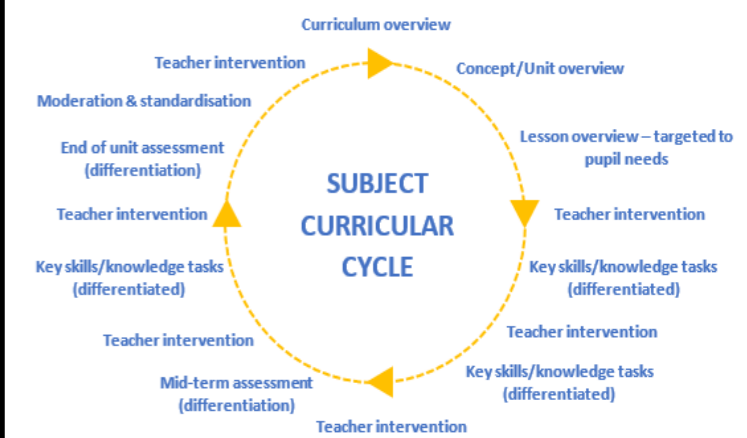


# Ian Ramsey CE Academy: Physical Education Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now. <i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the intent is the curriculum. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i>								How we teach the curriculum <i>How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it is being taught this way.</i>	What we expect from the curriculum <i>How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?</i>	
Setting		Designing			Planning			Delivering			
YEAR 7	Boys									Pupils are grouped in PE according to their physical ability as well as considering their self-esteem, confidence, and ability to work with others. Pupils then follow a learning journey to meet their needs whilst experiencing an engaging and challenging curriculum that allows all pupils to achieve optimum success across a broad spectrum of physical activities.  Year 7 lessons primarily focus on skill acquisition and applying these skills to a competitive situation. All pupils will learn how to prepare for exercise and the importance of leading a healthy active lifestyle. Extra-curricular opportunities are linked to the curriculum so that pupils can choose to pursue activities in their own time once they have been introduced through their PE lessons.	Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there. <b>Formative Assessment</b> This provides information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include: <ul style="list-style-type: none"> <li>Questioning</li> <li>Effective teacher feedback (written and verbal)</li> <li>Peer feedback</li> <li>Pupil self-assessment</li> </ul> <b>Summative Assessment</b> This is also used at key points in each year to evaluate pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.
	What: Rugby	What: Volleyball	What: Trampoline	What: Football	What: Fitness	What: Tennis	What: Athletics	What: Cricket			
	<b>What:</b> Use a range of strategies and tactics to overcome opponents in direct competition via team and individual games.	<b>What:</b> Pupils develop techniques in other sports leading to competence across a broad range of activities.	<b>What:</b> Developing the techniques allowing pupils to improve performance in other sports to games.	<b>What:</b> Pupils develop the skills, tactics, and strategies in a competitive situation.	<b>What:</b> Be physically active for sustained periods of time. Lead a healthy active life.	<b>What:</b> Pupils develop the skills, tactics, and strategies in a competitive net game situation.	<b>What:</b> Pupils develop technique to improve their performance, analyse improvement and consider how to achieve personal best.	<b>What:</b> Pupils develop the skills, tactics, and strategies in a competitive net game situation.			
	<b>Why now:</b> Rugby is often an unfamiliar activity to most pupils, will inspire them to join the team or attend practice.	<b>Why now:</b> Studying volleyball offers an alternative ball handling activity but in a net game context.	<b>Why now:</b> Teaching pupils a gymnastic based activity which involves individual skill and body control.	<b>Why now:</b> Most pupils will have experienced football within KS2 or extra-curricular provision to build and embed skills learnt in KS2.	<b>Why now:</b> Pupils can link different types of fitness to a range of sports and show an understanding of what it is to be fit.	<b>Why now:</b> Introduces a game pupils may have had limited experience of.	<b>Why now:</b> Summer sport which looks at individual skill and performance. This will also link to fitness unit previously taught.	<b>Why now:</b> A striking, and fielding game is introduced to pupils as a sport they may have learnt at KS2, building on prior learning.			
	Girls										
	What: Trampoline	What: Netball	What: Basketball	What: Rugby	What: Volleyball	What: Athletics	What: Tennis	What: Athletics	What: Rounders		
	<b>What:</b> Developing the techniques allowing pupils to improve performance in other sports to games.	<b>What:</b> Pupils develop the skills, tactics, and strategies in a competitive net game situation.	<b>What:</b> Use a range of strategies and tactics to overcome opponents in direct competition via team and individual games.	<b>What:</b> Use a range of strategies and tactics to overcome opponents in direct competition via team and individual games.	<b>What:</b> Pupils develop techniques in other sports leading to competence across a broad range of activities.	<b>What:</b> Pupils develop technique to improve their performance, analyse improvement and consider how to achieve personal best.	<b>What:</b> Pupils develop the skills, tactics, and strategies in a competitive net game situation.	<b>What:</b> Pupils develop technique to improve their performance, analyse improvement and consider how to achieve personal best.	<b>What:</b> Use a range of strategies and tactics to overcome opponents in direct competition via team and individual games.		
	<b>Why now:</b> Teaching pupils a gymnastic based activity which involves individual skill and body control.	<b>Why now:</b> By introducing netball early embeds core skills. Emphasis on teamwork and sportsmanship.	<b>Why now:</b> As a continuation of invasion games, pupils look at transferable skills of passing, ball control and teamwork.	<b>Why now:</b> Rugby is often an unfamiliar activity to most pupils, will inspire them to join the team or attend practice.	<b>Why now:</b> Studying volleyball offers an alternative ball handling activity but in a net game context.	<b>Why now:</b> Summer sport which looks at individual skill and performance. This links to fitness unit previously studied.	<b>Why now:</b> Introduces a game pupils may have had limited experience of.	<b>Why now:</b> Summer sport which looks at individual skill and performance. This links to fitness unit previously studied.	<b>Why now:</b> Striking and fielding activity enables new skills to be acquired, whilst focusing on elements of teamwork and strategy.		
	Mixed Group										
	What: Basketball	What: Trampoline	What: Rugby	What: Volleyball	What: Fitness	What: Rounders	What: Athletics	What: Cricket	What: Softball		
<b>What:</b> Use a range of tactics and strategies, overcoming different opponents in direct competition through team and individual games.	<b>What:</b> Developing the techniques and improve performance in other sports to games.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive situation.	<b>What:</b> Developing the technique in other sports leading to competence across a broad range of activities.	<b>What:</b> Be physically active for sustained periods of time. Lead a healthy active life.	<b>What:</b> Use a range of tactics and strategies, overcoming different opponents in direct competition through team and individual games.	<b>What:</b> Developing the technique to improve performance by analysing progress to achieve personal best.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive situation.	<b>What:</b> Use a range of tactics and strategies, overcoming different opponents in direct competition through team and individual games.			
<b>Why now:</b> An introduction to invasion games at transferable skills of passing, ball control and teamwork.	<b>Why now:</b> Teaching a gymnastic based activity which involves individual skill and body control. Self and peer assessment are practiced here.	<b>Why now:</b> Rugby is often an unfamiliar activity to most pupils, will inspire them to join the team or attend practice.	<b>Why now:</b> Studying volleyball offers an alternative ball handling activity but in a net game context.	<b>Why now:</b> Pupils can link different types of fitness to a range of sports and show an understanding of what it is to be fit.	<b>Why now:</b> Striking and fielding activity enables new skills to be acquired, whilst focusing on elements of teamwork and strategy.	<b>Why now:</b> Summer sport which looks at individual skill and performance. This links to fitness unit previously studied.	<b>Why now:</b> A striking, and fielding game is introduced to pupils as a sport they may have learnt at KS2, building on prior learning.	<b>Why now:</b> Build on striking and fielding skills learnt in cricket and transfer these to a different sport.			



Boys								
<b>What: Rugby</b>	<b>What: Trampolining</b>	<b>What: Basketball</b>	<b>What: Football</b>	<b>What: Fitness</b>	<b>What: Softball</b>	<b>What: Athletics</b>	<b>What: Cricket</b>	<b>What: Athletics</b>
<b>What:</b> Developing the skills, tactics, and strategies in a competitive situation.	<b>What:</b> Developing the techniques and improve performance in other sports to games.	<b>What:</b> Use a range of tactics and strategies overcoming different opponents in direct competition through team and individual games.	<b>What:</b> Pupils develop the skills, tactics, and strategies in a competitive situation.	<b>What:</b> Understand and apply the long-term health benefits of physical activity.	<b>What:</b> Use a range of tactics and strategies, overcoming different opponents in direct competition through team and individual games.	<b>What:</b> Developing the technique to improve performance through analysing progress to achieve personal best.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive situation.	<b>What:</b> Developing the technique to improve performance through analysing progress to achieve personal best.
<b>Why now:</b> Rugby is often an unfamiliar activity to most pupils, will inspire them to join the team or attend practice.	<b>Why now:</b> Teaching a gymnastic based activity which involves individual skill and body control. Skills learnt in Y7 are built upon here.	<b>Why now:</b> An introduction to invasion games looking at transferable skills of passing, ball control and teamwork.	<b>Why now:</b> Building upon skills learnt in Y7 and applying these in various game situations and transferring game play from rugby to football.	<b>Why now:</b> An introduction to fitness testing, methods of training and understanding of how to increase fitness.	<b>Why now:</b> Building upon striking and fielding skills learnt in Year 7 and apply to a new sport.	<b>Why now:</b> Building on prior experience in Y7 and applying the correct technique to running, throwing, and jumping activities and then comparing performance to the achievement in Y7.	<b>Why now:</b> Building on basic skills learnt in Y7 to incorporate more complex skills and strategies.	<b>Why now:</b> Pupils will continue working through the different events started in the first half-term, recording results and analysing technique.
Girls								
<b>What: Trampolining</b>	<b>What: Netball</b>	<b>What: Rugby</b>	<b>What: Volleyball</b>	<b>What: Fitness</b>	<b>What: Athletics</b>	<b>What: Tennis</b>	<b>What: Athletics</b>	<b>What: Cricket</b>
<b>What:</b> Developing the techniques and improve performance in other sports to games.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive situation.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive situation.	<b>What:</b> Developing the technique in other sports leading to competence across a broad range of activities.	<b>What:</b> Understand and apply the long-term health benefits of physical activity.	<b>What:</b> Developing the technique to improve performance through analysing progress to achieve personal best.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive situation.	<b>What:</b> Developing the technique to improve performance through analysing progress to achieve personal best.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive situation.
<b>Why now:</b> Teaching a gymnastic based activity which involves individual skill and body control. Skills learnt in Y7 are built upon here.	<b>Why now:</b> Pupils now can build on basic skills learnt in Y7 and can apply tactics and strategies to more advanced techniques.	<b>Why now:</b> Building upon skills learnt in Y7 and applying these in various game situations, applying tactics and strategies.	<b>Why now:</b> Building upon skills learnt in Y7 using volleyball as an alternative ball handling activity but in a net game context.	<b>Why now:</b> An introduction to fitness testing, methods of training and understanding of how to increase fitness.	<b>Why now:</b> Building on prior experience in Y7 and applying the correct technique to running, throwing, and jumping activities and then comparing performance to the achievement in Y7.	<b>Why now:</b> Tennis courts available and introduces a game pupils may have had limited experience of.	<b>Why now:</b> Pupils to continue working through the different events they started in the first half term, recording results and analysing technique.	<b>Why now:</b> A striking, and fielding game is introduced to pupils as a sport they may have learnt at KS2, building on prior learning.
Mixed Group								
<b>What: Basketball</b>	<b>What: Orienteering</b>	<b>What: Trampolining</b>	<b>What: Fitness</b>	<b>What: Invasion games</b>	<b>What: Tennis</b>	<b>What: Athletics</b>	<b>What: Rounders</b>	<b>What: Softball</b>
<b>What:</b> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	<b>What:</b> To take part in outdoor adventure activities presenting both intellectual and physical challenges, encouraging pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	<b>What:</b> Develop technique and improve performance in other sports to games.	<b>What:</b> Understand and apply the long-term health benefits of physical activity.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive situation.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive net game situation.	<b>What:</b> Developing the technique to improve performance through analysing progress to achieve personal best.	<b>What:</b> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	<b>What:</b> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
<b>Why now:</b> An introduction to this invasion game looking at transferable skills of passing, ball control and teamwork.	<b>Why now:</b> An introduction to map reading, compass points, and navigation.	<b>Why now:</b> Teaching a gymnastic based activity which involves individual skill and body control. Skills learnt in Y7 are built upon here.	<b>Why now:</b> An introduction to fitness testing, methods of training and understanding of how to increase fitness.	<b>Why now:</b> To use a range of different sports to develop multi skills and the ability to work as a team under pressure.	<b>Why now:</b> Tennis courts available and introduces a net-based game pupils may have had limited experience of.	<b>Why now:</b> Building on prior experience in Y7 and applying the correct technique to running, throwing, and jumping activities and then comparing performance to the achievement in Y7.	<b>Why now:</b> Develop the striking and fielding techniques learnt in Y7 and apply complex technique for improved performance, with an emphasis on teamwork, strategy and how to outwit opposing team.	<b>Why now:</b> Transfer striking a fielding skill learnt in rounders to a different activity. Developing strengths and weaknesses and looking at roles within the team to increase effectiveness within the game.

In Year 8 pupils will re visit some of the activities they learned in Year 7 to build upon their existing skills and techniques.

Pupils will be encouraged to start analysing their own and other performances in more depth and peer feedback will feature more heavily across the activities taught.

An understanding of health and fitness will be taught throughout all lessons with reference made to heart rate and the effects of exercise on the body.

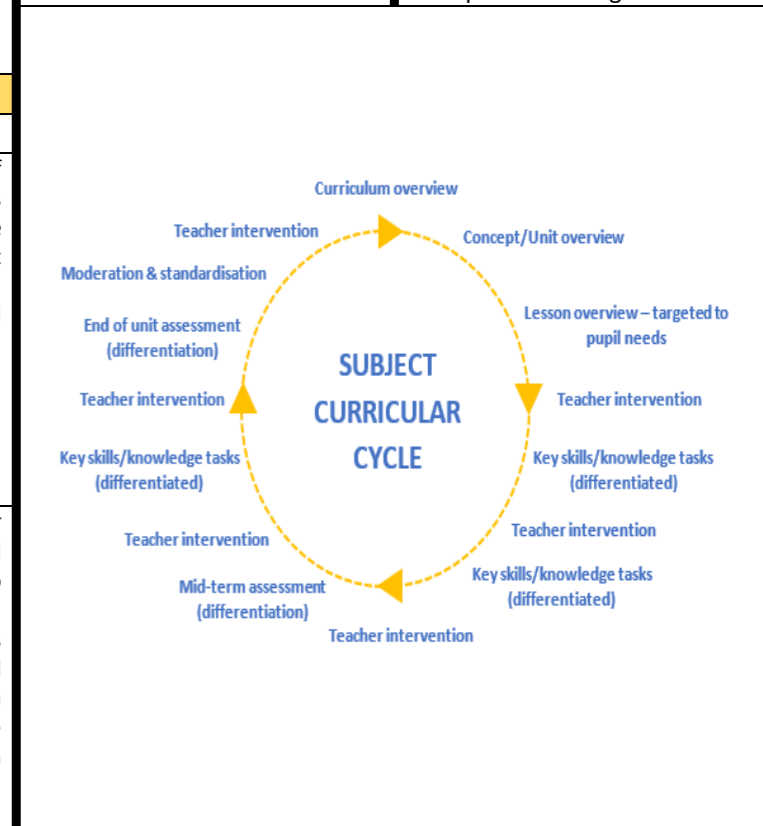
Team work and the ability to work constructively with others will also be embedded in all invasion games activities with various opportunities to demonstrate progress in small sided drills and games.

Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.

**Formative Assessment**  
This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:

- Questioning
- Effective teacher feedback (written and verbal)
- Peer feedback
- Pupil self-assessment

**Summative Assessment**  
This is also used at key points in each year to evaluation pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.



Boys

<b>What: Trampolining</b>	<b>What: BB Leadership</b>	<b>What: Rugby</b>	<b>What: Football officiating</b>	<b>What: Volleyball</b>	<b>What: Athletics</b>	<b>What: Tennis</b>	<b>What: Athletics</b>	<b>What: Softball</b>
<b>What:</b> Develop the technique and improve performance in other sports to games.	<b>What:</b> To develop in roles in sport other than performer.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive situation.	<b>What:</b> To develop in roles in sport other than performer.	<b>What:</b> Develop the technique in other sports leading to competence across a broad range of activities.	<b>What:</b> Developing the technique to improve performance through analysing progress to achieve personal best.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive net game situation.	<b>What:</b> Develop the technique in other sports leading to competence across a broad range of activities.	<b>What:</b> Use a range of tactics and strategies to overcome opponents in direct competition through team games.
<b>Why now:</b> Skills learnt in Y8 are built upon here. An emphasis on linking skills together and developing a sequence of moves to perform a routine.	<b>Why now:</b> Pupils will look at leadership skills, learn how to deliver a warmup and plan and deliver small coaching sessions to peers.	<b>Why now:</b> Building upon skills learnt in Y8 and applying these in various game situations, applying tactics and strategies.	<b>Why now:</b> Pupils will look in depth at the rules of football and how to take control of a game, officiating small games through evaluation.	<b>Why now:</b> Building upon skills learnt in Y8 using volleyball as an alternative ball handling activity but in a net game context.	<b>Why now:</b> Summer sport which looks at individual skill and performance. Can link to fitness unit previously taught.	<b>Why now:</b> Tennis courts available and pupils can build upon skills previously learnt in Y8 and develop their ability to play a competitive match.	<b>Why now:</b> Summer sport which looks at individual skill and performance. Can link to fitness unit previously taught.	<b>Why now:</b> Building upon striking and fielding skills learnt in Y8 whilst applying tactics and a range of strategies to outwit opposition.

Girls

<b>What: Netball</b>	<b>What: Trampolining</b>	<b>What: Basketball</b>	<b>What: Volleyball</b>	<b>What: Fitness</b>	<b>What: Tennis</b>	<b>What: Athletics</b>	<b>What: Rounders</b>	<b>What: Cricket</b>
<b>What:</b> To develop in roles in sport other than performer.	<b>What:</b> Develop the techniques and improve performance in other sports to games.	<b>What:</b> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	<b>What:</b> Develop the technique in other sports leading to competence across a broad range of activities.	<b>What:</b> Understand and apply the long-term health benefits of physical activity.	<b>What:</b> Developing the skills, tactics, and strategies in a competitive net game situation.	<b>What:</b> Developing the technique to improve performance through analysing progress to achieve personal best.	<b>What:</b> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games	<b>What:</b> To use a range of tactics and strategies to overcome opponents in direct competition through team games.
<b>Why now:</b> Pupils will look at leadership skills, learn how to deliver a warmup and plan and deliver small coaching sessions to peers.	<b>Why now:</b> Skills learnt in Y8 are built upon here. An emphasis on linking skills together and developing a sequence of moves to perform a routine.	<b>Why now:</b> A continuation of this invasion game looking at transferable skills of passing, ball control and teamwork.	<b>Why now:</b> Building upon skills learnt in year 8 using volleyball as an alternative ball handling activity but in a net game context.	<b>Why now:</b> An introduction to fitness testing, methods of training and understanding of how to increase fitness.	<b>Why now:</b> Tennis courts available and pupils can build upon skills previously learnt in year 8 and develop their ability to play a competitive match.	<b>Why now:</b> Building on prior experience in Y8 to apply correct technique to running, throwing, and jumping activities and comparing performance to that achieved in Y8.	<b>Why now:</b> Develop the striking and fielding techniques learnt in Y8 and apply complex technique for improved performance, with an emphasis on teamwork, strategy and how to outwit opposing team.	<b>Why now:</b> Building upon basic skills learnt in year 8 to incorporate more complex skills and strategies.

Mixed Group

<b>What: Basketball</b>	<b>What: Invasion Games (leadership)</b>	<b>What: Trampolining</b>	<b>What: Fitness</b>	<b>What: Netball (lead &amp; officiate)</b>	<b>What: Rounders</b>	<b>What: Athletics</b>	<b>What: Cricket</b>	<b>What: Softball</b>
<b>What:</b> Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	<b>What:</b> To develop in roles in sport other than performer.	<b>What:</b> Develop the technique and improve performance in other sports to games.	<b>What:</b> Understand and apply the long-term health benefits of physical activity.	<b>What:</b> To develop in roles in sport other than performer.	<b>What:</b> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	<b>What:</b> Developing the technique to improve performance through analysing progress to achieve personal best.	<b>What:</b> To use a range of tactics and strategies to overcome opponents in direct competition through team games.	<b>What:</b> Use a range of tactics and strategies to overcome opponents in direct competition through team games.
<b>Why now:</b> A continuation of this invasion game looking at transferable skills of passing, ball control and teamwork.	<b>Why now:</b> Pupils will look at leadership skills, learn how to deliver a warmup and plan and deliver small coaching sessions to peers.	<b>Why now:</b> Skills learnt in Y8 are built upon here. An emphasis on linking skills together and developing a sequence of moves to perform a routine.	<b>Why now:</b> An introduction to fitness testing, methods of training and understanding of how to increase fitness.	<b>Why now:</b> Pupils will look at leadership skills, learn how to deliver a warmup and plan and deliver small coaching sessions to peers.	<b>Why now:</b> Develop striking and fielding techniques learnt in Y8 and applying complex techniques and improve performance. An emphasis on positional play.	<b>Why now:</b> Building on prior experience in Y8 to apply correct technique to running, throwing, and jumping activities and comparing performance to that achieved in Y8.	<b>Why now:</b> Building upon basic skills learnt in Y8 to incorporate more complex skills and strategies.	<b>Why now:</b> Building upon striking and fielding skills learnt in Y8 whilst applying tactics and a range of strategies to outwit opposition.

In year 9 pupils will gain the opportunity to embed the skills they have learnt in year 7 & 8 and apply these in larger sided competitive situations whilst also having the opportunity to take on different roles such as officiating and coaching.

Pupils will also learn how physical activity can improve their emotional wellbeing and the importance of being fit and active. Activities such as fitness will encourage pupils to take ownership over their own fitness whilst introducing them to a range of fitness training methods, such as boxercise or circuit training, which will equip them with the skills to become active healthy adults.

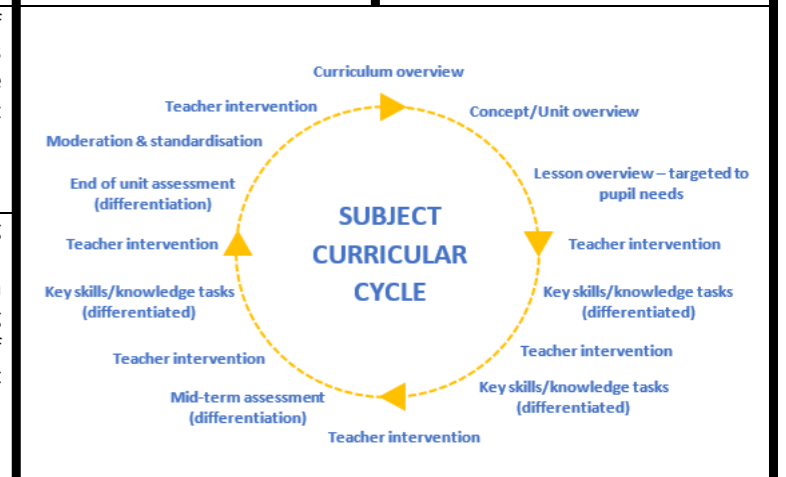
Warmups will include muscle identification and officiating include key rules and sanctions to start to introduce some GCSE and OCR content to pupils who may be considering taking examination PE at KS4.

Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.

**Formative Assessment**  
This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:

- Questioning
- Effective teacher feedback (written and verbal)
- Peer feedback
- Pupil self-assessment

**Summative Assessment**  
This is also used at key points in each year to evaluate pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.





# Ian Ramsey CE Academy: GCSE PE Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.					How we teach the curriculum	What we expect from the curriculum	
	<p><i>What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u>. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.</i></p> <p><b>The GCSE PE aims to develop pupil's theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance. This GCSE in Physical Education will equip pupils with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in a range of physical activities. It also introduces pupil's to a range of potential further study pathways to continue to after their Ian Ramsey journey is complete, such as sports psychology, physiotherapy, coaching and teaching, diet and nutrition, sports sciences or working in the leisure industry. GCSE PE aims to build upon pupil's existing physical skills whilst allowing them to develop their ability to analyse, evaluate and utilise data they can collect through applying the knowledge they acquire within the course.</b></p>					How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it's being taught this way.	How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?	
	Setting	Designing		Planning		Delivering		
Year 10 and Year 11	<b>What: Physical, emotional, and social health, fitness, and well-being</b> <b>What:</b> <ul style="list-style-type: none"> <li>Physical health: how increasing physical ability improves fitness, how it improves health/reduce risks.</li> <li>Emotional health: taking part in physical activity can improve emotional and psychological health.</li> <li>Social health: taking part in physical activity can improve social health.</li> <li>Explore the impact of fitness on well-being: positive and negative health effects.</li> </ul>	<b>What: The consequences of a sedentary lifestyle.</b> <b>What:</b> <ul style="list-style-type: none"> <li>Lifestyle choices: diet, activity level, work, rest, and sleep balance.</li> <li>The impact of lifestyle choices on health, fitness, and well-being.</li> <li>Sedentary lifestyle and its consequences.</li> <li>The role and importance of macronutrients.</li> <li>The role and importance of micronutrients, water and fibre for performers and players in physical activities and sports.</li> </ul>	<b>What: Fitness benefits for sport</b> <b>What:</b> <ul style="list-style-type: none"> <li>Collection as well as the interpretation of data from fitness test results.</li> <li>Planning using the principles of training.</li> <li>Factors to consider when deciding the most appropriate training methods and intensities for different activities and sports</li> <li>Use of training methods for specific components of fitness.</li> </ul>	<b>What: Personal Exercise Programme (PEP)</b> <b>What:</b> <ul style="list-style-type: none"> <li>Keep a record of fitness levels using one recognised fitness test</li> <li>Analyse pre-PEP fitness test results to determine and justify their choices.</li> <li>Use methods of analysis to explain chosen the component(s) of fitness to improve/optimize.</li> <li>Select and justify one method of training, principles.</li> <li>Analyse data gathered and evaluate it.</li> </ul>	<b>What: Skeletal system</b> <b>What:</b> <ul style="list-style-type: none"> <li>Understand bones structure, use and their classification.</li> <li>Interpret movement possibilities at joints dependant on joint classification.</li> <li>Explore the role of ligaments and tendons, and their relevance to participation in physical activity and sport.</li> <li>Explore injury to the skeletal system.</li> </ul>	<b>What: Muscular system</b> <b>What:</b> <ul style="list-style-type: none"> <li>Explore location and role of the muscular system to work with the skeletal system.</li> <li>Explore characteristics of fast and slow twitch muscle fibre their impact.</li> <li>Explore how the skeletal and muscular systems work together to allow participation in physical activity and sport</li> <li>Explore injury to the muscular system.</li> </ul>	<p>The GCSE Course is taught through both theoretical and practical based sessions. We aim to deliver as much of the course through practical experience as is possible as all learning must be linked back to practical performance.</p> <p>A few the units have cross curricular links with other subjects, such as science, and build on our KS3 programme equipping pupils well for the practical element of the course which is worth 30%.</p> <p>Our teaching approach is a mixture of guided discovery, independent learning, reciprocal learning as well as teacher led lessons. Once units have been taught in the classroom we will often go and reinforce that learning in the practical setting, for example methods of training are best remembered once participated in, rather than just talked about.</p> <p>Key skills are taught and embedded throughout the course in terms of how to structure exam answers. We follow the structure of PEA, which is make a point, provide an explanation then back that up with a practical example. This structure is also utilised within the PEP coursework.</p>	<p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p><b>Formative Assessment</b> This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> <li>Questioning</li> <li>Effective teacher feedback (written and verbal)</li> <li>Peer feedback</li> <li>Pupil self-assessment</li> </ul> <p><b>Summative Assessment</b> This is also used at key points in each year to evaluation pupils' achievement. We use Key Assessment Tasks at the end of each unit as well as two more formal assessment throughout each year. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning overall.</p> <p>Alternating between the two papers allows for an ongoing progress check across the two papers from the end of year 10.</p>
	<b>Why now:</b> An introduction to key concepts of what is health and fitness to act as foundation knowledge.	<b>Why now:</b> With an understanding of health, pupils explore factors and apply this to performance across a range of sports.	<b>Why now:</b> Building on the concepts of a healthy pupils investigate how to monitor and improve their fitness in readiness for the NEA unit.	<b>Why now:</b> Pupils will draw together their knowledge and understanding from the previous units to plan, participate and evaluate PEP.	<b>Why now:</b> First unit of anatomy and physiology. Pupils develop knowledge and understanding of body systems and their impact.	<b>Why now:</b> Builds on the role of the skeletal system by looking at how it works in conjunction with the muscular system.		
	<b>What: Cardiovascular system</b> <b>What:</b> <ul style="list-style-type: none"> <li>Explore structure of arteries, capillaries, and veins and importance during physical activity</li> <li>Explore the mechanisms and redistribution of blood during activities.</li> <li>Explore the function and importance of red and white blood cells, platelets, and plasma.</li> </ul>	<b>What: Respiratory system</b> <b>What:</b> <ul style="list-style-type: none"> <li>Explore the components of respiratory system and their role.</li> <li>Explore structure of alveoli to enable gas exchange and the process of gas exchange.</li> <li>Explore how the cardiovascular and respiratory systems work together.</li> </ul>	<b>What: Movement Analysis</b> <b>What:</b> <ul style="list-style-type: none"> <li>Explore levers and their use in physical activity.</li> <li>Explore the body's lever systems and the impact on performance.</li> <li>Explore movement patterns using body planes and axes.</li> </ul>	<b>What: Sport psychology</b> <b>What:</b> <ul style="list-style-type: none"> <li>Explore classification of a range of sports skills.</li> <li>Explore application of knowledge of practice and skill classification to develop a range of skills.</li> <li>Explore types of feedback to optimise performance.</li> <li>Interpret and analyse graphical data.</li> </ul>	<b>What: Socio-cultural effects on physical activity.</b> <b>What:</b> <ul style="list-style-type: none"> <li>Relationship between commercialisation, the media and physical activity.</li> <li>Explore the advantages and disadvantages of commercialisation and the media.</li> <li>Explore different types of sporting behaviour.</li> <li>Explore the reasons for, and consequences of, deviance at elite level.</li> </ul>			
	<b>Why now:</b> Building upon pupils prior learning about performance they learn how the cardiovascular system transports blood around the body to maintain performance.	<b>Why now:</b> With an understanding of the cardiovascular system, pupils investigate how oxygen gets into the body and how CO2 is removed by looking at the cardiorespiratory system.	<b>Why now:</b> This unit links the skeletal and muscular systems and looks at the effect it has on sporting performance.	<b>Why now:</b> Look at how psychological factors affect performance, and into the practical element of the course developing skill of how practice structures can contribute.	<b>Why now:</b> Introduces the concepts of factors affecting sport in society. Deviance and drug taking in sport requires knowledge of the body systems to understand the health consequences.			

