

# Physical Education @ Caedmon

## National curriculum for: Purpose of study

A high-quality physical education curriculum inspires all students to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## Aims of the National curriculum for Physical Education

The national curriculum for physical education aims to ensure that all students:

- ♣ develop competence to excel in a broad range of physical activities
- ♣ are physically active for sustained periods of time
- ♣ engage in competitive sports and activities
- ♣ lead healthy, active lives.

## Aims of our Caedmon curriculum for Physical Education

The CCW physical education vision aims to ensure that students: become physically literate- developing competence and confidence in a broad range of physical activities to be the best they can be; are physically active for sustained periods of time; engage in competitive sports and physical activities. PE at CCW aims to develop students holistically via the deliberate development of 'personal skills', such as resilience, teamwork, tolerance enriching their cultural capital. We positively promote physical activity so that students will be enthused and inspired to lead healthy, active lives now and into adulthood. This is achieved through inclusive practice, mastery of learning and progress. We promote participation and encourage excellence

## Year 7 Boys Physical Education @ Caedmon

Our aim in Year 7: is to inspire students to develop competence in a broad range of physical activities which develop further on core skills learnt during Key stage 2. Students will use a range of skills and techniques to overcome opponents in competitive situations which develop resilience and understanding of team and individual sports and activities. Learning will enable students to understand what makes an effective performance and how to apply this knowledge at the appropriate time.

An appreciation of long term benefits from physical activity for sustained periods of time will help promote engagement through wider opportunities in our community and extensive extracurricular provision.

	Topics, themes and skills covered	Assessment
Autumn 1	Football Gymnastics	First half term baseline assessments. Skills/tactics, fitness, evaluation and improvement, personal skills, school club links. Resilience and adaptability.
Autumn 2	Rugby Dance	Determination and dedication.
Spring 1	Net Games Hockey or Basketball	Teamwork, tolerance, caring.
Spring 2	Football Gymnastics	Self-confidence, self-expression.
Summer 1	Athletics Tennis	Responsibility, independence.
Summer 2	Athletics Cricket Softball (3 weeks)	Self-reliance, leadership.

## Year 8 Boys Physical Education @ Caedmon

Our aim in Year 8: is to further advance the skills and knowledge learnt in Year 7 with activities that promote regular physical activity for sustained periods of time. Students can make informed decisions surrounding their own physical activity in order to lead an active lifestyle. Students begin to further compare their own performance and identify how to improve their personal best through evaluation.

Students have the opportunity to engage in a board extra-curricular provision at all levels. Competing at local and regional level students develop aspirations and passion for competition which enables us to 'be the best we can be'.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Football Basketball	First half term baseline assessments. Resilience and adaptability.
<b>Autumn 2</b>	Rugby Dance	Determination and dedication.
<b>Spring 1</b>	Net Games Hockey	Teamwork, tolerance, caring.
<b>Spring 2</b>	Gymnastics Football	Self-confidence, self-expression.
<b>Summer 1</b>	Athletics Tennis	Responsibility, independence.
<b>Summer 2</b>	Athletics Cricket Softball (3 weeks)	Self-reliance, leadership.

## Year 9 Boys Physical Education @ Caedmon

Our aim in Year 9: is to enhance skills, knowledge and concepts through complex and demanding physical activities. Students are expected to evaluate their own performance and adapt appropriately in a range of environments. A wide range of activities helps create a healthy active future for students who recognise the importance of regular sustained physical activity. Links to extensive school and out of school competition is valued as students are able to compete at their highest level. Opportunity to experience sports leadership helps students develop key skills and confidence to lead others through collaboration with our primary schools. Students are aware of the benefits of physical activity and make informed lifestyle choices to reflect this.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Fitness Basketball	First half term baseline assessments. Resilience and adaptability.
<b>Autumn 2</b>	Football Rugby	Determination and dedication.
<b>Spring 1</b>	Cross country	Teamwork, tolerance, caring.
<b>Spring 2</b>	Badminton Volleyball	Self-confidence, self-expression.
<b>Summer 1</b>	Athletics Tennis	Responsibility, independence.
<b>Summer 2</b>	Athletics Cricket Softball (3 weeks)	Self-reliance, leadership.

## Year 10 BTEC Sport @ Caedmon

Our aim in Year 10 is to exploring the methods used to improve sports performance by studying in detail the factors that affect the way we compete. Focusing on components of fitness incorporating aspects of the industry such as fitness testing and training will enable students to gain an insight to how professional operate. Students will become familiar with a wide range of vocational knowledge from the sector which will be applied in a work-related context. The course will allows students to develop knowledge whilst developing a range of practical skills which involve performance in a range of sports.  
Refine your own practical performance through reflection.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Unit 1 Fitness for Sport and Exercise Components of fitness	Four units in total across two years.  Unit 1 online exam - external assessment.  Prepared for in lessons and completed using a computer in school.  Three remaining units are coursework based - internally assessed.  This could include written, practical performance and verbal presentation.
<b>Autumn 2</b>	Fitness training methods	
<b>Spring 1</b>	Fitness testing (Online assessment)	
<b>Spring 2</b>	Unit 2 Practical sports performance Rules, Regulations and Scoring	
<b>Summer 1</b>	Practically demonstrate skills in sports	
<b>Summer 2</b>	Reviewing your own performance	

## Year 10 GCSE PE @ Caedmon

Our aim in Year 10 is to build on the strands/key processes of our KS3 core PE programme, offering a course that is broad, coherent and practical; encourage learners to be inspired, motivated and challenged enabling them to make informed decisions about further learning opportunities and career pathways in the sport and active leisure industry or related courses such as psychology, sociology or biology. Aim to equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities & understand the benefits to health, fitness and well-being.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	<p><b>Applied Anatomy &amp; Physiology</b></p> <ul style="list-style-type: none"> <li>• Major Bones &amp; Function of the Skeleton</li> </ul> <p>Synovial Joints, ligaments tendons and cartilage</p> <ul style="list-style-type: none"> <li>• Movement of Hinge and Ball &amp; Socket Joints</li> <li>• Major muscle groups and roles that they play</li> </ul>	<p>Topic Tests Unit Test</p> <p><b>Practical Activity Assessment is Continual (3 best areas: 2 team/1 individual or 2 individual/1 team Activity)</b></p>
<b>Autumn 2</b>	<p>Planes of Movement and Axes of Rotation Structure and function of the Cardiovascular System Structure and function of the Respiratory System</p>	<p>Topic Tests 'Unofficial' Trial Exam on work done so far</p> <p><b>Practical Activity Assessment is Continual (3 best areas: 2 team/1 individual or 2 individual/1 team Activity)</b></p>
<b>Spring 1</b>	<p>Structure and function of the Respiratory System (continued) Aerobic and anaerobic exercise Short-term effects of exercise</p>	<p>Topic Tests Unit Test</p> <p><b>Practical Activity Assessment is Continual (3 best areas: 2 team/1 individual or 2 individual/1 team Activity)</b></p>
<b>Spring 2</b>	<p>Long-term (training) effects of exercise</p> <p><b>Applying the Principles of Physical Training</b> Components of Fitness Principles of training</p>	<p>Topic Tests Unit Test</p> <p><b>Practical Activity Assessment is Continual (3 best areas: 2 team/1 individual or 2 individual/1 team Activity)</b></p>
<b>Summer 1</b>	<p>Optimising Training Injury Prevention</p> <p><b>Socio Cultural Issues &amp; Sports Psychology</b> Engagement in Physical activity &amp; Sport in the UK</p>	<p>Topic Tests Unit Test</p> <p><b>Practical Activity Assessment is Continual (3 best areas: 2 team/1 individual or 2 individual/1 team Activity)</b></p>
<b>Summer 2</b>	<p><b>Commercialisation of Sport</b></p> <p><b>Analysis &amp; Evaluation of Performance (AEP - 14 hour Controlled Assessment)</b></p>	<p>Y10 (Trials) Exam</p> <p><b>Practical Activity Assessment is Continual (3 best areas: 2 team/1 individual Activity)</b></p> <p><b>Analysis &amp; Evaluation of Performance (AEP - 14 hour Controlled Assessment)</b></p>

## Year 11 GCSE PE @ Caedmon

Our aim in Year 11 is to continue from Year 10 offering a broad, coherent and practical course; to encourage learners to be inspired, motivated and challenged enabling them to make informed decisions about further learning opportunities and career pathways in the sport and active leisure industry or related courses such as psychology, sociology or biology. Aim to equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Drugs in sport <b>Sports Psychology</b> Characteristics of skilful movement Classification of skills	Topic Tests Unit Test  <b>Practical Activity Assessment is Continual (3 best areas: 2 team/1 individual or 2 individual/1 team Activity)</b>
<b>Autumn 2</b>	Goal setting Mental preparation Types of guidance Types of feedback	Topic Tests Trial Exam #1  <b>Practical Activity Assessment is Continual (3 best areas: 2 team/1 individual or 2 individual/1 team Activity)</b>
<b>Spring 1</b>	<b>Health, fitness and well-being</b> Health, fitness and well-being Diet and nutrition	Trial Exam #2  <b>Practical Activity Assessment is Continual (3 best areas: 2 team/1 individual or 2 individual/1 team Activity)</b>
<b>Spring 2</b>	Revision/Intervention and Workshops	Topic Tests Unit Tests and Practice Papers  <b>Practical Activity Assessment is Continual (3 best areas: 2 team/1 individual or 2 individual/1 team Activity)</b>
<b>Summer 1</b>	Revision/Intervention and Workshops	Unit Tests and Practice Papers  <b>OCR EXAM: Physical factors affecting performance (01) 60 marks 1 hour written paper</b>  <b>OCR EXAM: Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper</b>
<b>Summer 2</b>		

## Year 7 Girls Physical Education @ Caedmon

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An appreciation of long term benefits from physical activity for sustained periods of time will help promote engagement through wider opportunities in our community and extensive extra-curricular provision.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Gymnastic Netball	First half term baseline assessments.  Skills/tactics, fitness, evaluation and improvement, personal skills, school club links.  In PE we also assess personal skills <ul style="list-style-type: none"> <li>• Autumn 1: resilience and adaptability</li> <li>• Autumn 2: determination and dedication</li> <li>• Spring 1: Teamwork, tolerance, caring</li> <li>• Spring 2: self-confidence, self-expression</li> <li>• Summer 1: responsibility, independence</li> <li>• Summer 2: self-reliance, leadership.</li> </ul>
<b>Autumn 2</b>	Net Games Hockey	
<b>Spring 1</b>	Gymnastics Netball	
<b>Spring 2</b>	Dance Football	
<b>Summer 1</b>	Athletics Rounders	
<b>Summer 2</b>	Athletics Tennis	



## Year 8 Girls Physical Education @ Caedmon

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	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Gymnastics Netball	First half term baseline assessments.  Skills/tactics, fitness, evaluation and improvement, personal skills, school club links.  In PE we also assess personal skills: <ul style="list-style-type: none"> <li>• Autumn 1: resilience and adaptability</li> <li>• Autumn 2: determination and dedication</li> <li>• Spring 1: Teamwork, tolerance, caring,</li> <li>• Spring 2: self-confidence, self-expression</li> <li>• Summer 1: responsibility, independence</li> <li>• Summer 2: self-reliance, leadership.</li> </ul>
<b>Autumn 2</b>	Net Games Hockey	
<b>Spring 1</b>	Gymnastics Netball	
<b>Spring 2</b>	Dance Football	
<b>Summer 1</b>	Athletics Rounders	
<b>Summer 2</b>	Athletics Tennis	

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	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Hockey Football	First half term baseline assessments.  Skills/tactics, fitness, evaluation and improvement, personal skills, school club links.  In PE we also assess personal skills: <ul style="list-style-type: none"> <li>• Autumn 1: resilience and adaptability</li> <li>• Autumn 2: determination and dedication</li> <li>• Spring 1: Teamwork, tolerance, caring</li> <li>• Spring 2: self-confidence, self-expression</li> <li>• Summer 1: responsibility, independence</li> <li>• Summer 2: self-reliance, leadership.</li> </ul>
<b>Autumn 2</b>	Fitness Netball	
<b>Spring 1</b>	Cross Country	
<b>Spring 2</b>	Dance Net Games	
<b>Summer 1</b>	Athletics Rounders	
<b>Summer 2</b>	Athletics Tennis	