

## Walthamstow Academy – Physical Education Curriculum Journey

### Our Curriculum Intent

We believe that PE is one of the most important subject's students can study at secondary school because it equips them with the skills, tools and experiences to enable them to maintain their own levels of physical and mental health and fitness for the rest of their life. Our curriculum expands beyond the teenager in the classroom and extends into every aspect of their adult life

The taught PE curriculum uses a mastery approach, whereby students will heavily focus on '**skills**' within the sport and, through consistent **repetition, reviewing, revisiting** and **practising** the content, students will aim to master each sporting discipline. This ensures students form strong bases of knowledge and understanding for the skills before moving on to more complex tasks and will ultimately allow our students to demonstrate these skills in a competitive situation.

The PE department offers a vast range of **extra-curricular** opportunities. Each term there is a selection of clubs each day after school that students can attend; early after school sports clubs offers students additional practice and recreational play. Students have the added opportunities to represent the school in their chosen sport through local fixtures, local tournaments, and local and county competitions.

### Our Curriculum Progression Model

When sequencing material we aim to ensure that all students achieve mastery in specific skills, techniques and tactics so that they have the knowledge and understanding to be formatively assessed at progress points throughout key stage 3 using our key pupil indicators (KPIs). We use this data so that teaching methods can be adapted and content can be revisited accordingly. This assessment will be used to judge success and progress towards mastery, with teaching time allocated to practical work. The impact of the curriculum upon students becoming athletes or sports analysts who can make decisions for themselves whilst under pressure can be enhanced through student participation in sports clubs, sports events and their role within festivals. Furthermore they could research sport and physical activity in the news and current affairs, they could watch and analyse sporting competitions on the TV and online. At key stage 4 all students will participate in PE lessons to develop a healthy relationship with exercise and physical activity. Should students opt to further their study from a theoretical point of view by selecting GCSE PE in which their success is judged through termly assessments in line with the department and academy assessment points and PPEs.

#### KS3

- We introduce students to a broad range of sports
- We aim to promote enjoyment of sport and mastering of skills
- In year 9 we introduce students to the theory of anatomy and physiology
- We provide a strong extracurricular programme to provide additional opportunities to participate and compete

#### KS4

- We encourage students to specialise in a chosen sport and participate outside of school
- Biology, chemistry, physics, psychology, media and sociology are taught to students at GCSE level

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p><b>Year 7 Curriculum Overview:</b>  <i>Students will focus on learning the basic core skills in the sports and physical activities they participate in. We start with dribbling and passing in our invasion game sports such as handball, basketball and football so that students can grasp the important and most used skills first. In net and wall games, students will work on perfecting their forehand and backhand skills with the introduction of spin and placement. Students will work on these skills in isolated practices before the challenge increases to active and competitive scenarios. Students will have the opportunity to compete in all the topics they cover whether this be in small-sided games or showcases for the aesthetic sports.</i></p>			
<p><b>Year 7 HT1</b></p>	<p><b>Core PE:</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Trampoline</li> <li>• Basketball</li> <li>• Netball</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Effectively perform a range of actions, skills, and techniques with control, combining them appropriately in both isolation and small group setting.</li> <li>• Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Football teams</li> <li>• Netball teams</li> <li>• Table tennis teams and club</li> <li>• Cross country squad</li> <li>• Basketball club</li> <li>• Girls only club</li> <li>• Badminton club</li> </ul>
<p><b>Year 7 HT2</b></p>	<p><b>Core PE:</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Table Tennis</li> <li>• Fitness</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Successfully employs simple tactics or creative processes in practical settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball teams and club</li> <li>• Indoor athletics squad</li> <li>• Badminton teams</li> <li>• Indoor cricket team</li> <li>• Handball teams</li> <li>• Girls only club</li> </ul>

		<ul style="list-style-type: none"> <li>• Successfully leads a simple activity individually or as part of a group, showing respect and empathy for other and cooperation skills in doing so.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton club</li> </ul>
Year 7 HT3	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Handball</li> <li>• Football</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.</li> <li>• Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball teams and club</li> <li>• Indoor athletics squad</li> <li>• Badminton teams</li> <li>• Indoor cricket team</li> <li>• Handball teams</li> <li>• Girls only club</li> <li>• Badminton club</li> <li>• Trampoline squad</li> </ul>
Year 7 HT4	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main</li> </ul>	<ul style="list-style-type: none"> <li>• Football teams</li> <li>• Netball teams</li> <li>• Basketball club</li> <li>• Girls only club</li> <li>• Badminton club</li> <li>• Table tennis club</li> <li>• Pickle ball club</li> </ul>

		<p>strengths and areas for improvement.</p> <ul style="list-style-type: none"> <li>• Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	
Year 7 HT5	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Athletics</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate strength, stamina, and suppleness across activities, including being able to complete short period of sustained exercise.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> <li>• Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor athletics squad</li> <li>• Cricket teams</li> </ul>
Year 7 HT6	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Softball</li> <li>• Rounders</li> <li>• Ultimate frisbee</li> </ul>	<p>Students will be assessed on all of the key pupil indicators (KPIs) mentioned above.</p>	<ul style="list-style-type: none"> <li>• Outdoor athletics squad</li> <li>• Cricket teams</li> <li>• Kwik cricket team</li> <li>• Rounders teams</li> <li>• Beach volleyball team</li> </ul>
<b>Term</b>	<b>Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>

<p><b>Year 8 Curriculum Overview:</b></p> <p><i>Students will focus on developing their accuracy skills using the knowledge they gained from Year 7 in the sports and physical activities they participate in. We look at the techniques and tactics within shooting and scoring in our invasion game sports such as netball, rugby and ultimate frisbee so that students can master the concept of playing to win. In net and wall games, students will turn their attention to serving with a focus on both forehand and backhand including spin and placement. Students will work on these skills in isolated practices before the challenge increases to active and competitive scenarios. Students will have the opportunity to compete in all the topics they cover whether this be in small-sided games or showcases for the aesthetic sports.</i></p>		
<p><b>Year 8 HT1</b></p>	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Trampoline</li> <li>• Basketball</li> <li>• Netball</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Effectively perform a range of actions, skills, and techniques with control, combining them appropriately in both isolation and small group setting.</li> <li>• Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>
<p><b>Year 8 HT2</b></p>	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Table Tennis</li> <li>• Fitness</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Successfully employs simple tactics or creative processes in practical settings.</li> <li>• Successfully leads a simple activity individually or as part of a group, showing respect and empathy for other and cooperation skills in doing so.</li> </ul>

- Football teams
- Netball teams
- Table tennis teams and club
- Cross country squad
- Basketball club
- Girls only club
- Badminton club

- Basketball teams and club
- Indoor athletics squad
- Badminton teams
- Indoor cricket team
- Handball teams
- Girls only club
- Badminton club

		<ul style="list-style-type: none"> <li>Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	
Year 8 HT3	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Handball</li> <li>Football</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.</li> <li>Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</li> <li>Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	<ul style="list-style-type: none"> <li>Basketball teams and club</li> <li>Indoor athletics squad</li> <li>Badminton teams</li> <li>Indoor cricket team</li> <li>Handball teams</li> <li>Girls only club</li> <li>Badminton club</li> <li>Trampoline squad</li> </ul>
Year 8 HT4	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Badminton</li> <li></li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.</li> <li>Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</li> </ul>	<ul style="list-style-type: none"> <li>Football teams</li> <li>Netball teams</li> <li>Basketball club</li> <li>Girls only club</li> <li>Badminton club</li> <li>Table tennis club</li> <li>Pickle ball club</li> </ul>

		<ul style="list-style-type: none"> <li>Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	
<b>Year 8 HT5</b>	<b>Core PE:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Athletics</li> </ul>	Students will be assessed on these key pupil indicators (KPIs): <ul style="list-style-type: none"> <li>Demonstrate appropriate strength, stamina, and suppleness across activities, including being able to complete short period of sustained exercise.</li> <li>Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> <li>Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor athletics squad</li> <li>Cricket teams</li> </ul>
<b>Year 8 HT6</b>	<b>Core PE:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>Cricket</li> <li>Softball</li> <li>Rounders</li> <li>Ultimate frisbee</li> </ul>	Students will be assessed on all of the key pupil indicators (KPIs) mentioned above.	<ul style="list-style-type: none"> <li>Outdoor athletics squad</li> <li>Cricket teams</li> <li>Kwik cricket team</li> <li>Rounders teams</li> <li>Beach volleyball team</li> </ul>
<b>Term</b>	<b>Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 9 Curriculum Overview:</b> <i>Students will focus on developing on the skills they've learnt in the previous 2 years by working on tactics and strategies in the sports and physical activities they participate in. We look at the ways that a performer can outwit an opponent using the techniques they have mastered so far. Students will work on these skills in isolated practices before the challenge increases to active and competitive scenarios. Students will have the opportunity to compete in all the topics they cover whether this be in small-sided games or showcases for the aesthetic sports. We also introduce a theory unit of work so that students can have an idea of the theoretical content that is</i>			

<i>taught at GCSE level. This is so that students can understand the demands of the course especially as it is predominantly a theoretical exam rather than a practical one.</i>			
<p><b>Year 9 HT1</b></p>	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Trampoline</li> <li>• Basketball</li> <li>• Netball</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Effectively perform a range of actions, skills, and techniques with control, combining them appropriately in both isolation and small group setting.</li> <li>• Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Football teams</li> <li>• Netball teams</li> <li>• Table tennis teams and club</li> <li>• Cross country squad</li> <li>• Basketball club</li> <li>• Girls only club</li> <li>• Badminton club</li> </ul>
<p><b>Year 9 HT2</b></p>	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Table Tennis</li> <li>• Fitness</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Successfully employs simple tactics or creative processes in practical settings.</li> <li>• Successfully leads a simple activity individually or as part of a group, showing respect and empathy for other and cooperation skills in doing so.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball teams and club</li> <li>• Indoor athletics squad</li> <li>• Badminton teams</li> <li>• Indoor cricket team</li> <li>• Handball teams</li> <li>• Girls only club</li> <li>• Badminton club</li> </ul>

<p><b>Year 9 HT3</b></p>	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Theory</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.</li> <li>• Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball teams and club</li> <li>• Indoor athletics squad</li> <li>• Badminton teams</li> <li>• Indoor cricket team</li> <li>• Handball teams</li> <li>• Girls only club</li> <li>• Badminton club</li> <li>• Trampoline squad</li> </ul>
<p><b>Year 9 HT4</b></p>	<p><b>Core PE:</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> </ul>	<p>Students will be assessed on these key pupil indicators (KPIs):</p> <ul style="list-style-type: none"> <li>• Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.</li> <li>• Understand simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> </ul>	<ul style="list-style-type: none"> <li>• Football teams</li> <li>• Netball teams</li> <li>• Basketball club</li> <li>• Girls only club</li> <li>• Badminton club</li> <li>• Table tennis club</li> <li>• Pickle ball club</li> </ul>

Year 9 HT5	<b>Core PE:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Athletics</li> </ul>	Students will be assessed on these key pupil indicators (KPIs): <ul style="list-style-type: none"> <li>• Demonstrate appropriate strength, stamina, and suppleness across activities, including being able to complete short period of sustained exercise.</li> <li>• Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</li> <li>• Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor athletics squad</li> <li>• Cricket teams</li> </ul>
Year 9 HT6	<b>Core PE:</b> Students will learn about/ develop skills of: <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Softball</li> <li>• Rounders</li> <li>• Ultimate frisbee</li> </ul>	Students will be assessed on all of the key pupil indicators (KPIs) mentioned above.	<ul style="list-style-type: none"> <li>• Outdoor athletics squad</li> <li>• Cricket teams</li> <li>• Kwik cricket team</li> <li>• Rounders teams</li> <li>• Beach volleyball team</li> </ul>
<b>Term</b>	<b>Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 10 Curriculum Overview:</b> <i>All students will participate in PE lessons but will only be assessed in GCSE lessons if they have chosen our subject. The aim of the core PE lessons is for students to find a sport they love and one that they can continue beyond their time at school. We want students to enjoy participating in physical activity and understand the physical, mental and social benefits of being active. For GCSE lessons, we start with sport psychology as it is a topic students can relate to from their own personal experiences and allows students to critically analyse their own performance. We move through the content in this particular order as the topics link well and switch between the 2 papers which allows students to have a full breadth of knowledge in preparation for both written exams. We cover 1 or 2 sports per half term as part of the non-exam assessment (NEA) so that students have time to practice, know and master the skills they are expected to demonstrate as part of their exam.</i>			

<p><b>Year 10 HT1</b></p>	<p><b>PE GCSE</b> <u>Sports psychology</u></p> <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• SMART targets and information processing model</li> <li>• Arousal and inverted-U theory</li> <li>• Stress management techniques</li> <li>• Aggression &amp; personality</li> <li>• Motivation</li> </ul> <p><b>PE Core</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Trampoline</li> <li>• Basketball</li> <li>• Netball</li> </ul>	<p><b>PE GCSE</b> – NEA practical assessment in football and/or netball.</p>	<ul style="list-style-type: none"> <li>• Football teams</li> <li>• Netball teams</li> <li>• Table tennis teams and club</li> <li>• Cross country squad</li> <li>• Basketball club</li> <li>• Girls only club</li> <li>• Badminton club</li> <li>• Pickle ball club</li> </ul>
<p><b>Year 10 HT2</b></p>	<p><b>PE GCSE</b> <u>Physical training</u></p> <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Components of fitness</li> <li>• Fitness testing</li> <li>• Principles of training and overload</li> <li>• Types of training advantages &amp; disadvantages</li> <li>• Calculating intensities/training zones</li> <li>• Safety principles</li> <li>• Seasonal aspects</li> </ul> <p><b>PE Core</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Table Tennis</li> <li>• Fitness</li> </ul>	<p><b>PE GCSE</b> – End of unit test on sport psychology and NEA practical assessment in handball.</p>	<ul style="list-style-type: none"> <li>• Basketball teams and club</li> <li>• Indoor athletics squad</li> <li>• Badminton teams</li> <li>• Indoor cricket team</li> <li>• Handball teams</li> <li>• Girls only club</li> <li>• Badminton club</li> </ul>
<p><b>Year 10 HT3</b></p>	<p><b>PE GCSE</b> <u>Non-exam assessment</u></p> <ul style="list-style-type: none"> <li>• Coursework – Part 1</li> </ul> <p><u>Applied anatomy and physiology</u></p> <ul style="list-style-type: none"> <li>• Bones and functions of the Skelton</li> <li>• Structure of synovial joints and types of freely moveable joints</li> <li>• Antagonistic pairing</li> </ul>	<p><b>PE GCSE</b> – PPE1 on sport psychology and physical training. Length of exam: 1h15. Marks available: 78.</p>	<ul style="list-style-type: none"> <li>• Basketball teams and club</li> <li>• Indoor athletics squad</li> <li>• Badminton teams</li> <li>• Indoor cricket team</li> <li>• Handball teams</li> <li>• Girls only club</li> <li>• Badminton club</li> </ul>

	<p><b>PE Core</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Handball</li> <li>• Football</li> </ul>	End of unit test on anatomy and physiology.	<ul style="list-style-type: none"> <li>• Trampoline squad</li> </ul>
<p><b>Year 10 HT4</b></p>	<p><b>PE GCSE</b> <i>Anaerobic and aerobic exercise</i></p> <ul style="list-style-type: none"> <li>• Respiration</li> <li>• EPOC</li> <li>• Oxygen debt</li> <li>• Recovery methods</li> <li>• Effects of exercise</li> </ul> <p><b>PE Core</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> </ul>	<b>PE GCSE</b> – End of unit test on anaerobic and aerobic exercise.	<ul style="list-style-type: none"> <li>• Football teams</li> <li>• Netball teams</li> <li>• Basketball club</li> <li>• Girls only club</li> <li>• Badminton club</li> <li>• Table tennis club</li> </ul>
<p><b>Year 10 HT5</b></p>	<p><b>PE GCSE</b> <i>Movement analysis</i></p> <ul style="list-style-type: none"> <li>• Levers</li> <li>• Mechanical advantage</li> <li>• Planes and axis</li> <li>• Analysis of sporting movements</li> </ul> <p><i>Cardiorespiratory system</i></p> <ul style="list-style-type: none"> <li>• Structure of the heart and lungs</li> <li>• Gaseous exchange</li> <li>• Breathing</li> <li>• Lung volumes</li> <li>• Blood vessels</li> <li>• Cardiac output</li> </ul> <p><b>PE Core</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cricket</li> </ul>	<b>PE GCSE</b> – End of unit test on movement analysis and cardiorespiratory system.	<ul style="list-style-type: none"> <li>• Outdoor athletics squad</li> <li>• Cricket teams</li> </ul>

<p><b>Year 10 HT6</b></p>	<p><b>PE GCSE</b> <u>Non-exam assessment</u></p> <ul style="list-style-type: none"> <li>• Coursework – Part 2</li> </ul> <p><b>PE Core</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Softball</li> <li>• Rounders</li> <li>• Ultimate frisbee</li> </ul>	<p><b>PE GCSE – PPE2</b> on anatomy and physiology, anaerobic and aerobic exercise and movement analysis. Length of exam: 1h15. Marks available: 78.</p>	<ul style="list-style-type: none"> <li>• Outdoor athletics squad</li> <li>• Cricket teams</li> <li>• Kwik cricket team</li> <li>• Rounders teams</li> <li>• Beach volleyball team</li> </ul>
<p><b>Term Curriculum Content</b></p>		<p><b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i></p>	<p><b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i></p>
<p><b>Year 11 Curriculum Overview:</b> <i>All students will participate in PE lessons but will only be assessed in GCSE lessons if they have chosen our subject. The aim of the core PE lessons is for students to find a sport they love and one that they can continue beyond their time at school. We want students to enjoy participating in physical activity and understand the physical, mental and social benefits of being active. For GCSE lessons, we start with health and fitness as it is a topic students are familiar with and is linked to their everyday lives. We finish with the final topic as this links to current affairs and allows students the time to have researched this in the real world since starting the course in Year 10. Again, we switch between the 2 papers to allow students to have a full breadth of knowledge in preparation for both written exams. We cover only the sports that students will be tested in for their non-exam assessment (NEA) so that students have time to remember the drills and know the techniques and tactics they must display to achieve the maximum number of marks possible.</i></p>			
<p><b>Year 11 HT1</b></p>	<p><b>PE GCSE</b> <u>Health and fitness</u></p> <ul style="list-style-type: none"> <li>• Health and fitness</li> <li>• Consequences of a sedentary lifestyle</li> <li>• Obesity &amp; Performance</li> <li>• Somatotypes</li> <li>• Energy use</li> <li>• Roles of carbohydrates, fats, proteins, vitamins, minerals &amp; water</li> </ul> <p><b>PE Core</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Trampoline</li> <li>• Basketball</li> <li>• Netball</li> </ul>		<ul style="list-style-type: none"> <li>• Football teams</li> <li>• Netball teams</li> <li>• Table tennis teams and club</li> <li>• Cross country squad</li> <li>• Basketball club</li> <li>• Girls only club</li> <li>• Badminton club</li> </ul>
<p><b>Year 11 HT2</b></p>	<p><b>PE GCSE</b> <u>Socio-cultural influences</u></p> <ul style="list-style-type: none"> <li>• Engagement patterns and factors affecting them</li> </ul>	<p><b>PE GCSE – PPE1</b> on Paper 1 topics (applied anatomy and physiology, cardiorespiratory</p>	<ul style="list-style-type: none"> <li>• Basketball teams and club</li> <li>• Indoor athletics squad</li> <li>• Badminton teams</li> </ul>

	<ul style="list-style-type: none"> <li>Commercialisation</li> <li>Ethical issues</li> </ul> <p><b>PE Core</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Football</li> <li>Table Tennis</li> <li>Fitness</li> </ul>	<p>system, anaerobic and aerobic exercise, movement analysis and physical training). Length of exam: 1h15. Marks available: 78.</p>	<ul style="list-style-type: none"> <li>Indoor cricket team</li> <li>Handball teams</li> <li>Girls only club</li> <li>Badminton club</li> </ul>
<p><b>Year 11 HT3</b></p>	<p><b>PE GCSE</b> <i>Revision for both papers</i></p> <ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Cardiorespiratory system</li> <li>Anaerobic and aerobic exercise</li> <li>Movement analysis</li> <li>Physical training</li> <li>Sport psychology</li> <li>Socio-cultural influences</li> <li>Health and fitness</li> </ul> <p><b>PE Core</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Handball</li> <li>Football</li> </ul>		<ul style="list-style-type: none"> <li>Basketball teams and club</li> <li>Indoor athletics squad</li> <li>Badminton teams</li> <li>Indoor cricket team</li> <li>Handball teams</li> <li>Girls only club</li> <li>Badminton club</li> <li>Trampoline squad</li> </ul>
<p><b>Year 11 HT4</b></p>	<p><b>PE GCSE</b> <i>Revision for both papers</i></p> <ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Cardiorespiratory system</li> <li>Anaerobic and aerobic exercise</li> <li>Movement analysis</li> <li>Physical training</li> <li>Sport psychology</li> <li>Socio-cultural influences</li> <li>Health and fitness</li> </ul> <p><b>PE Core</b> Students will learn about/ develop skills of:</p>	<p><b>PE GCSE – PPE2</b> on Paper 2 topics (sport psychology, socio-cultural influences and health and fitness). Length of exam: 1h15. Marks available: 78.</p> <p>NEA practical exam in the final week of the term. Length of exam: All day. Marks available: 40.</p>	<ul style="list-style-type: none"> <li>Basketball club</li> <li>Girls only club</li> <li>Badminton club</li> <li>Table tennis club</li> <li>Pickle ball club</li> </ul>

	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> </ul>		
<p><b>Year 11</b> <b>HT5</b></p>	<p><b><u>PE GCSE</u></b> <i>Revision for both papers</i></p> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Cardiorespiratory system</li> <li>• Anaerobic and aerobic exercise</li> <li>• Movement analysis</li> <li>• Physical training</li> <li>• Sport psychology</li> <li>• Socio-cultural influences</li> <li>• Health and fitness</li> </ul> <p><b><u>PE Core</u></b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Softball</li> <li>• Rounders</li> <li>• Ultimate frisbee</li> </ul>	<p><b>PE GCSE</b> – Paper 1 exam on Monday 19<sup>th</sup> May. Length of exam: 1h15. Marks available: 78.</p>	<ul style="list-style-type: none"> <li>• Girls only club</li> <li>• Table tennis club</li> </ul>