



NOTTINGHAM GIRLS' ACADEMY

# **PE and Sport Curriculum**

# Purpose of Study

Our high quality PE Curriculum will provide opportunities for pupils to become physically literate and have high aspirations, coupled with developing resilience in order to achieve their physical and academic potential. With an emphasis on the acquisition of key skills, building character and the nurturing of life skills through experiences in competitive sport and leadership. Our curriculum is both broad and balanced, whilst being tailored to our local context and fostering a life-long love of PE/Sport.

# Aims

The Nottingham Girl's Academy curriculum for PE and Sport aims to ensure that all pupils:

- Develop a knowledge and appreciation for physical activity, physical literacy and physical benefits to lifelong health.
- Are physically active and engage in a range of sports in both isolation and competition.
- Understand the scientific aspects of sports participation, psychology behind physical performance and benefits of nutrition on the body and sports performance.
- Develop competence to perform in a broad range of physical activities.

# Curriculum-at-a-Glance: PE and Sport

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Handball (Invasion games)	Football (IG) Gymnastics	Netball (Invasion games)	Orienteering (OAA) Softball (Taster) (Striking & Fielding)	Rounders (Striking & Fielding)	Athletics/ Summer games
Year 8	Netball (Invasion games)	Basketball (IG) Handball (Invasion games)	Gymnastics Football (Invasion games)	Orienteering (OAA)	Rounders (S&F) Softball (S&F) Cricket (S&F)	Athletics/ Summer games
Year 9	Basketball (IG) Dodgeball (IG)	Handball (IG) Netball (IG) Gymnastics (	Fitness testing and training (HRF)	Fitness testing and training (HRF)	Rounders (S&F) Softball (S&F) Cricket (S&F)	Athletics
Year 10	Sport Science: Unit R042 – Fitness  Core PE: Invasion Games	Sport Science: Unit R042 – Fitness  Core PE: Invasion Games Fitness	Sport Science: Unit R042 – Fitness  Core PE: Training for fitness Games	Sport Science: Unit R042 – Fitness  Core PE: Training for fitness Games	Sport Science: Unit R043/4 – Body or Psychology  Core PE: Summer games	Sport Science: Unit R043/4 - Body or Psychology  Core PE: Summer games
Year 11	Sport Science: Unit R043/4 - Body or Psychology  Core PE: Invasion Games HRFitness	Sport Science: Unit R041 - Injury  Core PE: Invasion Games HRFitness	Sport Science: Unit R041 – Injury/ R045 - Nutrition  Core PE: Invasion Games HRFitness (Intervention)	Sport Science: Unit R045 – Nutrition  Core PE: Invasion Games HRFitness (Intervention)	Sport Science: Unit R045 – Nutrition  Core PE: Summer games	Course complete
Year 12	Body Unit 1 (Exam)	Body Systems Unit 1 (Exam)	Body Systems Unit 1 (Exam)	Coaching and Leadership Unit 2 (Coursework)	Coaching and Leadership Unit 2 (coursework)	Unit 11 – exercise for specific groups
Year 13	Body systems (exam)	Body systems (exam)	Body systems (exam)	Coaching unit 2	Coaching unit 2	Course complete

# Medium Term Plan: PE and Sport

## Year 7 PE and Sport

### ***Knowledge, Qualifications and Assessment***

*What pupils will study during Year 7, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

### **Learning consolidation:**

In Physical Education we continually assess and develop transferable skills within various disciplines. Therefore, discrete episodes of knowledge-based learning are not assessed in such a way. In some instances, pupils will draw upon prior learning of a skill or technique to enable them to progress and develop that particular technique further. From primary school in year 7 we also initially draw upon their fundamental motor skills in order to introduce game specific skills.

Homework tasks are completed throughout each unit, some are based on the most recent lesson content, whilst others are based on content from prior learning, drawing together transferable skills to give pupils a deeper level of understanding of their current unit.

<b><i>Unit Title</i></b>	<b><i>Periods</i></b>	<b><i>Learning Challenge</i></b> <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	<b><i>Learning Journey</i></b> <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	<b><i>Learning Consolidation</i></b> <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
<i>Handball</i>	<b>4</b>	<b><i>Students will be able to play a game of handball, demonstrating their ability to use and select appropriate skills, as well as participate in skills-based activities in both competition and in isolation.</i></b>	<b><i>Students will gain a basic understanding of handball, what is meant by 'invasion games', playing area, rules and regulations of the game.</i></b> <b><i>Skills development</i></b> <b><i>Passing with one hand (using throwing, catching)</i></b> <b><i>Intercepting (using catching and jumping)</i></b>	<b><i>Fundamental motor skills will be referred to from primary school. (Throwing, Catching, Jumping, Running)</i></b>

			<p><i>Dribbling, developed from the 3 step rule (building up to using running)</i></p> <p><i>Shooting (using throwing to aim for a target, in this case the goal)</i></p> <p><i>Students will need to become spatially aware and begin to understand the need to occupy space off the ball in order to maintain possession.</i></p>	
Football	4	<p><i>Students will be able to play a game of football, demonstrating their ability to use and select appropriate skills, as well as participate in skills-based activities in both competition and in isolation.</i></p>	<p><i>Students will gain a basic understanding of Football, its nature, playing area, positions, rules and regulations of the game.</i></p> <p><u><i>Skills development</i></u></p> <p><i>Passing with the inside of the foot</i></p> <p><i>Dribbling with any part of the foot (inside/outside and sole)</i></p> <p><i>Shooting with inside of the foot/ laces.</i></p> <p><i>Control with inside of the foot</i></p> <p><i>Attempts to tackle others</i></p> <p><i>Students will need to be able to select the appropriate skill to use at various times in the game.</i></p>	<p><i>Fundamental motor skills will be referred to from primary school. (Kicking)</i></p> <p><i>Transferable elements from handball will be highlighted such as the nature of the game 'invasion', playing area. Passing, shooting, dribbling as skills which are transferable by name, however function very differently due to the part of the body being used.</i></p>
Gymnastics	4	<p><i>Students will be able to perform a short routine which incorporates the following skills:</i></p> <p><i>Travel, balance and rolls</i></p> <p><i>This routine will be performed with some accuracy and coordination.</i></p>	<p><i>Key terms and basic skills</i></p> <p><i>Travel, individual balances, pair balances, forward/backward rolls as well as other basic rolls.</i></p>	<p><i>Here students may find the links between PE and Dance through using music as a stimulus for their routines. Students will be explicitly spoken to about this during the unit.</i></p>
Netball	6	<p><i>Students will be able to play a game of netball, demonstrating their ability to use and select appropriate skills, as well as participate in skills-based activities in both competition and in isolation.</i></p>	<p><i>Students will gain a basic understanding of Netball, its nature, playing area, positions, rules and regulations of the game.</i></p> <p><u><i>Skills development</i></u></p> <p><i>Chest pass</i></p> <p><i>Bounce pass</i></p>	<p><i>Transferable elements from handball will be highlighted such as:</i></p> <p><i>...</i></p> <p><i>The need for various skills, similar to other invasion games will be highlighted here.</i></p>

			<b>Overhead pass</b> <b>Intercepting</b> <b>Shooting</b> <b>Pivot</b> <b>Students will need to be able to select the appropriate skill to use at various times in the game.</b>	<b>e.g.</b> <b>Pass, shoot, intercept</b>
Orienteering	4	<b>Students will be able to navigate their way around the gym using a map (of the court markings), finding planned points of interest.</b> <b>Students will also be able to use a map to plot points and plan an orienteering course for others to follow.</b>	<b>Students will gain a basic understanding of orienteering on a small scale.</b> <u><b>Skills to be developed:</b></u> <b>Map reading (3/6 point) in a small area</b> <b>Navigation finding North</b> <b>Problem solving</b> <b>Team work/ collaboration</b>	...
Softball (Taster)	2	<b>Students will be able to play a simple game of softball, demonstrating their ability to attempt to use the appropriate skills, as well as participate in some short skills-based activities in isolation.</b>	<b>Students will gain a basic understanding of softball.</b> <u><b>Skills introduced:</b></u> <b>Batting</b> <b>Fielding</b> <b>Pitching</b> <b>Students will also be introduced to the positions in basic terms.</b> <b>Baseman, backstop, pitcher, batsman</b>	<b>Students will call upon any prior batting activity they may have played in primary school such as rounders, to retrieve some key skills or techniques to help them understand and be able to perform the basics in this taster.</b>
Rounders	6	<b>Students will be able to play a game of rounders, demonstrating their ability to use and select appropriate skills, as well as participate in skills-based activities in both competition and in isolation.</b>	<b>Students will gain a basic understanding of rounders.</b> <u><b>Skills to be developed:</b></u> <b>Batting (one handed)</b> <b>Fielding</b> <b>Bowling</b> <b>Students will also be introduced to rules and regulations of the game. an understanding of positions will be gained to ensure students understand the need to place fielders effectively.</b>	<b>Students call upon transferable skills from softball and recall their prior learning from primary school rounders.</b>

Athletics	6	Students will be able to compete for a NGA sticker medal and achieve a PB in both track and field athletics events as an individual, as well as working as part of a team in the relay races.	Students will gain an understanding of both track and field athletics events. <u>Technique to be developed:</u> Shot put throw Javelin throw Discus throw Long jump Sprinting Distance running Relay and change over	Students will recall any prior learning of athletics events from primary school.
Summer Games	1	Students will participate in a summer game successfully, showing good collaboration skills and team ethics.	Students will gain an appreciation for and better understanding of the types of skills involved in a summer game such as 'capture the flag', whilst enjoying working with their peers in a fun task.	Some skills used in the games will be drawn upon from other units across the year.

### **Qualities**

*During Year 7, pupils will have opportunities to develop the following BUILD qualities:*

<b>BUILD Quality</b>	<b>How the Year 7 PE and Sport curriculum contributes to developing this quality:</b>
Respect	Pupils respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and pupils will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for pupils to show respect to one another. Pupils are given the opportunity to show respect qualities when competing against other groups/ schools as well as when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.
Kindness	Pupils must be kind to one another during PE. This is a 0 tolerance matter and pupils understand this and adhere to the rule. Kindness can be shown in the form of helping someone when they are struggling, holding the door for each other to access facilities, working together well in group/ team work.
Tolerance	Pupils are encouraged to be very tolerant towards others, the environment that some pupils will find themselves in means that they are perhaps at different points in their own physical journey and have a varied level of skill. This means that pupils must allow room for others to make mistakes and work together to help improve practically.
Resilience	Pupils are actively encouraged to keep going when they find things difficult and to try again if they do not perform as well or technique needs work. In Year 7 pupils are given lots of opportunity to make mistakes and then refine skills, making them more competent in many core areas of the PE curriculum.



<i>Creativity</i>	<i>Pupils are given the chance to be creative throughout various activities, however this lends itself nicely to gymnastics where pupils have the opportunity to create a routine for their challenge.</i>
<i>Positivity</i>	<i>Pupils are immersed into a positive environment modelled by staff. Positive attitudes towards learning are encouraged and pupils are expected to be positive towards all types of activities.</i>
<i>Integrity</i>	<i>Pupils are taught that win or lose – both are ok and that when you do miss out on the result that you hoped for the only way to move forward is to accept that with grace and congratulate the ones who managed to get the result to enable them to win. Pupils are encouraged to allow room for error as this is ok and we must not get upset or angry if things are not going our way.</i>
<i>Aspiration</i>	<i>Pupils are encouraged and offered the opportunity to be highly aspirational. This can be in many forms: Extra-curricular clubs allow pupils access to competitive sports and given pupils the chance to go into different environments to play against other schools in the city and county as well as trust sporting events which allow pupils national style competition due to having schools situated in places such as Northampton, Peterborough and Luton. Our pupils are encouraged to be aspirational in their performance within school and lessons. To work to the highest of their ability and to always strive to improve in all areas of the curriculum.</i>
<i>Empathy</i>	<i>Pupils are encouraged to show empathy through working with others and encouraging each other whilst not looking down on those who are unable to perform with as much competence as themselves.</i>

## **Skills**

*During Year 7, pupils will have opportunities to develop the following wider skills:*

<b>Skill Area</b>	<b>How the Year 7 PE and Sport curriculum contributes to developing this skill area:</b>
<i>Literacy &amp; Numeracy</i>	<i>Pupils are given the opportunity to improve and showcase their literacy skills through homework tasks such as reflections, fact files, task sheets, peer and self-assessments. Literacy skills are used when reading information which is presented to pupils such as lesson objectives and key words. Numeracy skills are accessed in various games where scores are taken or added up. Most activities require mathematical basic skills retrieval in order to know who has won.</i>
<i>Communication</i>	<i>Working as part of a team, communicating rules and regulations whilst taking the role on an official, problem solving tasks, pupils will explicitly think about verbal and non-verbal communications within a practical setting. Pupils are encouraged to use active listening skills.</i>
<i>Problem Solving</i>	<i>Position, action and timing (P.A.T.) scenarios allow pupils to problem solve together, adding constraints to invasion game activities and small activities. Team building tasks are completed by all pupils when they first arrive to our academy to break the ice in each group. This allows pupils to get to know each other in a fun and exciting environment. All pupils find their role no matter how small in the problem solving tasks and therefore they are great for allowing pupils to showcase their skills and allow staff to identify potential leaders.</i>

<i>Leadership</i>	<i>Opportunities to lead in some small activity challenges. Taking on the role of captain, manager enhance pupils basic understanding of leadership.</i>
<i>Collaboration</i>	<i>Team work throughout all team based activities, working in pairs to complete a task, group and paired discussion on various topics. Working in the same space as others, to allow appropriate spacing, being accommodating in the spaces provided. Collaboration is innate in PE and is happening throughout all lessons.</i>
<i>Metacognition</i>	<i>P.A.T principles allow pupils to think about their thinking journey. Why, Who, When, How... Thinking as a skill is something which is simply applied to our Year 7 PE curriculum. Pupils will be given opportunities to think throughout all practical aspects of PE and with this use their thinking skills to outwit opponents, solve problems and work effectively as an individual, team, or pair.</i>
<i>Physical, Practical and Technical</i>	<i>Physical activity is the primary focus in Year 7 with pupils being active as number one priority in each lesson. Pupils are given the opportunity to cover a range of practical sports and learn the technical aspects of skills within those sports. Each skill is broken down and taught to pupils, demonstrations of best practice then allow pupils to replicate movements and learn various skills which can be used in one or many sporting areas. A lot of the practical skills covered in year 7 are transferable and therefore allow pupils to access many sports by retrieving such skills and applying them in various settings. This alone gives pupils plenty of time to consolidate skills such as: passing, movement, shooting, pivoting and in simple terms, throwing, catching and aiming with purpose.</i>
<i>Digital Literacy</i>	<i>Pupils may have the opportunity to complete homework on the computer or through a web based platform such as one note. Other homeworks may include to watch a part of a game such as basketball through a platform such as YouTube or research an athlete through using Google.</i>

## **Enrichment**

*During Year 7, the following events, visits, and trips will enrich the PE and Sport curriculum:*

<b>Event, Visit or Trip</b>	<b>Linked unit(s) of study</b>	<b>How the event, visit or trip enriches the curriculum:</b>
<i>NGA games</i>	<b>All invasion games</b>	<i>This event brings all of our Year 7 pupils together for a competition in four different invasion games. Pupils are given the chance to represent their house in a game of their choice and all pupils contribute to and take part in this house competition. The winning house will be awarded the shield and have their house name engraved on it.</i>
<i>OAA competition (hunger games)</i>	<b>Orienteering</b>	<i>After a unit of work on orienteering, pupils are given the chance to claim house points by using their new skills in a competitive setting. Pupils compete in classes to get points in small groups. The task is to find letters, as quickly as possible, solve the puzzle and avoid getting hit by the sponge balls. The rules of the game reflect the movie franchise 'the hunger games' which has made this competition a more popular one.</i>
<i>Athletics house competition (summer)</i>	<b>Athletics</b>	<i>This competition happens during the athletics phase of the curriculum. All aspects of athletics covered in the SOW are completed, for each pupil will get their own score/ PB. This score could lead them to acquiring a Bronze, Silver, Gold or Platinum sticker, which amounts to house points. Once all pupils have completed the athletics SOW the points throughout the whole of KS3 are added up and each house is given their final scores in an assembly. The winning house will be awarded the trophy.</i>
<i>Indoor athletics (trust wide)</i>	<b>Athletics</b>	<i>This competition allows pupils to visit another GDFT site and compete against pupils from other trust schools across the country. The Year 7 pupils get to experience a wider sporting event and will be able to see the scope for sporting excellence that we have as a MAT. For the more practically able pupils this type of competition sometimes poses a higher level of challenge.</i>
<i>Rounders house competition</i>	<b>Rounders</b>	<i>This event is another inhouse opportunity for pupils to compete in an activity against other houses in our school. The house events are very competitive and widely spoken about because all staff and students are part of a house, therefore the interest levels are high, especially when it comes to who is winning.</i>
<i>Netball house competition</i>	<b>Netball</b>	<i>This house competition gives KS3 pupils the chance to compete against others across year 7,8,9 in netball. Mixed teams mean that pupils can play with and against older / younger pupils, encouraging wider participation and a mutual goal across years. This is a nice way for the younger pupils to get to know some of the older girls, building positive relationships.</i>
<i>Indoor athletics inhouse competition (winter)</i>	<b>Athletics</b>	<i>This event is generally used to bridge the gap between summer terms, allowing pupils to retrieve athletics skills and put them to use rather than just in the summer term. Pupils compete in an indoor style athletics competition in houses Vs the other students in their class. Results are then</i>

		<i>accumulated and the whole year groups points added together for each house to determine the winner. Each year group in KS3 will have a winning house.</i>
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## Year 8 PE and Sport

### ***Knowledge, Qualifications and Assessment***

*What pupils will study during Year 8, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

In Physical Education we continually assess and develop transferable skills within various disciplines. Therefore, discrete episodes of knowledge-based learning are not assessed in such a way. In some instances, pupils will draw upon prior learning of a skill or technique to enable them to progress and develop that particular technique further. We also initially draw upon their year 7 skills in order to introduce more advanced game specific skills and begin to think about outwitting.

Homework tasks are completed throughout each unit, some are based on the most recent lesson content, whilst others are based on content from prior learning, drawing together transferable skills to give pupils a deeper level of understanding of their current unit.

<b><i>Unit Title</i></b>	<b><i>Periods</i></b>	<b><i>Learning Challenge</i></b> <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	<b><i>Learning Journey</i></b> <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	<b><i>Learning Consolidation</i></b> <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
<i>Netball</i>		<b><i>Students will be able to play a game of netball, demonstrating their ability to use and select appropriate skills, as well as apply tactical ideas to outwit their opponents.</i></b>	<b><i>Students will gain a better understanding of Netball, the playing area, positions, rules and regulations of the game on a deeper level.</i></b> <u><b><i>Skills development</i></b></u> <b><i>Chest pass whilst moving</i></b> <b><i>Bounce pass whilst moving</i></b> <b><i>Overhead pass whilst moving</i></b> <b><i>Intercepting on the move</i></b> <b><i>Shooting from all angles</i></b> <b><i>Pivot quickly</i></b> <b><i>Students will need to be able to select the appropriate skill to use at various</i></b>	<b><i>Students will be able to recall information from the year 7 unit of netball as well as from other games where skills are transferable.</i></b> <b><i>This will be done in the form of Questions and memory grids.</i></b>

			<i>times in the game, as well as work on timing to ensure the game flow is consistent as netball should be fast paced.</i>	
<i>Basketball</i>		<i>Students will be able to play a game of Basketball, demonstrating their ability to use and select appropriate skills, as well as apply tactical ideas to outwit their opponents.</i>	<i>Students will gain an understanding of Basketball, the playing area, positions, rules and regulations of the game.</i> <u><i>Skills development</i></u> <i>Chest pass</i> <i>Bounce pass</i> <i>Overhead pass</i> <i>Intercepting on the move</i> <i>Shooting from all angles and 2point/ 3point distance</i> <i>Dribbling</i> <i>Marking opposing players</i> <i>Students will need to be able to select the appropriate skill to use at various times in the game, as well as work on timing and using space to ensure possession is retained or regained.</i>	<i>Students will be able to recall information from the year 7 unit of netball as well as from other games where skills are transferable. This will be done in the form of Questions and memory grids.</i>
<i>Dodgeball</i>		<i>Students will be able to play a game of dodgeball, demonstrating their ability to use and select appropriate skills, as well as apply tactical ideas to outwit their opponents.</i>	<i>Students will gain an understanding of dodgeball overall, focusing on rules, skills and playing area/ boundaries.</i> <u><i>Skills development</i></u> <i>Dodging the ball</i> <i>Movement around the court</i> <i>Throwing</i> <i>Students will need to be very alert and make fast movements therefore we will also work on developing speed of movements in order to make them quicker.</i>	<i>Students will not have much if any prior learning of dodgeball at this stage, therefore during the first lesson Q's to establish any prior knowledge will take place.</i>
<i>Handball</i>		<i>Students will be able to play a game of handball, demonstrating their ability to use and select appropriate skills and</i>	<i>Students will gain a deeper understanding of handball, looking into tactical awareness as a skill.</i>	<i>Students will recall their unit from Year 7 Handball, revisiting skills such as</i>

		<i>tactics, as well as apply tactical ideas to outwit their opponents.</i>	<u><i>Skills development</i></u> <i>Passing with one hand</i> <i>Intercepting</i> <i>Dribbling, developed from the 3 step rule (building up to using running)</i> <i>Shooting and jump shots.</i> <i>Students will need to become more spatially aware, focusing on positional game play, and understand the need to occupy space off the ball in order to maintain possession.</i>	<i>shooting and then adding in a jump to create the jump shot.</i> <i>Discussions will include a lot of Questions to recall information from the previous unit as well as make explicit links to other units where possible, such as basketball, football and netball.</i> <i>Memory grids to check information retained.</i>
<i>Gymnastics</i>		<i>Students will be able to perform a routine which incorporates the following skills: Travel, counter-balance, solo and paired/group balance as well as rolls, turns, jumps, shapes, showing both unison and cannon elements.</i> <i>This routine will be performed with some accuracy, coordination and fluency.</i>	<i>Learn and develop and understanding of key terminology and develop physical skills such as</i> <i>Travel, turns, jumps, shapes, individual balances, pair balances, group balances/ forward/backward rolls as well as attempt other rolls such as cartwheels, round off walk over.</i>	<i>Here students will be reminded of the links between PE and Dance through using music as a stimulus for their routines. Students will be explicitly spoken to about this during the unit.</i> <i>Discussing terms such as fluency, levels, travel, cannon and unison.</i> <i>Memory grid to check information retained.</i>
<i>Football</i>		<i>Students will be able to play a game of football, demonstrating their ability to use and select appropriate skills, showing some tactical understanding, as well as apply tactical ideas to outwit their opponents.</i>	<i>Students will gain a better understanding of Football, positions, rules and regulations as well as start to look into the tactics which can be used during game play to enhance performance.</i> <u><i>Skills development</i></u> <i>Passing with the inside/outside of the foot</i> <i>Dribbling with any part of the foot (inside/outside and sole)</i> <i>Shooting with inside of the foot/ laces/ outside (extension).</i> <i>Control with inside/outside/sole of the foot as well as other body parts such as the knee, head, chest.</i>	<i>Skills will be recalled from Y7 learning during the football unit. Transferable elements from handball will be discussed such as playing area.</i> <i>Passing, shooting, dribbling as skills which are transferable by name, however function very differently due to the part of the body being used. This is a reminder from their prior learning during year 7 content.</i> <i>Memory grid to check information retained.</i>

			<p><i>Attempts to tackle others, intercepting the ball during play.</i></p> <p><i>Students will need to be able to select the appropriate skill to use at various times in the game as well as consider timing of movement/ action.</i></p>	
<i>Orienteering</i>		<p><i>Students will be able to navigate their way around the school site using a map, finding planned points of interest or pictures. Students will also be able to use a map to plot points and plan an orienteering course for others to follow.</i></p>	<p><i>Students will gain a basic understanding of orienteering on a small scale.</i></p> <p><u><i>Skills to be developed:</i></u></p> <p><i>Map reading (3/6 point) in a small area</i></p> <p><i>Navigation finding North</i></p> <p><i>Problem solving</i></p> <p><i>Team work/ collaboration</i></p>	<p><i>Prior learning will be used to recall skills and understanding of orienteering. The map reading skills and navigation skills will be built on.</i></p>
<i>Rounders/ Softball/ Cricket</i>		<p><i>Students will be able to play a game of rounders/ cricket/ softball, demonstrating their ability to use and select appropriate skills and tactics, as well as apply tactical ideas to outwit their opponents.</i></p>	<p><i>Students will gain a deeper understanding of rounders/ softball and/or begin to develop an understanding of cricket.</i></p> <p><u><i>Skills to be developed:</i></u></p> <p><i>Batting</i></p> <p><i>Fielding</i></p> <p><i>Bowling/ pitching</i></p> <p><i>Students will also be asked to retrieve information on rules and regulations of the game. A deeper understanding of positions will be gained to ensure students understand the need to place fielders effectively.</i></p>	<p><i>Students will recall any prior learning from year 7 rounders and softball experiences. Fielding skills from rounders and softball will be transferred into cricket fielding to give a starting point for pupils who have not had any cricket experience.</i></p>
<i>Athletics</i>	<i>6</i>	<p><i>Students will be able to compete for a NGA sticker medal and attempt to set a new PB in both track and field athletics events as an individual, as well as working as part of a team in the relay races.</i></p>	<p><i>Students will gain an more detailed understanding of both track and field athletics events. Including rules and regulations.</i></p> <p><u><i>Technique to be further developed:</i></u></p> <p><i>Shot put throw</i></p> <p><i>Javlin throw</i></p>	<p><i>Students will recall any prior learning from year 7 athletics as well as from their October house competition (track events).</i></p>

			<i>Discus throw</i> <i>Long jump</i> <i>Sprinting</i> <i>Distance running</i> <i>Relay and change over</i>	
Summer Games	1	Students will participate in a summer game successfully, showing good collaboration skills and team ethics.	Students will gain an appreciation for and better understanding of the types of skills involved in a summer game such as 'ultimate frisbee', whilst enjoying working with their peers in a fun task.	Some skills used in the games will be drawn upon from other units across the year.

### **Qualities**

*During Year 8, pupils will have opportunities to develop the following BUILD qualities:*

<b>BUILD Quality</b>	<b>How the Year 8 PE and Sport curriculum contributes to developing this quality:</b>
<i>Respect</i>	<i>Pupils respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and pupils will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for pupils to show respect to one another. Pupils are given the opportunity to show respect qualities when competing against other groups/ schools as well as when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.</i>
<i>Kindness</i>	<i>Pupils must be kind to one another during PE. This is a 0 tolerance matter and pupils understand this and adhere to the rule. Kindness can be shown in the form of helping someone when they are struggling, holding the door for each other to access facilities, working together well in group/ team work. Pupils in year 8 may take on some basic leadership roles in which they will be asked to show kindness to others whom they are leading.</i>
<i>Tolerance</i>	<i>Pupils are encouraged to be very tolerant towards others, the environment that some pupils will find themselves in means that they are perhaps at different points in their own physical journey and have a varied level of skill. This means that pupils must allow room for others to make mistakes and work together to help improve practically.</i>
<i>Resilience</i>	<i>Pupils are actively encouraged to keep going when they find things difficult and to try again if they do not perform as well or technique needs work. In Year 8 pupils are encouraged to have high levels of resilience in order to keep going with task which they find hard. Pupils may come from a stressful situation into PE and are given the opportunity to turn that negative into a positive by reliving the stresses through practical application. Students are often reminded that it is ok to get things wrong, as long as we try again and stay positive.</i>
<i>Creativity</i>	<i>Pupils are given the chance to be creative throughout various activities, however this lends itself nicely to gymnastics where pupils have the opportunity to create a routine for their challenge. In year 8 pupils will begin to think more about</i>



	<i>their ability to be creative in various sporting situations. They will be encouraged to think about movement and how their practical skills can be used to outwit opponents.</i>
<i>Positivity</i>	<i>Pupils are immersed into a positive environment modelled by staff. Positive attitudes towards learning are encouraged and pupils are expected to be positive towards all types of activities.</i>
<i>Integrity</i>	<i>Pupils are taught that win or lose – both are ok and that when you do miss out on the result that you hoped for the only way to move forward is to accept that with grace and congratulate the ones who managed to get the result to enable them to win. Pupils are encouraged to allow room for error as this is ok and we must not get upset or angry if things are not going our way.</i>
<i>Aspiration</i>	<i>Pupils are encouraged and offered the opportunity to be highly aspirational. This can be in many forms: Extra-curricular clubs allow pupils access to competitive sports and given pupils the chance to go into different environments to play against other schools in the city and county as well as trust sporting events which allow pupils national style competition due to having schools situated in places such as Northampton, Peterborough and Luton. Our pupils are encouraged to be aspirational in their performance within school and lessons. To work to the highest of their ability and to always strive to improve in all areas of the curriculum.</i>
<i>Empathy</i>	<i>Pupils are encouraged to show empathy through working with others and encouraging each other whilst not looking down on those who are unable to perform with as much competence as themselves.</i>

## **Skills**

*During Year 8, pupils will have opportunities to develop the following wider skills:*

<b>Skill Area</b>	<b>How the Year 8 PE and Sport curriculum contributes to developing this skill area:</b>
<i>Literacy &amp; Numeracy</i>	<i>Pupils are given the opportunity to improve and showcase their literacy skills through homework tasks such as reflections, fact files, task sheets, peer and self-assessments. Literacy skills are used when reading information which is presented to pupils such as lesson objectives and key words. Numeracy skills are accessed in various games where scores are taken or added up. Most activities require mathematical basic skills retrieval in order to know who has won.</i>
<i>Communication</i>	<i>Working as part of a team, communicating rules and regulations whilst taking the role on an official, problem solving tasks, pupils will explicitly think about verbal and non-verbal communications within a practical setting. Pupils are encouraged to use active listening skills.</i>
<i>Problem Solving</i>	<i>Position, action and timing (P.A.T.) scenarios allow pupils to problem solve together, adding constraints to invasion game activities and small activities. Team building tasks are completed by all pupils when they arrive back to the academy at the start of the new academic year, this is helpful due to class changes which may have taken place. This</i>

	<i>allows pupils to get to know each other in a fun and exciting environment. All pupils find their role no matter how small in the problem solving tasks and therefore they are great for allowing pupils to showcase their skills and allow staff to identify potential leaders.</i>
<i>Leadership</i>	<i>Pupils will have the opportunity to lead in some game based activities. Taking on the role of captain, manager to enhance pupils basic understanding of leadership.</i>
<i>Collaboration</i>	<i>Team work throughout all team based activities, working in pairs to complete a task, group and paired discussion on various topics. Working in the same space as others, to allow appropriate spacing, being accommodating in the spaces provided. Collaboration is innate in PE and is happening throughout all lessons.</i>
<i>Metacognition</i>	<i>P.A.T principles allow pupils to think about their thinking journey. Why, Who, When, How... Thinking as a skill is something which is simply applied to our Year 8 PE curriculum. Pupils will be given opportunities to think throughout all practical aspects of PE and with this use their thinking skills to outwit opponents, solve problems and work effectively as an individual, team, or pair.</i>
<i>Physical, Practical and Technical</i>	<i>Physical activity is the primary focus in Year 8 with pupils being active as number one priority in each lesson. Pupils are given the opportunity to cover a range of practical sports and learn the technical aspects of skills within those sports. Each skill is broken down and taught to pupils, demonstrations of best practice then allow pupils to replicate movements and learn various skills which can be used in one or many sporting areas. A lot of the practical skills covered in year 8 are transferable and therefore allow pupils to access many sports by retrieving such skills and applying them in various settings. This alone gives pupils plenty of time to consolidate skills such as: passing, movement, shooting, pivoting.</i>
<i>Digital Literacy</i>	<i>Pupils may have the opportunity to complete homework on the computer or through a web based platform such as one note. Other homeworks may include to watch a part of a game such as basketball through a platform such as YouTube or research an athlete through using Google.</i>

### **Enrichment**

*During Year 8, the following events, visits, and trips will enrich the PE and Sport curriculum:*

<b>Event, Visit or Trip</b>	<b>Linked unit(s) of study</b>	<b>How the event, visit or trip enriches the curriculum:</b>
<i>NGA games</i>	<i>All invasion games</i>	<i>This event brings all of our Year 8 pupils together for a competition in four different invasion games. Pupils are given the chance to represent their house in a game of their choice and all pupils contribute to and take part in this house competition. The winning house will be awarded the shield and have their house name engraved on it.</i>
<i>OAA competition (hunger games)</i>	<i>Orienteering</i>	<i>After a unit of work on orienteering, pupils are given the chance to claim house points by using their new skills in a competitive setting. Pupils compete in classes to get points in small groups.</i>

		<i>The task is to find letters, as quickly as possible, solve the puzzle and avoid getting hit by the sponge balls. The rules of the game reflect the movie franchise 'the hunger games' which has made this competition a more popular one.</i>
<i>Athletics house competition (Summer)</i>	<b>Athletics</b>	<i>This competition happens during the athletics phase of the curriculum. All aspects of athletics covered in the SOW are completed, for each pupils will get their own score/ PB. This score could lead them to acquiring a Bronze, Silver, Gold or Platinum sticker, which amounts to house points. Once all pupils have complete the athletics SOW the points throughout the whole of KS3 are added up and each house is given their final scores in an assembly. The winning house will be awarded the trophy.</i>
<i>Trust wide basketball</i>	<b>Basketball</b>	<i>This event is a trust wide basketball only competition. The day begins with coaching sessions for all pupils from all academies. The pupils are given the opportunity to learn new skills or enhance their current skill set. After the coaching sessions academies break off into their teams and compete against each other for the trust basketball title.</i>
<i>Rounders house competition</i>	<b>Rounders</b>	<i>This event is another inhouse opportunity for pupils to compete in an activity against other houses in our school. The house events are very competitive and widely spoken about because all staff and students are part of a house, therefore the interest levels are high, especially when it comes to who is winning.</i>
<i>Netball house competition</i>	<b>Netball</b>	<i>This house competition gives KS3 pupils the chance to compete against others across year 7,8,9 in netball. Mixed teams mean that pupils can play with and against older / younger pupils, encouraging wider participation and a mutual goal across years. This is a nice way for the younger pupils to get to know some of the older girls, building positive relationships.</i>
<i>Indoor athletics in house competition (winter)</i>	<b>Athletics</b>	<i>This event is generally used to bridge the gap between summer terms, allowing pupils to retrieve athletics skills and put them to use rather than just in the summer term. Pupils compete in an indoor style athletics competition in houses Vs the other students in their class. Results are then accumulated and the whole year groups points added together for each house to determine the winner. Each year group in KS3 will have a winning house.</i>
<i>Academy Shield</i>	<b>Football, hockey, netball, academic quiz</b>	<i>The academy shield event is one in which lots of different pupils are able to go and compete against our other academies within the MAT at a number of sports. Having such a wide sporting event taking place in one academy is great for pupils to experience when large scale competition is like and to really get a feel for the atmosphere and energy the day brings to all involved.</i>
<i>Academy athletics (trust wide) (Summer)</i>	<b>Athletics</b>	<i>This athletics event is for year 8 and 9 students only. The MAT comes together to compete for one last time in the academic year in Boston at the Princess Arena. This athletics stadium is a great venue due to having state of the art facilities which our pupils are able to use. The pupils complete in a range of track and field events, determining an overall winner of the trophy which is then displayed in that academy for the following academic year until the next summer when we compete again for the GDFT athletics title.</i>

## Year 9 PE and Sport

### **Knowledge, Qualifications and Assessment**

*What pupils will study during Year 9, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

<b>Unit Title</b>	<b>Periods</b>	<b>Learning Challenge</b> <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	<b>Learning Journey</b> <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	<b>Learning Consolidation</b> <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Components of fitness (physical/ skill related) (LO2)	4			
	4			
	4			
	6			
	4			
Softball (Taster)	2			
Rounders	6			
Athletics	6			
Summer Games	1			

### **Qualities**

*During Year 9, pupils will have opportunities to develop the following BUILD qualities:*

<b>BUILD Quality</b>	<b>How the Year 9 PE and Sport curriculum contributes to developing this quality:</b>
Respect	<i>Pupils respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and pupils will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for pupils to show respect to one another. Pupils are given the opportunity to show respect qualities</i>

	<i>when competing against other groups/ schools as well as when working with other peers. Sharing decisions and listening to others opinions is key when creating a successful team work environment.</i>
<i>Kindness</i>	<i>Pupils must be kind to one another during PE. This is a 0 tolerance matter and pupils understand this and adhere to the rule. Kindness can be shown in the form of helping someone when they are struggling, holding the door for each other to access facilities, working together well in group/ team work. Pupils in year 9 may take on some leadership roles in which they will be asked to show kindness to others whom they are leading, gaining an understanding of how communication is important in making people feel positive and getting the best out of those who you are working with.</i>
<i>Tolerance</i>	<i>Pupils are encouraged to be very tolerant towards others, the environment that some pupils will find themselves in means that they are perhaps at different points in their own physical journey and have a varied level of skill. This means that pupils must allow room for others to make mistakes and work together to help improve practically.</i>
<i>Resilience</i>	<i>Pupils are actively encouraged to keep going when they find things difficult and to try again if they do not perform as well or technique needs work. In Year 9 pupils are encouraged to have high levels of resilience in order to keep going with task which they find hard. Pupils may come from a stressful situation into PE and are given the opportunity to turn that negative into a positive by reliving the stresses through practical application. Students are often reminded that it is ok to get things wrong, as long as we try again and stay positive.</i>
<i>Creativity</i>	<i>Pupils are given the chance to be creative throughout various activities, however this lends itself nicely to gymnastics where pupils have the opportunity to create a routine for their challenge. In year 9 pupils will think more about their ability to be creative in various sporting situations using tactics. They will be encouraged to think about movement and how their practical skills can be used to outwit opponents.</i>
<i>Positivity</i>	<i>Pupils are immersed into a positive environment modelled by staff. Positive attitudes towards learning are encouraged and pupils are expected to be positive towards all types of activities.</i>
<i>Integrity</i>	<i>Pupils are taught that win or lose – both are ok and that when you do miss out on the result that you hoped for the only way to move forward is to accept that with grace and congratulate the ones who managed to get the result to enable them to win. Pupils are encouraged to allow room for error as this is ok and we must not get upset or angry if things are not going our way.</i>
<i>Aspiration</i>	<i>Pupils are encouraged and offered the opportunity to be highly aspirational. This can be in many forms: Extra-curricular clubs allow pupils access to competitive sports and given pupils the chance to go into different environments to play against other schools in the city and county as well as trust sporting events which allow pupils national style competition due to having schools situated in places such as Northampton, Peterborough and Luton. Our pupils are encouraged to be aspirational in their performance within school and lessons. To work to the highest of their ability and to always strive to improve in all areas of the curriculum.</i>
<i>Empathy</i>	<i>Pupils are encouraged to show empathy through working with others and encouraging each other whilst not looking down on those who are unable to perform with as much competence as themselves.</i>

## **Skills**

*During Year 9, pupils will have opportunities to develop the following wider skills:*

<b>Skill Area</b>	<b>How the Year 9 PE and Sport curriculum contributes to developing this skill area:</b>
<i>Literacy &amp; Numeracy</i>	<i>Pupils are given the opportunity to improve and showcase their literacy skills through homework tasks such as reflections, fact files, task sheets, peer and self-assessments. Literacy skills are used when reading information which is presented to pupils such as lesson objectives and key words. Numeracy skills are accessed in various games where scores are taken or added up. Most activities require mathematical basic skills retrieval in order to know who has won.</i>
<i>Communication</i>	<i>Working as part of a team, communicating rules and regulations whilst taking the role on an official, problem solving tasks, pupils will explicitly think about verbal and non-verbal communications within a practical setting. Pupils are encouraged to use active listening skills.</i>
<i>Problem Solving</i>	<i>Position, action and timing (P.A.T.) scenarios allow pupils to problem solve together, adding constraints to invasion game activities and small activities. Team building tasks are completed by all pupils when they arrive back to the academy at the start of the new academic year, this is helpful due to class changes which may have taken place. This allows pupils to get to know each other in a fun and exciting environment. All pupils find their role no matter how small in the problem solving tasks and therefore they are great for allowing pupils to showcase their skills and allow staff to identify potential leaders.</i>
<i>Leadership</i>	<i>Pupils will have the opportunity to lead in some game based activities. Taking on the role of captain, manager to enhance pupils basic understanding of leadership.</i>
<i>Collaboration</i>	<i>Team work throughout all team based activities, working in pairs to complete a task, group and paired discussion on various topics. Working in the same space as others, to allow appropriate spacing, being accommodating in the spaces provided. Collaboration is innate in PE and is happening throughout all lessons.</i>
<i>Metacognition</i>	<i>P.A.T principles allow pupils to think about their thinking journey. Why, Who, When, How... Thinking as a skill is something which is simply applied to our Year 9 PE curriculum. Pupils will be given opportunities to think throughout all practical aspects of PE and with this use their thinking skills to outwit opponents, solve problems and work effectively as an individual, team, or pair.</i>
<i>Physical, Practical and Technical</i>	<i>Physical activity is the primary focus in Year 8 with pupils being active as number one priority in each lesson. Pupils are given the opportunity to cover a range of practical sports and learn the technical aspects of skills within those sports. Each skill is broken down and taught to pupils, demonstrations of best practice then allow pupils to replicate movements and learn various skills which can be used in one or many sporting areas. A lot of the practical skills covered in year 9 are transferable and therefore allow pupils to access many sports by retrieving such skills and applying them in various settings. This alone gives pupils plenty of time to consolidate skills such as: passing, movement, shooting, pivoting.</i>

Digital Literacy	<i>Pupils may have the opportunity to complete homework on the computer or through a web based platform such as one note. Other homeworks may include to watch a part of a game such as basketball through a platform such as YouTube or research an athlete through using Google.</i>
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### **Enrichment**

*During Year 9, the following events, visits, and trips will enrich the PE and Sport curriculum:*

<b>Event, Visit or Trip</b>	<b>Linked unit(s) of study</b>	<b>How the event, visit or trip enriches the curriculum:</b>
NGA games	<b>All invasion games</b>	<i>This event brings all of our Year 9 pupils together for a competition in four different invasion games. Pupils are given the chance to represent their house in a game of their choice and all pupils contribute to and take part in this house competition. The winning house will be awarded the shield and have their house name engraved on it.</i>
OAA competition (hunger games)	<b>Orienteering</b>	<i>After a unit of work on orienteering, pupils are given the chance the claim house points by using their new skills in a competitive setting. Pupils compete in classes to get points in small groups. The task is to find letters, as quickly as possible, solve the puzzle and avoid getting hit by the sponge balls. The rules of the game reflect the movie franchise ‘the hunger games’ which has made this competition a more popular one.</i>
Athletics house competition (Summer)	<b>Athletics</b>	<i>This competition happens during the athletics phase of the curriculum. All aspects of athletics covered in the SOW are completed, for each pupils will get their own score/ PB. This score could lead them to acquiring a Bronze, Silver, Gold or Platinum sticker, which amounts to house points. Once all pupils have complete the athletics SOW the points throughout the whole of KS3 are added up and each house is given their final scores in an assembly. The winning house will be awarded the trophy.</i>
Trust wide basketball	<b>Basketball</b>	<i>This event is a trust wide basketball only competition. The day begins with coaching sessions for all pupils from all academies. The pupils are given the opportunity to learn new skills or enhance their current skill set. After the coaching sessions academies break off into their teams and compete against each other for the trust basketball title.</i>
Rounders house competition	<b>Rounders</b>	<i>This event is another inhouse opportunity for pupils to compete in an activity against other houses in our school. The house events are very competitive and widely spoken about because all staff and students are part of a house, therefore the interest levels are high, especially when it comes to who is winning.</i>

Netball house competition	<b>Netball</b>	<i>This house competition gives KS3 pupils the chance to compete against others across year 7,8,9 in netball. Mixed teams mean that pupils can play with and against older / younger pupils, encouraging wider participation and a mutual goal across years. This is a nice way for the younger pupils to get to know some of the older girls, building positive relationships.</i>
Indoor athletics in house competition (winter)	<b>Athletics</b>	<i>This event is generally used to bridge the gap between summer terms, allowing pupils to retrieve athletics skills and put them to use rather than just in the summer term. Pupils compete in an indoor style athletics competition in houses Vs the other students in their class. Results are then accumulated and the whole year groups points added together for each house to determine the winner. Each year group in KS3 will have a winning house.</i>
Academy Shield	<b>Football, hockey, netball, academic quiz</b>	<i>The academy shield event is one in which lots of different pupils are able to go and compete against our other academies within the MAT at a number of sports. Having such a wide sporting event taking place in one academy is great for pupils to experience when large scale competition is like and to really get a feel for the atmosphere and energy the day brings to all involved.</i>
Academy Athletics (trust wide) (Summer)	<b>Athletics</b>	<i>This athletics event is for year 8 and 9 students only. The MAT comes together to compete for one last time in the academic year in Boston at the Princess Arena. This athletics stadium is a great venue due to having state of the art facilities which our pupils are able to use. The pupils complete in a range of track and field events, determining an overall winner of the trophy which is then displayed in that academy for the following academic year until the next summer when we compete again for the GDFT athletics title.</i>

## Year 10 PE and Sport

### **Knowledge, Qualifications and Assessment**

*What pupils will study during Year 10, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

<b>Unit Title</b>	<b>Periods</b>	<b>Learning Challenge</b> <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	<b>Learning Journey</b> <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	<b>Learning Consolidation</b> <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>




### **Qualities**

*During Year 10, pupils will have opportunities to develop the following BUILD qualities:*

<b>BUILD Quality</b>	<b>How the Year 10 PE and Sport curriculum contributes to developing this quality:</b>
<i>Respect</i>	
<i>Kindness</i>	
<i>Tolerance</i>	
<i>Resilience</i>	
<i>Creativity</i>	
<i>Positivity</i>	
<i>Integrity</i>	
<i>Aspiration</i>	
<i>Empathy</i>	

### **Skills**

*During Year 10, pupils will have opportunities to develop the following wider skills:*

<b>Skill Area</b>	<b>How the Year 10 PE and Sport curriculum contributes to developing this skill area:</b>
<i>Literacy &amp; Numeracy</i>	
<i>Communication</i>	
<i>Problem Solving</i>	
<i>Leadership</i>	
<i>Collaboration</i>	
<i>Metacognition</i>	
<i>Physical, Practical and Technical</i>	

Digital Literacy	
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**Enrichment**  
*During Year 10, the following events, visits, and trips will enrich the PE and Sport curriculum:*

<b>Event, Visit or Trip</b>	<b>Linked unit(s) of study</b>	<b>How the event, visit or trip enriches the curriculum:</b>
NGA games	All invasion games	This event hosts all of KS3 at different times to compete in football, basketball, handball and dodgeball. Year 10 pupils are given the opportunity to help lead the event by officiating and assisting in the general running of the day.
OAA competition (hunger games)	Orienteering	Pupils are given the chance to claim house points by using their new skills in a competitive setting. Pupils compete in classes to get points in small groups. The task is to find letters, as quickly as possible, solve the puzzle and avoid getting hit by the sponge balls. The rules of the game reflect the movie franchise 'the hunger games' which has made this competition a more popular one.

## Year 10 Sport Science

**Knowledge, Qualifications and Assessment**  
*What pupils will study during Year 10 sport science, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

<b>Unit Title</b>	<b>Periods</b>	<b>Learning Challenge</b>	<b>Learning Journey</b>	<b>Learning Consolidation</b>
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		What will pupils produce at the end of a unit to demonstrate their learning?	What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?	What prior learning will pupils consolidate using spaced retrieval and spaced practice?
R042 – LO1 Know the principles of training in a sporting context		<p><b>Pupils produce a report showing a basic/detailed/comprehensive knowledge and understanding of the principles of training and how the principles of training can be applied.</b></p> <p><b><u>Final documents include:</u></b></p> <p><b>Report on principles of training.</b></p>	<p><b>Pupils will learn about each of the principles of training:</b></p> <p><b>Progression (progressive overload)</b></p> <p><b>Specificity</b></p> <p><b>Overload</b></p> <p><b>Reversibility</b></p> <p><b>Moderation</b></p> <p><b>Variance</b></p> <p><b>Pupils will then be taught to apply these principles to sporting examples.</b></p>	
R042 – LO2 Know how training methods target different fitness components		<p><b>Pupils produce a PPT presentation/report showing knowledge and understanding of aerobic and anaerobic exercise, the components of fitness and specific training methods for each of the fitness components.</b></p> <p><b><u>Final documents include:</u></b></p> <p><b>PPT/Report</b></p> <p><b>Table to show fitness methods working in combination to improve more than one component.</b></p>	<p><b>Pupils will learn the difference between aerobic and anaerobic exercise. They will also learn methods of training aerobically and anaerobically, applying both to sporting examples.</b></p> <p><b>Pupils will then learn the components of fitness:</b></p> <p><b><u>Physical components -</u></b></p> <p><b>Muscular Strength</b></p> <p><b>Flexibility</b></p> <p><b>Muscular endurance</b></p> <p><b>Cardiovascular endurance</b></p> <p><b>Body composition</b></p> <p><b><u>Skill-related components -</u></b></p> <p><b>Agility</b></p> <p><b>Power</b></p> <p><b>Coordination</b></p> <p><b>Balance</b></p> <p><b>Reaction time</b></p> <p><b>Speed</b></p>	

			<p><i>They will then be taught to apply the above components to sporting contexts, giving examples throughout.</i></p> <p><i>Pupils will also learn about specific training methods for each of the fitness components, making links and giving examples for each of the following:</i></p> <p><i>Continuous training</i>  <i>Fartlek training</i>  <i>Interval training</i>  <i>(which all come under cardiovascular training)</i></p> <p><i>Resistance training</i>  <i>Circuit training</i>  <i>Weight training</i>  <i>(which all come under resistance training)</i></p> <p><i>Plyometric training</i>  <i>(which comes under power training)</i></p> <p><i>Static stretching</i>  <i>Active stretching</i>  <i>Passive stretching (including PNF stretching)</i>  <i>Dynamic stretching</i>  <i>(which all come under flexibility training)</i></p> <p><i>SAQ training</i>  <i>Ladders</i>  <i>Hurdles</i></p>	
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			<p><b><i>Movement in various directions (which all come under agility training)</i></b></p> <p><b><i>Balance boards Exercise balls (which all come under balance training)</i></b></p> <p><b><i>Pupils will then finish off with learning about how these methods of training can work to improve a combination of components of fitness, linking this to sporting contexts and training scenarios.</i></b></p> <p><b><i>Pupils are required to be able to state which types of athletes, perhaps with an athlete in mind would benefit from certain types of training and how they would benefit in terms of their fitness levels both skill-related and/ or physically.</i></b></p>	
R042 – LO3 – Be able to conduct fitness tests		<p><b><i>Pupils will produce a PPT showing knowledge and understanding of tests that assess fitness. Pupils must also collect fitness test data, producing a report to interpret the results of fitness tests.</i></b></p> <p><b><i><u>Final documents include:</u></i></b>  <b><i>PPT of fitness test protocols with Normative data, Table of test results Report to interpret test results.</i></b></p>	<p><b><i>Pupils will learn about tests that assess fitness such as:</i></b>  <b><i>Multi stage fitness test, standing stork test, agility test, wall, ball toss test, Hand grip dynamometer test, vertical jump test, standing long jump test, 30 second sit up test, cooper run, Harvard step test and sit and reach test.</i></b>  <b><i>Pupils will learn about validity, reliability and normative data in order to be able to interpret results effectively.</i></b>  <b><i>Pupils will also gain an understanding of the importance of test sequencing.</i></b>  <b><i>Key terms which will be covered are:</i></b></p>	

			<p><i>Maximal and submaximal tests, protocol, equipment.</i></p> <p><i>Pupils will learn how to interpret the results of fitness tests and be able to put this into context for an athlete / client.</i></p> <p><i>Finally, pupils will evaluate results and assess an individual's level of fitness through observing them during the tests for each area of fitness. Pupils must record results accurately and set up / administer the tests using the correct protocols they have learnt about. This helps with validity and reliability throughout.</i></p>	
<p><i>R042 – LO4 – Be able to develop fitness training programmes</i></p>		<p><i>Pupils will produce a 6 week training programme for a client, showing knowledge and understanding of how to design a fitness training programme and how to evaluate the effectiveness of the training programme.</i></p> <p><i><u>Final documents include:</u></i></p> <p><i>6 week programme,</i></p> <p><i>Pre and post test results table</i></p> <p><i>Report leading up to programme design</i></p> <p><i>Report evaluating findings (evaluation)</i></p>	<p><i>In this section pupils will learn how to design a fitness programme. They will be asked to gather information on a client and create a bio.</i></p> <p><i>Pupils will be taught how to make and administer a Physical Activity Readiness Questionnaire (PAR-Q) to their client.</i></p> <p><i>Pupils are then given the task to look at the information they are presented with and clarify the aims of the training programme based on their client.</i></p> <p><i>Pupils learn about SMART goals and how they help in the creation of the training programme to ensure progress is made for the client.</i></p> <p><i>Specific</i></p> <p><i>Measurable</i></p> <p><i>Achievable</i></p> <p><i>Realistic</i></p> <p><i>Timed</i></p>	

			<p><i>Pupils will also be taught to perhaps meet with their client at a mid-point to discuss SMART goals and if needed reassess. This is referred to as a client progress review.</i></p> <p><i>Pupils are taught about the importance of each aspect of SMART and how this shapes the programme. They are then able to apply this to their findings and information on their client.</i></p> <p><i>Pupils have to then decide on the duration of their programme (6 weeks is the general guide we try to keep everyone to), suitability of activities – ensuring they know what is too much / not enough for their client, and organisation of activities – when will they have rest days and work days.</i></p> <p><i>Pupils also have to learn about and apply adaptability – meaning they need to show some flexibility in their programme, if an outdoor space is unable to be used, can they move indoors? Pupils learn about FITT principles in LO1 and need to then retrieve this information to ensure they apply that to the programme so that it is progressive.</i></p> <p><i>Pupils will also learn how to evaluate the effectiveness of the training programme. They will learn to measure improvements and reflect on their own design and the clients efforts and capabilities. Pupils will be asked to reflect on what changes they could make moving forward and the improvements</i></p>	
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			<i>they would make to the programme if they were to do it again.</i>	
<b>OPTIONAL</b> <i>R043 – Body in action / R044 – Sport Psychology/ R046 – Technology in sport</i>		<i>Below is the content for each option...</i>		
<b>Option 1</b> <i>R043 – Body in action</i>				
<i>R043 – LO1 Know the key components of the musculo-skeletal and cardio-respiratory systems, their function and roles.</i>		<i>Pupils will produce a report/ppt showing their knowledge and understanding of key components of both the musculo-skeletal and cardio-respiratory systems and the role of each during physical activity.</i>	<i>Pupils will learn...</i>	
<i>R043 – LO2 Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness</i>		<i>Pupils will produce a report/ppt showing their knowledge and understanding of the benefits of cardio-respiratory fitness in everyday life, benefits of muscular strength and flexibility and the benefits of muscular endurance.</i>	<i>During this section pupils will be taught ...</i>	
<i>R043 – LO3 Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</i>		<i>Pupils will produce a report/ppt showing their knowledge and understanding of different short-term effects of physical activity on the musculo-skeletal and cardio-respiratory system, and reasons for these. They will also collect and produce data tables to show their knowledge and understanding of ways to measure and record the short-term effects of physical activity on both systems.</i>	<i>Pupils will learn...</i>	
<i>R043 – LO4 Be able to assess the long term effects of physical activity</i>		<i>Pupils will produce a report showing their knowledge and understanding of long-term effects of physical activity on</i>	<i>Within this section pupils will learn...</i>	



<i>on the musculo-skeletal and cardio-respiratory systems</i>		<i>the musculo-skeletal and cardio-respiratory system, and reasons for these. They will also collect and produce further data/ data analysis to show their knowledge and understanding of ways to measure and record the long-term effects of physical activity on both</i>		
<b>OPTION 2</b> <b>R044 – Sports psychology</b>				
<i>R044 – LO1 Understand the relationship between personality and performance</i>		<i>Pupils will produce a poster to show their knowledge and understanding of personality types, how personality can affect performance and choices and the difference between trait and social learning theory.</i>	<i>Pupils will learn...</i>	
<i>R044 – LO2 Know how motivation can affect sports performance</i>		<i>Pupils will produce a PPT to show their knowledge and understanding of types of motivation, the effects of motivation on performance and achievement motivation and how it affects performance.</i>	<i>Pupils will be taught...</i>	
<i>R044 – LO3 Know how aggression can affect sports performance</i>		<i>Pupils will produce a PPT to show their knowledge and understanding of aggression, theories relating to aggression and theories that explain aggression.</i>	<i>During this section pupils will learn...</i>	
<i>R044 – LO4 Understand the impact of arousal and anxiety on sports performance</i>		<i>Pupils will produce a PPT to show their knowledge and understanding of arousal, theories relating to arousal and ways to measure anxiety in sport. Pupils will also complete 5 SCAT tests to demonstrate ways to measure anxiety.</i>	<i>Pupils will be taught...</i>	
<i>R044 – LO5 Be able to apply sport psychology strategies to enhance sports performance.</i>		<i>Pupils will produce a report, accompanied by observations of performance and pre/post test results which shows their knowledge and</i>	<i>Within this section pupils will ...</i>	

		<i>understanding of the use of goal setting for motivation in sport, the use of mental rehearsal, imagery and relaxation techniques and how to assess whether strategies have had an impact on sports performance.</i>		
<b>Option 3</b> <b>R046 – Technology in Sport</b>				
R046 - LO1				
R046 - LO2				
R046 - LO3				
R046 - LO4				

*During Year 10 sport science, pupils will have opportunities to develop the following BUILD qualities:*

<b>BUILD Quality</b>	<b>How the Year 10 Sport Science curriculum contributes to developing this quality:</b>
<i>Respect</i>	
<i>Kindness</i>	
<i>Tolerance</i>	
<i>Resilience</i>	
<i>Creativity</i>	
<i>Positivity</i>	
<i>Integrity</i>	
<i>Aspiration</i>	
<i>Empathy</i>	

### **Skills**

*During Year 10 sport science, pupils will have opportunities to develop the following wider skills:*

<b>Skill Area</b>	<b>How the Year 10 Sport science curriculum contributes to developing this skill area:</b>

<i>Literacy &amp; Numeracy</i>	
<i>Communication</i>	
<i>Problem Solving</i>	
<i>Leadership</i>	
<i>Collaboration</i>	
<i>Metacognition</i>	
<i>Physical, Practical and Technical</i>	
<i>Digital Literacy</i>	

### **Enrichment**

*During Year 10 sport science, the following events, visits, and trips will enrich the PE and Sport curriculum:*

<b>Event, Visit or Trip</b>	<b>Linked unit(s) of study</b>	<b>How the event, visit or trip enriches the curriculum:</b>
<i>NGA games</i>	<b><i>All invasion games</i></b>	<b><i>This event brings all of our Year 7 pupils together for a competition in four different invasion games. Pupils are given the chance to represent their house in a game of their choice and all pupils contribute to and take part in this house competition.</i></b>
<i>OAA competition (hunger games)</i>	<b><i>Orienteering</i></b>	
<i>Athletics house competition</i>	<b><i>Athletics</i></b>	
<i>Indoor athletics (trust wide)</i>	<b><i>Athletics</i></b>	
<i>Rounders house competition</i>	<b><i>Rounders</i></b>	
<i>Netball house competition</i>	<b><i>Netball</i></b>	

### **Year 11 PE and Sport**

#### **Knowledge, Qualifications and Assessment**

*What pupils will study during Year 11, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

<b>Unit Title</b>	<b>Periods</b>	<b>Learning Challenge</b> <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	<b>Learning Journey</b> <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	<b>Learning Consolidation</b> <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
<i>Handball</i>	<b>4</b>			
<i>Football</i>	<b>4</b>			
<i>Gymnastics</i>	<b>4</b>			
<i>Netball</i>	<b>6</b>			
<i>Orienteering</i>	<b>4</b>			
<i>Softball (Taster)</i>	<b>2</b>			
<i>Rounders</i>	<b>6</b>			
<i>Athletics</i>	<b>6</b>			
<i>Summer Games</i>	<b>1</b>			

### **Qualities**

*During Year 11, pupils will have opportunities to develop the following BUILD qualities:*

<b>BUILD Quality</b>	<b>How the Year 11 PE and Sport curriculum contributes to developing this quality:</b>
<i>Respect</i>	
<i>Kindness</i>	
<i>Tolerance</i>	
<i>Resilience</i>	
<i>Creativity</i>	
<i>Positivity</i>	
<i>Integrity</i>	
<i>Aspiration</i>	
<i>Empathy</i>	

***Skills***

*During Year 11, pupils will have opportunities to develop the following wider skills:*

<b><i>Skill Area</i></b>	<b><i>How the Year 11 PE and Sport curriculum contributes to developing this skill area:</i></b>
<i>Literacy &amp; Numeracy</i>	
<i>Communication</i>	
<i>Problem Solving</i>	
<i>Leadership</i>	
<i>Collaboration</i>	
<i>Metacognition</i>	
<i>Physical, Practical and Technical</i>	
<i>Digital Literacy</i>	

**Enrichment**

*During Year 11, the following events, visits, and trips will enrich the PE and Sport curriculum:*

<b>Event, Visit or Trip</b>	<b>Linked unit(s) of study</b>	<b>How the event, visit or trip enriches the curriculum:</b>
NGA games	<b>All invasion games</b>	<b><i>This event brings all of our Year 7 pupils together for a competition in four different invasion games. Pupils are given the chance to represent their house in a game of their choice and all pupils contribute to and take part in this house competition.</i></b>
OAA competition (hunger games)	<b>Orienteering</b>	
Athletics house competition	<b>Athletics</b>	
Indoor athletics (trust wide)	<b>Athletics</b>	
Rounders house competition	<b>Rounders</b>	
Netball house competition	<b>Netball</b>	

**Year 11 Sport science****Knowledge, Qualifications and Assessment**

*What pupils will study during Year 11 sport science, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

<b>Unit Title</b>	<b>Periods</b>	<b>Learning Challenge</b> <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	<b>Learning Journey</b> <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	<b>Learning Consolidation</b> <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
LO1 – Understanding different factors which influence the risk of injury	<b>6</b>	<b>Extrinsic/ Intrinsic factors</b>		

<i>(Blocking)</i>				
LO2 – Understand how appropriate warm up and cool down routines can help prevent injury <i>(Blocking)</i>	<b>2</b>	<b>Components of a warm up and cool down</b> <b>Physical/ Psychological benefits of a warm up and cool down</b> <b>Specific needs to consider when planning a warm up and cool down</b>		
LO3 – Know how to respond to injuries within a sporting context	<b>4</b>			<i>Interim assessment on LO1 – extrinsic factors</i>
LO4 – Know how to respond to common medical conditions	<b>2</b>			
<b>Optional Units</b> <b>R045 - Nutrition/ R046 - Technology</b>				
R045 - LO1				
R045 - LO2				
R045 - LO3				
R045 - LO4				

*During Year 11 sport science, pupils will have opportunities to develop the following BUILD qualities:*

<b><i>BUILD Quality</i></b>	<b><i>How the Year 11 Sport Science curriculum contributes to developing this quality:</i></b>
<i>Respect</i>	
<i>Kindness</i>	
<i>Tolerance</i>	
<i>Resilience</i>	
<i>Creativity</i>	
<i>Positivity</i>	
<i>Integrity</i>	
<i>Aspiration</i>	
<i>Empathy</i>	

***Skills***



*During Year 11 , pupils will have opportunities to develop the following wider skills:*

<b>Skill Area</b>	<b>How the Year 7 PE and Sport curriculum contributes to developing this skill area:</b>
<i>Literacy &amp; Numeracy</i>	
<i>Communication</i>	
<i>Problem Solving</i>	
<i>Leadership</i>	
<i>Collaboration</i>	
<i>Metacognition</i>	
<i>Physical, Practical and Technical</i>	
<i>Digital Literacy</i>	

### **Enrichment**

*During Year 7, the following events, visits, and trips will enrich the PE and Sport curriculum:*

<b>Event, Visit or Trip</b>	<b>Linked unit(s) of study</b>	<b>How the event, visit or trip enriches the curriculum:</b>
<i>NGA games</i>	<i>All invasion games</i>	<i>This event brings all of our Year 7 pupils together for a competition in four different invasion games. Pupils are given the chance to represent their house in a game of their choice and all pupils contribute to and take part in this house competition.</i>
<i>OAA competition (hunger games)</i>	<i>Orienteering</i>	
<i>Athletics house competition</i>	<i>Athletics</i>	
<i>Indoor athletics (trust wide)</i>	<i>Athletics</i>	
<i>Rounders house competition</i>	<i>Rounders</i>	
<i>Netball house competition</i>	<i>Netball</i>	

## Year 12 Level 3 Sport and physical activity

### **Knowledge, Qualifications and Assessment**

*What pupils will study during Year 12, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

<b>Unit Title</b>	<b>Periods</b>	<b>Learning Challenge</b> <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	<b>Learning Journey</b> <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	<b>Learning Consolidation</b> <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
<i>Unit 1 – LO1 Understand the skeletal system in relation to exercise and physical activity</i>		<b><i>Pupils will sit and external exam in which 15-25% will be based on this content</i></b>	<b><i>Axial appendicular skeletons, identifying bones, the functions of the skeleton and how they link to different types of bones, Classification of joints, type of synovial joints, structure and function of synovial joints, joint movements, structure and function of the vertebral column, the impact of physical activity, training and lifestyle on the skeletal system</i></b>	<b><i>Any students who studied Sport Science at level 2 will be able to retrieve information from R043 – Body in action. LO1 skills from R043 which can be useful during this unit are: Bone identification and key words, Identifying synovial joints and connective tissue, Functions of the skeletal system</i></b>
<i>Unit 1 – LO2 Understand the muscular system in relation to exercise and physical activity</i>		<b><i>Pupils will sit and external exam in which 15-25% will be based on this content</i></b>	<b><i>Main muscles acting at synovial joints, type of muscle function and contraction, structure and function of muscles fibre types and the impact fibre types have on performance, the impact of physical activity, training and lifestyle on the muscular system.</i></b>	
<i>Unit 1 – LO3 Understand the cardiovascular system in relation to exercise and physical activity</i>		<b><i>Pupils will sit and external exam in which 15-25% will be based on this content</i></b>	<b><i>The structure of the heart and their roles, stroke volume, heart rate and cardiac output, structure of blood vessels, components and functions of blood, vascular shunt mechanism and the role of arterioles and pre-capillary sphincters, the impact of physical</i></b>	

			<i>activity, training and lifestyle on the cardiovascular system.</i>	
<i>Unit 1 – LO4 Understand the respiratory system in relation to exercise and physical activity</i>		<i>Pupils will sit and external exam in which 15-25% will be based on this content</i>	<i>The structures of the lungs and their roles, the mechanics of breathing and the respiratory muscles used during exercise, gaseous exchange at the alveoli, tidal volume, breathing frequency and minute ventilation, the impact of physical activity, training and lifestyle on the respiratory system</i>	
<i>Unit 1 – LO5 Understand the different energy systems in relation to exercise and physical activity</i>		<i>Pupils will sit and external exam in which 5-15% will be based on this content</i>	<i>The three energy system, the energy continuum: how intensity and duration of exercise determines which energy system is predominant, the energy continuum: the recovery process for each energy system,</i>	
<i>Unit 2 – LO1 Know the roles and responsibilities of sports coaches and activity leaders (P1, P2, P3)</i>		<i>Produce a report which describes the roles and responsibility of sports coaches and activity leaders as well as how they support healthy active lifestyles. Students will also need to compare the different roles and responsibilities of those involved in teaching and delivery sport.</i>	<i>During this section students will learn about the roles of sports coaches and activity leaders as well as the responsibilities of sports coaches and activity leaders. They will learn how the role and responsibilities involved in teaching and delivering sport differ between the types of people/ leaders who are responsible for the session. Students will be able to differentiate the key elements to sports and activity leadership such as coach, activity leader and PE teacher.</i>	
<i>Unit 2 – LO2 Understanding principles which underpin coaching and leading (P4, M1)</i>		<i>Produce a report which explains how different activity leadership styles and personalities can support different stages of group development. Students must then evaluate the importance of different attributes in supporting the</i>	<i>During this section students will learn about principles of leadership and the importance of group dynamics.</i>	

		<b><i>principles of activity leadership and group dynamics.</i></b>		
<b><i>Unit 2 – LO4 Be able to plan sports and activity sessions (P6, P7, M3, D1)</i></b>		<b><i>Students must produce 6 session plans for a specific group which are progressive, inclusive and based on the participants needs. Students must also explain how a series of sessions might need to be adapted based on participants rate of improvement over time.</i></b>	<b><i>In this section students will review participants’ needs, considering which could influence coaching sessions. They will be taught how and why they must take into account key considerations when planning sports/activity sessions and how best to plan using SMART goal setting for all types of participants.</i></b>	
<b><i>Unit 2 – LO5/ LO6/ LO7 Be able to prepare, deliver and review sport and activity sessions (P8, P9, P10, P11, P12, M4, M5, D2)</i></b>		<b><i>Students must prepare a safe activity environment appropriate to the participants involved, explaining how participants safety was maintained. They must deliver warm ups appropriate to activities, deliver using effective communication and motivation techniques. Students must also bring sessions to an appropriate, planned conclusion offering and obtaining feedback to/from the participants involved. Students will be observed delivering a series of sessions where participants’ progression and needs are evaluated and sessions are adapted accordingly.</i></b>	<b><i>During this section students will learn how to prepare equipment for sports sessions as well as preparing the environment for sports sessions. Within this they will be taught how to assess and minimis risks before sport sessions even begin. Students will also learn about the appropriate safeguarding policies and procedures and how to ensure you are preparing participants for sport sessions, including delivering warm-up activities which are appropriate for the participants and sessions. Students will be expected to be delivering sport sessions, concluding coaching sessions and reviewing sport sessions once they have been done.</i></b>	
<b><i>Unit 2 – LO3 Understand methods to improve skills, techniques and tactics in sport (P5, M2)</i></b>		<b><i>Students must produce a presentation and detailed notes to show methods to improve skills, techniques and tactics in sport.</i></b>	<b><i>During this section students will learn methods for identifying strengths and weaknesses in skills as well as classification of skills and it’s links to types of practice. Students will also learn methods for measuring improvement in skills, techniques and deployment of tactics.</i></b>	

Unit 18 -				
Unit 18 -				
Unit 11? -				

### **Qualities**

*During Year 12/13, pupils will have opportunities to develop the following BUILD qualities:*

<b>BUILD Quality</b>	<b>How the Year 12/13 level 3 sport curriculum contributes to developing this quality:</b>
<i>Respect</i>	
<i>Kindness</i>	
<i>Tolerance</i>	
<i>Resilience</i>	
<i>Creativity</i>	
<i>Positivity</i>	
<i>Integrity</i>	
<i>Aspiration</i>	
<i>Empathy</i>	

**Skills**

*During Year 12/13, pupils will have opportunities to develop the following wider skills:*

<b>Skill Area</b>	<b>How the Year 12/13 level 3 sport curriculum contributes to developing this skill area:</b>
<i>Literacy &amp; Numeracy</i>	
<i>Communication</i>	
<i>Problem Solving</i>	
<i>Leadership</i>	
<i>Collaboration</i>	
<i>Metacognition</i>	
<i>Physical, Practical and Technical</i>	
<i>Digital Literacy</i>	

**Enrichment**

*During Year 12/13, the following events, visits, and trips will enrich the PE and Sport curriculum:*

<b>Event, Visit or Trip</b>	<b>Linked unit(s) of study</b>	<b>How the event, visit or trip enriches the curriculum:</b>
NGA games	<b>All invasion games</b>	<b><i>This event brings all of our Year 7 pupils together for a competition in four different invasion games. Pupils are given the chance to represent their house in a game of their choice and all pupils contribute to and take part in this house competition.</i></b>
OAA competition (hunger games)	<b>Orienteering</b>	
Athletics house competition	<b>Athletics</b>	
Indoor athletics (trust wide)	<b>Athletics</b>	
Rounders house competition	<b>Rounders</b>	
Netball house competition	<b>Netball</b>	

## **Year 7 PE and Sport**

### **Knowledge, Qualifications and Assessment**

*What pupils will study during Year 7, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.*

<b>Unit Title</b>	<b>Periods</b>	<b>Learning Challenge</b> <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	<b>Learning Journey</b> <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	<b>Learning Consolidation</b> <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Handball	<b>4</b>			
Football	<b>4</b>			
Gymnastics	<b>4</b>			
Netball	<b>6</b>			
Orienteering	<b>4</b>			
Softball (Taster)	<b>2</b>			

<i>Rounders</i>	<b>6</b>			
<i>Athletics</i>	<b>6</b>			
<i>Summer Games</i>	<b>1</b>			

### **Qualities**

*During Year 7, pupils will have opportunities to develop the following BUILD qualities:*

<b>BUILD Quality</b>	<b>How the Year 7 PE and Sport curriculum contributes to developing this quality:</b>
<i>Respect</i>	
<i>Kindness</i>	
<i>Tolerance</i>	
<i>Resilience</i>	
<i>Creativity</i>	
<i>Positivity</i>	
<i>Integrity</i>	
<i>Aspiration</i>	
<i>Empathy</i>	



### **Skills**

*During Year 7, pupils will have opportunities to develop the following wider skills:*

<b>Skill Area</b>	<b>How the Year 7 PE and Sport curriculum contributes to developing this skill area:</b>
<i>Literacy &amp; Numeracy</i>	
<i>Communication</i>	
<i>Problem Solving</i>	
<i>Leadership</i>	
<i>Collaboration</i>	
<i>Metacognition</i>	
<i>Physical, Practical and Technical</i>	
<i>Digital Literacy</i>	

### **Enrichment**

*During Year 7, the following events, visits, and trips will enrich the PE and Sport curriculum:*

<b><i>Event, Visit or Trip</i></b>	<b><i>Linked unit(s) of study</i></b>	<b><i>How the event, visit or trip enriches the curriculum:</i></b>
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<i>Athletics house competition</i>	<b><i>Athletics</i></b>	
<i>Indoor athletics (trust wide)</i>	<b><i>Athletics</i></b>	
<i>Rounders house competition</i>	<b><i>Rounders</i></b>	
<i>Netball house competition</i>	<b><i>Netball</i></b>	