching and passing on the move 6. Application of rules 7. Positional play 	<ol style="list-style-type: none"> 1. Re-cap of year 7 skills 2. Movement and ability 3. Changing direction 4. Passing timing and accuracy 5. Possession under pressure 6. Shooting basics 7. Application on court 	<ol style="list-style-type: none"> 1. Re-cap of year 8 skills. 2. Penetrating space to maintain possession 3. Stage 1 defence shadowing 4. Stage 2 defence – hands over 5. Shooting techniques 6. Set plays 7. Centre pass and match play 	<ul style="list-style-type: none"> - Students are able to identify how to perform the core skills taught. - Students are able to identify the key technical aspects of what makes a skill more likely to be successfully performed. - Students are able to apply a variety of tactical plans within a controlled situation and full gameplay
Key Questions			
<ol style="list-style-type: none"> 1. What makes a pass successful in netball? 2. What is the footwork rule in netball? 3. Why is it important that we turn in the air ? 4. Where are the seven positions in netball allowed to go on the court? 5. What is the role of each position on the court? 	<ol style="list-style-type: none"> 1. How do you move in netball to gain an advantage over your opponent? 2. Why is changing direction quickly important? 3. How do you ensure you make the right pass when under pressure? 4. What is the correct shooting technique in netball? 5. What can you do in a game to increase the chance of scoring successfully? 	<ol style="list-style-type: none"> 1. How do you effectively penetrate a defence in netball? 2. Why is shadowing an important defensive technique? 3. What is meant by 'hands over' defence in netball 3. What are the set plays you have learnt and why are they effective within a game situation? 4. Why is it important as a team to have set plays? 5. What are the rules associated with the centre pass? 	
DVI			
Consistency Accuracy Control Awareness Rules Team	Retrieval Movement Agility Timing Pressure Technique Tactics	Retrieval Penetration Positioning Distance Organisation Strategy Competition	

Kings College Guildford PE Department – KS3 Rounders

Year 7	Year 8	Year 9	End Points
Content			
<ol style="list-style-type: none"> 1. Catching 2. Fielding (Long barrier and attacking) 3. Throwing (Over arm) 4. Bowling (Technique and rules) 5. Batting 6. Using skills learnt in gameplay 	<ol style="list-style-type: none"> 1. Re-cap of year 7 skills 2. Catching on bases and outfield 3. Base responsibilities 4. Accuracy when bowling 5. Positioning when batting 6. Batting strategies through game play 	<ol style="list-style-type: none"> 1. Re-cap of year 8 skills 2. Variety of bowling techniques (Spin, pace, height) 3. Bowler responsibilities 4. Placement when batting (onside and offside) 5. Batting tactics (running around the bases) 6. Officiating 	<ul style="list-style-type: none"> - Students are able to identify how to perform the core skills taught. - Students are able to identify the key technical aspects of what makes a skill more likely to be successfully performed.
Key Questions			
<ol style="list-style-type: none"> 1. What makes as successful catch? 2. Why is a long barrier successful in the deep field? 3. What makes a successful over arm throw? 4. What do you move to help hit the ball siuccsfully? 5. How do you prevent a batter form scoring a rounder? 	<ol style="list-style-type: none"> 1. Where do you stande on a base and why? 2. What makes a base player successful? 3. What makes a batter successful? 4. What are the rules for bowling? 5. How do you put pressure on the fielders as a batter? 	<ol style="list-style-type: none"> 1. Why would you use a variey of bowling? 2. What mase a bowloer successful? 3. What techniques do you use to place the ball as a batter? 4. How do you work as a term to score rounders? 5. What are the officials looking for in a game? 	<ul style="list-style-type: none"> - Students are able to apply a variety of tactical plans within a controlled situation and full gameplay
DVI			
Cordination Movement Extention Tecnique Transfer Rules	Retrieval Positioning Responsibilities Accuracy Rotation Tactics	Retrieval Variety Communication Placement Pressure Officiating	

Kings College Guildford PE Department – KS3 Rugby

Year 7	Year 8	Year 9	End Points
Content			
<ol style="list-style-type: none"> 1. Passing (flat) 2. Body positioning 3. Introduction to contact 4. Tackling (pads) 5. Tackling (opposition) 6. Using skills learnt in gameplay 	<ol style="list-style-type: none"> 1. Recap of year 7 skills 2. Passing (spin) 3. Tackling (one versus one) 4. Rucking 5. Kicking (punt) 6. Using skills learnt in gameplay 	<ol style="list-style-type: none"> 1. Recap of year 8 skills 2. Kicking (drop, place kit) 3. Tackling (cross cover) 4. Jackeling 5. Scrum 6. Using skills learnt in gameplay 	<ul style="list-style-type: none"> - Students are able to identify how to perform the core skills taught. - Students are able to identify the key technical aspects of what makes a skill more likely to be successfully performed.
Key Questions			
<ol style="list-style-type: none"> 1. How do you tackle safely 2. What passing is used in rugby 3. What are the simple rules used in a tackle situation 4. Where can contact take place 5. Why do we pass down a line in rugby? 	<ol style="list-style-type: none"> 1. How do we progress from a flat pass to a spin pass 2. When can we kick 3. Why is rucking important 4. What makes a successful punt 5. 	<ol style="list-style-type: none"> 1. How can body positioning be adapted for scrumming 2. What teaching points make a good kick 3. Why are scrums used in a game 4. What happens in a lineout 	<ul style="list-style-type: none"> - Students are able to apply a variety of tactical plans within a controlled situation and full gameplay
DVI			
Consistency Positioning Tackle Technique Rules	Retrieval Accuracy Anticipation Rucking Placement Pressure	Retrieval Power Strength Recovery Teamwork Tactics	

Kings College Guildford PE Department – KS3 Athletics

Year 7	Year 8	Year 9	End Points
Content			
<ol style="list-style-type: none"> 1. Sprints – 100m/200m 2. Middle distance – 400m/800m 3. Long distance – 1500m 4. Throws – Javelin/Discus/shot 5. Jumps – High/Long 6. Relays 	<ol style="list-style-type: none"> 1. Sprints – 100m/200m 2. Middle distance – 400m/800m 3. Long distance – 1500m 4. Throws – Javelin/Discus/shot 5. Jumps – High/Long 6. Relays 	<ol style="list-style-type: none"> 1. Sprints – 100m/200m 2. Middle distance – 400m/800m 3. Long distance – 1500m 4. Throws – Javelin/Discus/shot 5. Jumps – High/Long/Triple 6. Pentathlon 	<ul style="list-style-type: none"> - Students are able to identify how to perform the core skills taught. - Students are able to identify the key technical aspects of what makes a skill more likely to be successfully performed.
Key Questions			
<ol style="list-style-type: none"> 1. What is the Scissor kick/fosbury flop? 2. What steps are used in the approach to the high jump? 3. How do you change-overs during relays? 4. What makes the rotation of a discus? 5. What is pacing? 	<ol style="list-style-type: none"> 1. What is a middle distance Split timing 2. What are the throwing Techniques for Javelin 3. Knee and mechanical side of sprints 4. Starts and finishing of a sprint 	<ol style="list-style-type: none"> 1. What are negative splits 2. What is the rotation in the throw. 3. How is Power and timing important in sprinting/throwing 4. Officiating events 5. Organisation and structure of a sports day or event 	<ul style="list-style-type: none"> -
DVI			
Pacing Power Energy Change Effort			

Kings College Guildford PE Department – KS3 Gymnastics

Year 7	Year 8	Year 9	End Points
Content			
<ol style="list-style-type: none"> 1. Balances 2. Travelling on feet 3. Taking weight on hands 4. Rolling 5. Performance and sequence 6. Large apparatus 7. Group sequences 	<ol style="list-style-type: none"> 1. Recap of year 7 2. Counter tension and balance 3. Weight bearing balances 4. Rotation 5. Large apparatus 6. Group sequence 	<ol style="list-style-type: none"> 1. Recap of year 8 2. Intro to vaulting 3. Vaulting (gate straddle through) 4. Developing a pair routine 5. Developing a large group routine 6. Performance 	<ul style="list-style-type: none"> - Students are able to identify how to perform the core skills taught. - Students are able to identify the key technical aspects of what makes a skill more likely to be successfully performed.
Key Questions			
<ol style="list-style-type: none"> 1. How do we achieve balance? 2. What are the types of movement? 3. How do we do a forward roll? 4. Why is core strength important? 5. What are the key components of a balance? 	<ol style="list-style-type: none"> 1. What are the key components of a balance? 2. What is the difference between tension and extension 3. What is rotation 4. How do we safely use a spring board 5. What is important in a group sequence 6. What is cannon? 	<ol style="list-style-type: none"> 1. What is rotation 2. What is meant by the term aesthetic? 3. Why are different levels important in a routine 4. What is cannon? 5. What is important in a group sequence 	<p>Students are able to apply a variety of tactical plans within a controlled situation and full sequences</p>
DVI			
Balance Travelling Rolling Sequence performance Coordination	Retrieval Tension Extension Rotation Spring Team work	Retrieval Choreography Flight Routine Leadership Organisation	

Kings College Guildford PE Department – KS3 Trampolining

Year 7	Year 8	Year 9	End Points
Content			
<ol style="list-style-type: none"> 1. Safety when using the trampoline 2. Using a straight jump to gain height 3. Star Jumps technique while keeping the height 4. Pike technique while keeping the height 5. Linking 2 moves while keeping the height 6. Craete a 3 bounce routines 	<ol style="list-style-type: none"> 7. Recap skills learnt in Year 7 8. Straddle technique while keeping the height 9. Linking 3 moves while keeping the height 10. Tuck technique while keeping the height 11. Linking 4 moves while keeping the height 12. Create a 4 bounce routines 	<ol style="list-style-type: none"> 1. Recap skills learnt in Year 8 2. Seat drop technique while keeping the height 3. Linking 5 moves while keeping the height 4. Twist technique while keeping the height 5. Swivel hips technique while keeping the height 6. Create a 7 bounce routines 	<ul style="list-style-type: none"> - Students are able to identify how to perform the core skills taught. - Students are able to identify the key technical aspects of what makes a skill more likely to be successfully performed. - Students are able to apply a variety of skills in to a routine
Key Questions			
<ol style="list-style-type: none"> 1. How do you stay safe on and off the trampoline? 2. How do you gain height on a trampoline? 3. Why is you head so important when doing any moves on the trampoline? 4. What does an effective routine look like? 5. How do you stay on the red cross? 	<ol style="list-style-type: none"> 1. Why is height important on a trampoline? 2. How do you link moves effectively? 3. What does the perfect tuck look like? 4. How do you show fluency in a routine? 5. How do you increase the number of skills in your routine effectively? 	<ol style="list-style-type: none"> 1. How do you complete a succesful seat drop? 2. How do you show good extention, tension and control on the trampoline? 3. Why is you head so important when doing a twist? 4. What does the perfect swival hips look like? 5. What does the perfect 7 bounce routine look like? 	
DVI			
Safety Height Extention Tension Link Rountine	Retrieval Posture Control Tuck Fluency Feedback	Retrieval Centre Variety Focus Rotation Consistency	

KS4 Curriculum – September 2022/23

Externally assessed option:

Cambridge National Award

Students who opt to study Physical Education at Key stage 4 study the Cambridge national award from OCR, the course is broken down into four equally weighted units.

<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>End Points</u>
10 <u>Sport Science</u>	Unit 2: Unit R181: Applying the principles of training: fitness and how it affects skill performance <ul style="list-style-type: none"> • Topic Area 1: Components of fitness applied in sport • Principles of training in sport • Organising and planning a fitness training programme • Evaluate own performance in planning and delivery of a fitness training programme 	Unit 4: Unit R183: Nutrition and sports performance <ul style="list-style-type: none"> • Nutrients needed for a healthy, balanced nutrition plan • Applying differing dietary requirements to varying types of sporting activity • Developing a balanced nutrition plan for a selected sporting activity • Developing a balanced nutrition plan for a selected sporting activity <p>The effect of dehydration on sports performance</p> <p>Unit 1: Exam unit to be completed in the Year 11</p>		<p>Understand the issues which affect participation in sport. Know about the role of sport in promoting values. Understand the importance of hosting major sporting events. Know about the role of national governing bodies in sport. Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership. Be able to plan sports activity sessions. Be able to deliver sports activity session. Be able to evaluate own performance in delivering a sports activity session. Know how sport is covered in the media. Understand positive effects that the media can have on sport. Understand negative effects that the media can have on sport. Understand the relationship between sport and media. Be able to evaluate media coverage of sport.</p>

		<p>Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions.</p> <ul style="list-style-type: none"> • Different factors which influence the risk and severity of injury • Warm up and cool down routines • Different types and causes of sports injuries • Reducing risk, treatment and rehabilitation of sports injuries and medical conditions • Causes, symptoms and treatment of medical conditions 	
<p><u>11</u></p> <p><u>Sport Studies</u></p>	<p><u>Sport in the Media – R186</u></p> <p>Topic area 1: The difference sources of media</p> <p>Topic area 2: Positive effects of media</p> <p>Topic area 3: Negative effects of media</p>	<p><u>Contemporary issues in sport – R184</u></p> <p>To be completed in their year 11 year.</p> <p>Topic area 1: Issues which affect participation</p> <p>Topic area 2: Roles of sport in promoting values</p> <p>Topic area 3: Implications of hosting sporting events</p> <p>Topic area 4: Role of NGB’s in sport</p> <p>Topic area 5: Use of technology</p>	<p>Know how sport is covered in the media.</p> <p>Understand positive effects that the media can have on sport.</p> <p>Understand negative effects that the media can have on sport.</p> <p>Understand the relationship between sport and media.</p> <p>Be able to evaluate media coverage of sport.</p> <p>Understand the issues which affect participation in sport.</p> <p>Know about the role of sport in promoting values.</p> <p>Understand the importance of hosting major sporting events.</p> <p>Know about the role of national governing bodies in sport.</p>

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Key Stage Four Core Physical Education

Lessons will be structured but game based, allowing the students to utilise the skills they have developed during KS3. The focus on tactics and strategies within the games will allow a deeper and complex understanding of specific sports within the different disciplines. The focus on enjoyment and lifelong participation in these lessons supports the PE department's goal of students leaving with the intention to continue physical activity into their life after school. Additionally, providing a low stress environment supports the students' wellbeing.

10	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
3 Groups Mixed Boys Girls	Football (B), Gym (M), Netball (G)	Badminton (B), Gym (G), Football (M)	Football (G), Badminton (M) Gym (B)	Fitness/5km Challenge,	Athletics, Rounder's,	Athletics, Rounder's Soft-Ball

11	Module 1	Module 2	Module 3	Module 4	Module 5	End points
Mixed	Football , Gym, Netball	Badminton, Table-Tennis, Football	Football, Badminton, Table Tennis	Fitness/5km Challenge,	Athletics, Rounder's, Soft-Ball	Students can link skills, techniques and ideas and apply them accurately and appropriately, their performance shows precision, control and fluency and they can understand tactics and composition. Students can compare and comment on skills and techniques and the ways they are applied in their

						<p>own and others' work and use this understanding to improve their performance.</p> <p>Students can explain and apply basic safety principles in preparing for exercise. And can describe what effects exercise has on my body and how it is valuable to my fitness and health.</p>
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