

Key Stage 3: Year 7

Term 1	Overall Curriculum Goals - developing the following Big Ideas: <ul style="list-style-type: none"> Co-ordination and the application of all components of fitness. How to work with aspirations towards a target or goal. How to take on and develop leadership roles and responsibility within sessions. To develop key skills in the sporting areas to be covered as part of the pupil's broader education To progress the students in a more competitive environment with an emphasis on the movement to extra-curricular competition. 														
	Key Year Aim - To develop key skills in the sporting areas to be covered as part of the pupil's sporting education. The focus of the year is to create the building blocks of performance in the sporting areas of study outlined below.														
	All activities are delivered on a carousel with groups completing one of the sporting areas in the terms listed below;														
	WC 02/09	WC 09/09	WC 16/09	WC 23/09	WC 30/09	WC 07/10	WC 14/10	WC 21/10	WC 04/11	WC 11/11	WC 18/11	WC 25/11	WC 02/12	WC 09/12	WC16/12
	Cross Country 1. Use of MSFT to assess aerobic endurance and speed. 2. Pacing. 3. Gradient and Terrain technique variation. 4. Team Racing over extended distance. 5. Individual race performance		Rugby League 1. Ball Carrying and Passing (Control in the central carry and passing over short distances) 2. Tackling Technique (With Safety and Control from a grounded position) 3. Play the Ball (With some Speed to Create space in attacking play) 4. Knowledge and Understanding of application of key rules in game play. Table Tennis 1. To be able to grip and hold the bat effectively. 2. To be able to push the ball some control from the backhand side. 3. To be able to push the forehand with some control and power. 4. To be able to drive the forehand with some control and power		Rugby League 5. Creation of Defensive Line Structure (To establish a line defensive position) 6. Development of decision making in attacking and defensive positions. 7. Kicking (To be able to kick the ball with some control in attacking play). 8. Demonstration of skill level through game performance. Table Tennis 5. To be able to drive the forehand with some control and power. 6. To be able to serve the ball with some control from a backhand position. 7. To be able to serve the ball with some control from a backhand position. 8. Demonstration of skill level through game performance. Volleyball 5. Spike (Attacking Skills in static drill situations) 6. Block (Defensive Skills in static drill situations) 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance.		Football 1. Dribbling (Some Control and Accuracy in drill conditions) 2. Passing (Sending and Receiving over short distances) 3. Creation of Space through movement with and without the ball (3 vs 1) 4. Shooting (Some Power and Accuracy from close range) Netball 1. Passing and handling (Sending and Receiving over varied distances) 2. Footwork (Landing and pivoting in drill situations) 3. Shooting. (BEEF development in static drill situations) 4. Dodging (Development of attacking principle in drill situations) Fitness 1. Heart Rate (To be able to monitor and assess the short-term Impact of exercise) 2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval) 3. Training methods to develop Muscular Endurance (Circuit) 4. Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)		Football 5. Tackling (With some Strength and Timing in 1 vs. 1 situations) 6. Heading (Attacking and Defensive context) 7. Width (Key attacking principle extending game play effectiveness) 8. Demonstration of skill level through game performance. Netball 5. Marking (Positioning and defensive principles in 1 vs 1 situations) 6. Creation of space through movement off the ball. (2 vs 2) 7. Knowledge and Understanding of application of key rules in game play. 8. Demonstration of skill level through game performance. Fitness 5. Training Methods to develop Agility (Plyometric, SAQ Training) 6. Training methods to develop Co-ordination (Pressure training) 7. Individual Training performance 8. Individual Training Performance		Football 1. Dribbling (Some Control and Accuracy in drill conditions) 2. Passing (Sending and Receiving over short distances) 3. Creation of Space through movement with and without the ball (3 vs 1) 4. Shooting (Some Power and Accuracy from close range) Netball 1. Passing and handling (Sending and Receiving over varied distances) 2. Footwork (Landing and pivoting in drill situations) 3. Shooting. (BEEF development in static drill situations) 4. Dodging (Development of attacking principle in drill situations) Fitness 1. Heart Rate (To be able to monitor and assess the short-term Impact of exercise) 2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval) 3. Training methods to develop Muscular Endurance (Circuit) 4. Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)		Football 5. Tackling (With some Strength and Timing in 1 vs. 1 situations) 6. Heading (Attacking and Defensive context) 7. Width (Key attacking principle extending game play effectiveness) 8. Demonstration of skill level through game performance. Netball 5. Marking (Positioning and defensive principles in 1 vs 1 situations) 6. Creation of space through movement off the ball. (2 vs 2) 7. Knowledge and Understanding of application of key rules in game play. 8. Demonstration of skill level through game performance. Fitness 5. Training Methods to develop Agility (Plyometric, SAQ Training) 6. Training methods to develop Co-ordination (Pressure training) 7. Individual Training performance 8. Individual Training Performance Interform		
	Key Vocabulary/Concepts/ideas														
	Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination Shared concepts and ideas of skill development; Attacking, Defending, Sending, Receiving, Pressure, Timing, Creation of Space, Outwitting opponents, Application of technique, Tactical knowledge, Control, Accuracy Shared Assessment conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain														
	WC 06/01	WC 13/01	WC 20/01	WC 27/01	WC 03/02	WC 10/02	WC 24/02	WC 03/03	WC 10/03	WC 17/03	WC 24/03	WC 31/03			
	Rugby League 1. Ball Carrying and Passing (Control in the central carry and passing over short distances) 2. Tackling Technique (With Safety and Control from a grounded position)		Rugby League 5. Creation of Defensive Line Structure (To establish a line defensive position) 6. Development of decision making in attacking and defensive positions.		Football 1. Dribbling (Some Control and Accuracy in drill conditions) 2. Passing (Sending and Receiving over short distances)		Football 5. Tackling (With some Strength and Timing in 1 vs. 1 situations) 6. Heading (Attacking and Defensive context) 7. Width (Key attacking principle extending game play effectiveness)		Rugby League 1. Ball Carrying and Passing (Control in the central carry and passing over short distances) 2. Tackling Technique (With Safety and Control from a grounded position)		Rugby League 5. Creation of Defensive Line Structure (To establish a line defensive position) 6. Development of decision making in attacking and defensive positions.				

Term 2	<p>3. Play the Ball (With some Speed to Create space in attacking play)</p> <p>4. Knowledge and Understanding of application of key rules in game play.</p> <p>Table Tennis</p> <ol style="list-style-type: none"> To be able to grip and hold the bat effectively. To be able to push the ball some control from the backhand side. To be able to push the forehand with some control and power. To be able to drive the forehand with some control and power <p>Volleyball</p> <ol style="list-style-type: none"> Creation of Time and Space (Key Attacking Principle in small sided conditioned games) Set (Performed with some Control, Height and Accuracy in drill situations) Defensive Volley (Performed with some Control, Height and Accuracy in drill situations) Serve (With some accuracy from an underhand position) 	<p>7. Kicking (To be able to kick the ball with some control in attacking play).</p> <p>8. Demonstration of skill level through game performance.</p> <p>Table Tennis</p> <ol style="list-style-type: none"> To be able to drive the forehand with some control and power. To be able to serve the ball with some control from a backhand position. To be able to serve the ball with some control from a backhand position. Demonstration of skill level through game performance. <p>Volleyball</p> <ol style="list-style-type: none"> Spike (Attacking Skills in static drill situations) Block (Defensive Skills in static drill situations) Demonstration of skill level through game performance. Demonstration of skill level through game performance. 	<p>3. Creation of Space through movement with and without the ball (3 vs 1)</p> <p>4. Shooting (Some Power and Accuracy from close range)</p> <p>Netball</p> <ol style="list-style-type: none"> Passing and handling (Sending and Receiving over varied distances) Footwork (Landing and pivoting in drill situations) Shooting. (BEEF development in static drill situations) Dodging (Development of attacking principle in drill situations) <p>Table Tennis</p> <ol style="list-style-type: none"> To be able to grip and hold the bat effectively. To be able to push the ball some control from the backhand side. To be able to push the forehand with some control and power. To be able to drive the forehand with some control and power <p>Fitness</p> <ol style="list-style-type: none"> Heart Rate (To be able to monitor and assess the short-term Impact of exercise) Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval) Training methods to develop Muscular Endurance (Circuit) Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval) 	<p>8. Demonstration of skill level through game performance.</p> <p>Netball</p> <ol style="list-style-type: none"> Marking (Positioning and defensive principles in 1 vs 1 situations) Creation of space through movement off the ball. (2 vs 2) Knowledge and Understanding of application of key rules in game play. Demonstration of skill level through game performance. <p>Table Tennis</p> <ol style="list-style-type: none"> To be able to drive the forehand with some control and power. To be able to serve the ball with some control from a backhand position. To be able to serve the ball with some control from a backhand position. Demonstration of skill level through game performance. <p>Fitness</p> <ol style="list-style-type: none"> Training Methods to develop Agility (Plyometric, SAQ Training) Training methods to develop Co-ordination (Pressure training) Individual Training performance Individual Training Performance 	<p>3. Play the Ball (With some Speed to Create space in attacking play)</p> <p>4. Knowledge and Understanding of application of key rules in game play.</p> <p>Table Tennis</p> <ol style="list-style-type: none"> To be able to grip and hold the bat effectively. To be able to push the ball some control from the backhand side. To be able to push the forehand with some control and power. To be able to drive the forehand with some control and power <p>Volleyball</p> <ol style="list-style-type: none"> Creation of Time and Space (Key Attacking Principle in small sided conditioned games) Set (Performed with some Control, Height and Accuracy in drill situations) Defensive Volley (Performed with some Control, Height and Accuracy in drill situations) Serve (With some accuracy from an underhand position) <p>Fitness</p> <ol style="list-style-type: none"> Heart Rate (To be able to monitor and assess the short-term Impact of exercise) Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval) Training methods to develop Muscular Endurance (Circuit) Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval) 	<p>7. Kicking (To be able to kick the ball with some control in attacking play).</p> <p>8. Demonstration of skill level through game performance.</p> <p>Table Tennis</p> <ol style="list-style-type: none"> To be able to drive the forehand with some control and power. To be able to serve the ball with some control from a backhand position. To be able to serve the ball with some control from a backhand position. Demonstration of skill level through game performance. <p>Volleyball</p> <ol style="list-style-type: none"> Spike (Attacking Skills in static drill situations) Block (Defensive Skills in static drill situations) Demonstration of skill level through game performance. Demonstration of skill level through game performance. <p>Fitness</p> <ol style="list-style-type: none"> Training Methods to develop Agility (Plyometric, SAQ Training) Training methods to develop Co-ordination (Pressure training) Individual Training performance Individual Training Performance
	Key Vocabulary/Concepts/ideas					

Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination, Reaction Time
 Shared concepts and ideas of skill development; Attacking, Defending, Sending, Receiving, Pressure, Timing, Creation of Space, Outwitting opponents, Application of technique, Tactical knowledge, Control, Accuracy, Height, Structure,
 Shared Assessment conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration
Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain

Term 3	WC 21/04	WC 28/04	WC 05/05	WC 12/05	WC 19/05	WC 02/06	WC 09/06	WC 16/06	WC 23/06	WC 30/06	07/07	14/07
	<p>Athletics</p> <ol style="list-style-type: none"> Middle Distance Running (Pacing and Aerobic Endurance – Team activity) Sprinting (Speed and Power over 60m from a sprint start position) Relays (Teamwork with up-sweep and down-sweep changeovers) Shot Putt (Power and Control – Static position) Discus (Power and Control – Static position) <p>Rounders</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over short distances) Effective ground fielding techniques (use of long barrier) Bowling (with some control and accuracy) Batting (striking the ball with some consistency) <p>Tennis</p>	<p>Athletics</p> <ol style="list-style-type: none"> Javelin (Control, Power and Speed – Static position) High Jump (Power and Height using scissors technique) Long Jump (Power, Height and Speed using hang technique) Triple Jump (Power, Height and Speed using hop / skip / jump technique) <p>Rounders</p> <ol style="list-style-type: none"> Base fielding and tactical development (to know and understand the importance of positioning of base fielders in game play) Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) Demonstration of skill level through game performance. Demonstration of skill level through game performance. 	<p>Athletics</p> <ol style="list-style-type: none"> Middle Distance Running (Pacing and Aerobic Endurance – Team activity) Sprinting (Speed and Power over 60m from a sprint start position) Relays (Teamwork with up-sweep and down-sweep changeovers) Shot Putt (Power and Control – Static position) Discus (Power and Control – Static position) <p>Rounders</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over short distances) Effective ground fielding techniques (use of long barrier) Bowling (with some control and accuracy) Batting (striking the ball with some consistency) <p>Tennis</p>	<p>Athletics</p> <ol style="list-style-type: none"> Javelin (Control, Power and Speed – Static position) High Jump (Power and Height using scissors technique) Long Jump (Power, Height and Speed using hang technique) Triple Jump (Power, Height and Speed using hop / skip / jump technique) <p>Rounders</p> <ol style="list-style-type: none"> Base fielding and tactical development (to know and understand the importance of positioning of base fielders in game play) Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) Demonstration of skill level through game performance. Demonstration of skill level through game performance. 	<p>Athletics</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over short distances) Effective ground fielding techniques (use of long barrier) Bowling (with some control and accuracy) Batting (striking the ball with some consistency) <p>Tennis</p>	<p>Athletics</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over short distances) Effective ground fielding techniques (use of long barrier) Bowling (with some control and accuracy) Batting (striking the ball with some consistency) <p>Tennis</p>	<p>Athletics</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over short distances) Effective ground fielding techniques (use of long barrier) Bowling (with some control and accuracy) Batting (striking the ball with some consistency) <p>Tennis</p>	<p>Rounders</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over short distances) Effective ground fielding techniques (use of long barrier) Bowling (with some control and accuracy) Batting (striking the ball with some consistency) <p>Tennis</p> <ol style="list-style-type: none"> To be able to develop knowledge of how to hold the racket and demonstrate accurate ball control. To be able to play the forehand with control and accuracy. To be able to play the Backhand with some control and accuracy. To be able to play the Volley with some control and accuracy. <p>Softball</p>	<p>Rounders</p> <ol style="list-style-type: none"> Base fielding and tactical development (to know and understand the importance of positioning of base fielders in game play) Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) Demonstration of skill level through game performance. Demonstration of skill level through game performance. <p>Tennis</p> <ol style="list-style-type: none"> To be able to serve with some power and accuracy. 6, 7, 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. <p>Interform</p> <p>Softball</p> <ol style="list-style-type: none"> Hitting (Attacking batting technique) 			

<p>1. To be able to develop knowledge of how to hold the racket and demonstrate accurate ball control.</p> <p>2. To be able to play the forehand with control and accuracy.</p> <p>3. To be able to play the Backhand with some control and accuracy.</p> <p>4. To be able to play the Volley with some control and accuracy.</p> <p>Softball</p> <p>1. Throwing and Catching (Sending and Receiving over short distances from a static position)</p> <p>2. Ground fielding Technique (Defensive fielding skills using the scoop technique)</p> <p>3. Knowledge and understanding of key rules in game play</p> <p>4. Bowling (Underarm technique with some control and power)</p>	<p>Tennis</p> <p>5. To be able to serve with some power and accuracy.</p> <p>6, 7, 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.</p> <p>Softball</p> <p>5. Hitting (Attacking batting technique)</p> <p>6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills)</p> <p>7. Demonstration of skill level through game performance.</p> <p>8. Demonstration of skill level through game performance.</p>	<p>1. To be able to develop knowledge of how to hold the racket and demonstrate accurate ball control.</p> <p>2. To be able to play the forehand with control and accuracy.</p> <p>3. To be able to play the Backhand with some control and accuracy.</p> <p>4. To be able to play the Volley with some control and accuracy.</p> <p>Softball</p> <p>1. Throwing and Catching (Sending and Receiving over short distances from a static position)</p> <p>2. Ground fielding Technique (Defensive fielding skills using the scoop technique)</p> <p>3. Knowledge and understanding of key rules in game play</p> <p>4. Bowling (Underarm technique with some control and power)</p>	<p>Tennis</p> <p>5. To be able to serve with some power and accuracy.</p> <p>6, 7, 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.</p> <p>Softball</p> <p>5. Hitting (Attacking batting technique)</p> <p>6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills)</p> <p>7. Demonstration of skill level through game performance.</p> <p>8. Demonstration of skill level through game performance.</p>	<p>1. Throwing and Catching (Sending and Receiving over short distances from a static position)</p> <p>2. Ground fielding Technique (Defensive fielding skills using the scoop technique)</p> <p>3. Knowledge and understanding of key rules in game play</p> <p>4. Bowling (Underarm technique with some control and power)</p>	<p>6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills)</p> <p>7. Demonstration of skill level through game performance.</p> <p>8. Demonstration of skill level through game performance.</p>
---	--	---	--	--	--

Key Vocabulary/Concepts/ideas

Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination
 Shared concepts and ideas of skill development; Attacking, Defending, Sending, Receiving, Pressure, Timing, Creation of Space, Outwitting opponents, Application of technique, Tactical knowledge, Height, Structure, Fielding, Hitting
 Shared Assessment conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration
 Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain

CIAG

PE Pathways highlighted through Alumni information and Curriculum links. (See departmental documentation)
 Rochdale Hornets coaching and excellence provision.
 Transferability of skills through cross-curricular links.

British Values

The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.
 Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.
 Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.

Key Stage 3: Year 8

Term 1	Overall Curriculum Goals - developing the following Big Ideas: <ul style="list-style-type: none"> • Co-ordination and the application of all components of fitness. • How to work with aspirations towards a target or goal. • How to take on and develop leadership roles and responsibility within sessions. • To progress the students in a more competitive environment with an emphasis on the movement to extra-curricular competition. 														
	Key Year Aim - To progress the students in a more competitive environment with an emphasis on the movement to extra-curricular competition The aspiration of this year is for students to build on their key skills of performance and seek to develop them more confidently in game situations in school sports competition.														
	All activities are delivered on a carousel with groups completing one of the sporting areas in the terms listed below;														
	WC 04/09	WC 11/09	WC 18/09	WC 25/09	WC 02/10	WC 09/10	WC 16/10	WC 30/10	WC 06/11	WC 13/11	WC 20/11	WC 27/11	WC 04/12	WC 11/12	WC18/12
	Cross Country 1. Use of MSFT to assess aerobic endurance and speed. 2. Pacing. 3. Gradient and Terrain technique variation. 4. Team Racing over extended distance. 5. Individual race performance	Rugby League 1. Ball Carrying and Passing (With control and accuracy when carrying and passing over intermediate distances) 2. Tackling Technique (With Safety and Control in a 1 vs 1 tackling situation) 3. Play the Ball (With speed to create space at the ruck in attacking play) 4. Knowledge and Understanding of application of key rules in game play. Table Tennis 1. To be able to grip and hold the bat effectively to create some spin. 2. To be able to push the ball with control from the backhand side. 3. To be able to push the forehand with control and power. 4. To be able to drive the forehand with control and power Volleyball 1. Set (Performed with control, height and accuracy to create attacking opportunities in drill and game situations) 2. Defensive Volley (Performed with control, height and accuracy in defensive drill and game situations) 3. Serve (With accuracy to create point scoring positions from an underhand position) 4. Spike (Attacking Skills in static drill and game related situations)	Rugby League 5. Creation of Defensive Line Structure (To map and maintain a line defensive position) 6. Development of decision making in attacking and defensive positions. 7. Kicking (To be able to kick the ball with some control in attacking play using varied techniques) 8. Demonstration of skill level through game performance. Table Tennis 5. To be able to drive the forehand with control and power. 6. To be able to serve the ball with control from a backhand position. 7. To be able to serve the ball with control from a backhand position. 8. Demonstration of skill level through game performance. Volleyball 5. Block (Defensive Skills in static drill and game related situations) 6. To be able to understand and attempt to apply attacking and defensive formations in front and back court play. 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance.	Football 1. Dribbling (Control and Accuracy in drill and small sided game conditions) 2. Passing (Sending and Receiving over short and long distances) 3. Creation of Space through movement with and without the ball (4 vs. 2) 4. Shooting (Some Power and Accuracy from varied distances) Netball 1. Passing and handling (Sending and Receiving over varied distances in game situations) 2. Footwork (Landing and pivoting in drill and game situations) 3. Shooting. (BEEF development in contested and competitive situations) 4. Dodging (Effective use of attacking principle in drill and game situations) Fitness 1. Training zones (Thresholds and aerobic and anaerobic zones) 2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval) 3. Training methods to develop Muscular Endurance (Circuit) 4. Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)	Football 5. Tackling (With some Strength and Timing in 2 vs. 2 situations) 6. Heading (Attacking and Defensive context) 7. Width (Key attacking principle extending game play effectiveness) 8. Demonstration of skill level through game performance. Netball 5. Marking (Positioning and defensive principles in varied game situations) 6. Creation of space through movement off the ball. (5 vs 5) 7. Knowledge and Understanding of application of key rules in game play. 8. Demonstration of skill level through game performance. Fitness 5. Training Methods to develop Agility (Plyometric, SAQ Training) 6. Training methods to develop Co-ordination (Pressure training) 7. Application and understanding of the Principles of Training 8. Individual Training Performance	Football 1. Dribbling (Control and Accuracy in drill and small sided game conditions) 2. Passing (Sending and Receiving over short and long distances) 3. Creation of Space through movement with and without the ball (4 vs. 2) 4. Shooting (Some Power and Accuracy from varied distances) Netball 1. Passing and handling (Sending and Receiving over varied distances in game situations) 2. Footwork (Landing and pivoting in drill and game situations) 3. Shooting. (BEEF development in contested and competitive situations) 4. Dodging (Effective use of attacking principle in drill and game situations) Fitness 1. Training zones (Thresholds and aerobic and anaerobic zones) 2. Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval) 3. Training methods to develop Muscular Endurance (Circuit) 4. Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval)	Football 5. Tackling (With some Strength and Timing in 2 vs. 2 situations) 6. Heading (Attacking and Defensive context) 7. Width (Key attacking principle extending game play effectiveness) 8. Demonstration of skill level through game performance. Netball 5. Marking (Positioning and defensive principles in varied game situations) 6. Creation of space through movement of the ball. (5 vs 5) 7. Knowledge and Understanding of application of key rules in game play. 8. Demonstration of skill level through game performance. Fitness 7. 5. Training Methods to develop Agility (Plyometric, SAQ Training) 6. Training methods to develop Co-ordination (Pressure training) Application and understanding of the Principles of Training 8. Individual Training Performance Interform								
	Key Vocabulary/Concepts/ideas														
	Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination Shared concepts and ideas of skill development; Attacking, Defending, Sending, Receiving, Pressure, Timing, Creation of Space, Outwitting opponents, Application of technique, Tactical knowledge, Control, Accuracy, Dodge, Block														

Shared Assessment conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain												
Term 2	WC 08/01	WC 15/01	WC 22/01	WC 29/01	WC 05/02	WC 12/02	WC 26/02	WC 04/03	WC 11/03	WC 18/03	WC 25/03	WC 15/04
	<p>Rugby League</p> <ol style="list-style-type: none"> Ball Carrying and Passing (With control and accuracy when carrying and passing over intermediate distances) Tackling Technique (With Safety and Control in a 1 vs 1 tackling situation) Play the Ball (With speed to create space at the ruck in attacking play) Knowledge and Understanding of application of key rules in game play. <p>Table Tennis</p> <ol style="list-style-type: none"> To be able to grip and hold the bat effectively to create some spin. To be able to push the ball with control from the backhand side. To be able to push the forehand with control and power. To be able to drive the forehand with control and power <p>Volleyball</p> <ol style="list-style-type: none"> Set (Performed with control, height and accuracy to create attacking opportunities in drill and game situations) Defensive Volley (Performed with control, height and accuracy in defensive drill and game situations) Serve (With accuracy to create point scoring positions from an underhand position) Spike (Attacking Skills in static drill and game related situations) 	<p>Rugby League</p> <ol style="list-style-type: none"> Creation of Defensive Line Structure (To map and maintain a line defensive position) Development of decision making in attacking and defensive positions. Kicking (To be able to kick the ball with some control in attacking play using varied techniques) 8. Demonstration of skill level through game performance. <p>Table Tennis</p> <ol style="list-style-type: none"> To be able to drive the forehand with control and power. To be able to serve the ball with control from a backhand position. To be able to serve the ball with control from a backhand position. 8. Demonstration of skill level through game performance. <p>Volleyball</p> <ol style="list-style-type: none"> Block (Defensive Skills in static drill and game related situations) To be able to understand and attempt to apply attacking and defensive formations in front and back court play. 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance. 	<p>Football</p> <ol style="list-style-type: none"> Dribbling (Control and Accuracy in drill and small sided game conditions) Passing (Sending and Receiving over short and long distances) Creation of Space through movement with and without the ball (4 vs. 2) Shooting (Some Power and Accuracy from varied distances) <p>Netball</p> <ol style="list-style-type: none"> Passing and handling (Sending and Receiving over varied distances in game situations) Footwork (Landing and pivoting in drill and game situations) Shooting. (BEEF development in contested and competitive situations) Dodging (Effective use of attacking principle in drill and game situations) <p>Fitness</p> <ol style="list-style-type: none"> Training zones (Thresholds and aerobic and anaerobic zones) Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval) Training methods to develop Muscular Endurance (Circuit) Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval) 	<p>Football</p> <ol style="list-style-type: none"> Dribbling (With some Strength and Timing in 2 vs. 2 situations) Heading (Attacking and Defensive context) Width (Key attacking principle extending game play effectiveness) 8. Demonstration of skill level through game performance. <p>Netball</p> <ol style="list-style-type: none"> Marking (Positioning and defensive principles in varied game situations) Creation of space through movement off the ball. (5 vs 5) Knowledge and Understanding of application of key rules in game play. 8. Demonstration of skill level through game performance. <p>Fitness</p> <ol style="list-style-type: none"> Training Methods to develop Agility (Plyometric, SAQ Training) Training methods to develop Co-ordination (Pressure training) Application and understanding of the Principles of Training 8. Individual Training Performance 	<p>Rugby League</p> <ol style="list-style-type: none"> Ball Carrying and Passing (With control and accuracy when carrying and passing over intermediate distances) Tackling Technique (With Safety and Control in a 1 vs 1 tackling situation) Play the Ball (With speed to create space at the ruck in attacking play) Knowledge and Understanding of application of key rules in game play. <p>Table Tennis</p> <ol style="list-style-type: none"> To be able to grip and hold the bat effectively to create some spin. To be able to push the ball with control from the backhand side. To be able to push the forehand with control and power. To be able to drive the forehand with control and power <p>Volleyball</p> <ol style="list-style-type: none"> Set (Performed with control, height and accuracy to create attacking opportunities in drill and game situations) Defensive Volley (Performed with control, height and accuracy in defensive drill and game situations) Serve (With accuracy to create point scoring positions from an underhand position) Spike (Attacking Skills in static drill and game related situations) <p>Fitness</p> <ol style="list-style-type: none"> Training zones (Thresholds and aerobic and anaerobic zones) Training methods to develop Aerobic Endurance (Continuous / Fartlek / Interval) Training methods to develop Muscular Endurance (Circuit) Training methods to develop Reaction Time and Speed (Hollow Sprints / Acceleration Sprints / Interval) 	<p>Rugby League</p> <ol style="list-style-type: none"> Creation of Defensive Line Structure (To map and maintain a line defensive position) Development of decision making in attacking and defensive positions. Kicking (To be able to kick the ball with some control in attacking play using varied techniques) 8. Demonstration of skill level through game performance. <p>Table Tennis</p> <ol style="list-style-type: none"> To be able to drive the forehand with control and power. To be able to serve the ball with control from a backhand position. To be able to serve the ball with control from a backhand position. 8. Demonstration of skill level through game performance. <p>Volleyball</p> <ol style="list-style-type: none"> Block (Defensive Skills in static drill and game related situations) To be able to understand and attempt to apply attacking and defensive formations in front and back court play. 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance. <p>Fitness</p> <ol style="list-style-type: none"> Training Methods to develop Agility (Plyometric, SAQ Training) Training methods to develop Co-ordination (Pressure training) Application and understanding of the Principles of Training 8. Individual Training Performance 	<p align="center">Key Vocabulary/Concepts/ideas</p> <p>Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination, Reaction Time</p> <p>Shared concepts and ideas of skill development; Attacking, Defending, Sending, Receiving, Pressure, Timing, Creation of Space, Outwitting opponents, Application of technique, Tactical knowledge, Control, Accuracy, Height, Structure, Dodge, Block,</p> <p>Shared Assessment conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration</p> <p>Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain</p>					
	WC 22/04	WC 29/04	WC 06/05	WC 13/05	WC 20/05	WC 03/06	WC 10/06	WC 17/06	WC 24/06	WC 01/07	08/07	15/07
	<p>Rounders</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over varied distances) Effective ground fielding techniques (use of one and two handed pickups when accelerating to the ball) Bowling (with control and accuracy and some tactical variation) Batting (striking the ball with some consistency and placement) 	<p>Rounders</p> <ol style="list-style-type: none"> Deep fielding (to know and understand the importance of positioning of deep fielders in game play and use of relay throw techniques) Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) 	<p>Rounders</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over varied distances) Effective ground fielding techniques (use of one and two handed pickups when accelerating to the ball) Bowling (with control and accuracy and some tactical variation) Batting (striking the ball with some consistency and placement) 	<p>Rounders</p> <ol style="list-style-type: none"> Deep fielding (to know and understand the importance of positioning of deep fielders in game play and use of relay throw techniques) Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) 	<p>Rounders</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over varied distances) Effective ground fielding techniques (use of one and two handed pickups when accelerating to the ball) Bowling (with control and accuracy and some tactical variation) Batting (striking the ball with some consistency and placement) 	<p>Rounders</p> <ol style="list-style-type: none"> Deep fielding (to know and understand the importance of positioning of deep fielders in game play and use of relay throw techniques) Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) 	<p>Rounders</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over varied distances) Effective ground fielding techniques (use of one and two handed pickups when accelerating to the ball) Bowling (with control and accuracy and some tactical variation) Batting (striking the ball with some consistency and placement) 	<p>Rounders</p> <ol style="list-style-type: none"> Deep fielding (to know and understand the importance of positioning of deep fielders in game play and use of relay throw techniques) Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) 7. Demonstration of skill level through game performance. 	<p>Rounders</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over varied distances) Effective ground fielding techniques (use of one and two handed pickups when accelerating to the ball) Bowling (with control and accuracy and some tactical variation) Batting (striking the ball with some consistency and placement) 	<p>Rounders</p> <ol style="list-style-type: none"> Deep fielding (to know and understand the importance of positioning of deep fielders in game play and use of relay throw techniques) Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) 7. Demonstration of skill level through game performance. 	<p>Rounders</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over varied distances) Effective ground fielding techniques (use of one and two handed pickups when accelerating to the ball) Bowling (with control and accuracy and some tactical variation) Batting (striking the ball with some consistency and placement) 	<p>Rounders</p> <ol style="list-style-type: none"> Deep fielding (to know and understand the importance of positioning of deep fielders in game play and use of relay throw techniques) Development of Tactical Knowledge and Understanding (to know and understand defensive field placings to gain a tactical advantage) 7. Demonstration of skill level through game performance.

Term 3	<p>Tennis</p> <ol style="list-style-type: none"> To be able to develop the forehand with greater control and accuracy. To be able to play the Backhand with greater control and accuracy. To be able to play the Volley with some control and accuracy. To be able to serve with greater power and accuracy. <p>Athletics</p> <ol style="list-style-type: none"> Middle Distance Running (Pacing and Aerobic Endurance – Individual activity) Sprinting (Speed and Power over 100m from a sprint start position) Relays (Teamwork with up-sweep and down-sweep changeovers) Shot Putt (Power and Control – Static and Glide position) <p>Softball</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over varied distances using a crow hop technique) Ground fielding Technique (Defensive fielding skills using varied glove techniques) Knowledge and understanding of key rules in game play Bowling (Underarm technique with some control, power and variation) 	<p>7. Demonstration of skill level through game performance.</p> <p>8. Demonstration of skill level through game performance.</p> <p>Tennis</p> <ol style="list-style-type: none"> To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques. 6, 7 and 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. <p>Athletics</p> <ol style="list-style-type: none"> Discus (Power and Control – Static and rotational position) Javelin (Control, Power and Speed – Static and approach technique) High Jump (Power and Height using scissors and Fosbury technique) Long Jump (Power, Height and Speed using hang and stride technique) Triple Jump (Power, Height and Speed using hop / skip / jump technique) <p>Softball</p> <ol style="list-style-type: none"> Hitting (Attacking batting technique to varied angles of the field) Development of Tactical Knowledge and Understanding (Attacking and Defensive skills) Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills) 8. Demonstration of skill level through game performance. 	<p>Tennis</p> <ol style="list-style-type: none"> To be able to develop the forehand with greater control and accuracy. To be able to play the Backhand with greater control and accuracy. To be able to play the Volley with some control and accuracy. To be able to serve with greater power and accuracy. <p>Athletics</p> <ol style="list-style-type: none"> Middle Distance Running (Pacing and Aerobic Endurance – Individual activity) Sprinting (Speed and Power over 100m from a sprint start position) Relays (Teamwork with up-sweep and down-sweep changeovers) Shot Putt (Power and Control – Static and Glide position) <p>Softball</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over varied distances using a crow hop technique) Ground fielding Technique (Defensive fielding skills using varied glove techniques) Knowledge and understanding of key rules in game play Bowling (Underarm technique with some control, power and variation) 	<p>7. Demonstration of skill level through game performance.</p> <p>8. Demonstration of skill level through game performance.</p> <p>Tennis</p> <ol style="list-style-type: none"> To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques. 6, 7 and 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. <p>Athletics</p> <ol style="list-style-type: none"> Discus (Power and Control – Static and rotational position) Javelin (Control, Power and Speed – Static and approach technique) High Jump (Power and Height using scissors and Fosbury technique) Long Jump (Power, Height and Speed using hang and stride technique) Triple Jump (Power, Height and Speed using hop / skip / jump technique) <p>Softball</p> <ol style="list-style-type: none"> Hitting (Attacking batting technique to varied angles of the field) Development of Tactical Knowledge and Understanding (Attacking and Defensive skills) Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills) 8. Demonstration of skill level through game performance. 	<p>8. Demonstration of skill level through game performance.</p> <p>Tennis</p> <ol style="list-style-type: none"> To be able to develop the forehand with greater control and accuracy. To be able to play the Backhand with greater control and accuracy. To be able to play the Volley with some control and accuracy. To be able to serve with greater power and accuracy. <p>Softball</p> <ol style="list-style-type: none"> Throwing and Catching (Sending and Receiving over varied distances using a crow hop technique) Ground fielding Technique (Defensive fielding skills using varied glove techniques) Knowledge and understanding of key rules in game play Bowling (Underarm technique with some control, power and variation) <p>Softball</p> <ol style="list-style-type: none"> Hitting (Attacking batting technique to varied angles of the field) Development of Tactical Knowledge and Understanding (Attacking and Defensive skills) Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills) 8. Demonstration of skill level through game performance.
	Key Vocabulary/Concepts/ideas				

Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination
 Shared concepts and ideas of skill development; Attacking, Defending, Sending, Receiving, Pressure, Timing, Creation of Space, Outwitting opponents, Application of technique, Tactical knowledge, Height, Structure, Fielding, Hitting
 Shared Assessment conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration
 Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain

CIAG

PE Pathways highlighted through Alumni information and Curriculum links. (See departmental documentation)
 Rochdale Hornets coaching and excellence provision.
 Healthy Lifestyle Champions to promote physical engagement through leadership and participation

British Values

The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.
 Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.
 Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.

Key Stage 3: Year 9

Term 1	<p>Overall Curriculum Goals - developing the following Big Ideas:</p> <ul style="list-style-type: none"> • Co-ordination and the application of all components of fitness. • How to work with aspirations towards a target or goal. • How to take on and develop leadership roles and responsibility within sessions. • To ensure the effective transition to BTEC PE through greater use of independent learning 																		
	<p>Key Year Aim - To ensure the effective <i>transition to BTEC PE</i> through greater use of independent learning and game play. The aspiration for the year is to ensure that students continue to develop their tactical understanding and performance whilst familiarising those students who will be looking to progress on the BTEC Sport pathway with key terminology.</p>																		
	<p>All activities are delivered on a carousel with groups completing one of the sporting areas in the terms listed below;</p>																		
	WC 04/09	WC 11/09	WC 18/09	WC 25/09	WC 02/10	WC 09/10	WC 16/10	WC 30/10	WC 06/11	WC 13/11	WC 20/11	WC 27/11	WC 04/12	WC 11/12	WC 18/12				
<p>Cross Country</p> <ol style="list-style-type: none"> 1. Use of MSFT to assess aerobic endurance and speed. 2. Pacing. 3. Gradient and Terrain technique variation. 4. Team Racing over extended distance. 5. Individual race performance 		<p>Rugby League</p> <ol style="list-style-type: none"> 1. Ball Carrying and Passing (With control, accuracy and width in attacking play) 2. Tackling Technique (With safety and control in individual and 2 man tackling positions) 3. Play the Ball (Speed and creation of attacking space and width from the ruck position) 4. Knowledge and Understanding of application of key rules in game play. <p>Table Tennis</p> <ol style="list-style-type: none"> 1. To be able to grip and hold the bat effectively to create some spin. 2. To be able to push the ball with control from the backhand side. 3. To be able to push the forehand with control and power. 4. To be able to drive the forehand with control and power <p>Volleyball</p> <ol style="list-style-type: none"> 1. Set (Performed tactically with control, height and accuracy to create attacking opportunities in drill and game situations) 2. Defensive Volley (Performed with control, height and accuracy in defensive drill and game situations) 3. Serve (With accuracy to create point scoring positions from an underhand position) 4. Spike (Attacking Skills in static drill and game related situations) 			<p>Rugby League</p> <ol style="list-style-type: none"> 5. Creation of Defensive Line Structure (Mapping and pressing in defensive play) 6. Development of decision making in attacking and defensive positions. 7. Kicking and Catching (Defending with some success using high catching technique) 8. Demonstration of skill level through game performance. <p>Table Tennis</p> <ol style="list-style-type: none"> 5. To be able to drive the forehand with control and power. 6. To be able to serve the ball with control from a backhand position. 7. To be able to serve the ball with control from a backhand position. 8. Demonstration of skill level through game performance. <p>Volleyball</p> <ol style="list-style-type: none"> 5. Block (Defensive Skills in static drill and game related situations) 6. To be able to understand and attempt to apply attacking and defensive formations in front and back court play. 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance in a full court situation. 			<p>Football</p> <ol style="list-style-type: none"> 1. Dribbling (Control and Accuracy in small sided and full game conditions) 2. Passing (Sending and Receiving over varied distances in pressurised conditions) 3. Creation of Space through movement with and without the ball (5 vs 2) 4. Shooting (Power and Accuracy from varied distances and angles) <p>Netball</p> <ol style="list-style-type: none"> 1. Passing and handling (Effectiveness of decision making in game situations) 2. Footwork (Landing and pivoting towards running footwork in drill and game situations) 3. Shooting. (Pressurised skill in contested and competitive situations) 4. Dodging (Creation and exploitation of space in game situations) <p>Fitness</p> <ol style="list-style-type: none"> 1. Rating of perceived exertion (Borg) 2. Training testing for aerobic Endurance (Forestry / Bleep) 3. Training testing for Muscular Endurance (Press up / sit up) 4. Training testing for Speed (35m sprint test) 			<p>Football</p> <ol style="list-style-type: none"> 5. Tackling (With Strength and Timing in conditioned game situations) 6. Heading (Attacking and Defensive context) 7. Width (Key attacking principle extending game play effectiveness) 8. Demonstration of skill level through game performance. <p>Netball</p> <ol style="list-style-type: none"> 5. Marking (Tactical use of defensive principles in varied game situations) 6. Creation of space to move the ball effectively in team play. (7 vs 7) 7. Knowledge and Understanding of application of key rules in game play. 8. Demonstration of skill level through game performance. <p>Fitness</p> <ol style="list-style-type: none"> 5. Training testing for agility (Illinois agility test) 6. Training methods to test Flexibility and Power (Sit and Reach / Vertical Jump) 7. Application and understanding of the Principles of Training 8. Individual Training Performance <p>Interform</p>			<p>Football</p> <ol style="list-style-type: none"> 1. Dribbling (Control and Accuracy in small sided and full game conditions) 2. Passing (Sending and Receiving over varied distances in pressurised conditions) 3. Creation of Space through movement with and without the ball (5 vs 2) 4. Shooting (Power and Accuracy from varied distances and angles) <p>Netball</p> <ol style="list-style-type: none"> 1. Passing and handling (Effectiveness of decision making in game situations) 2. Footwork (Landing and pivoting towards running footwork in drill and game situations) 3. Shooting. (Pressurised skill in contested and competitive situations) 4. Dodging (Creation and exploitation of space in game situations) <p>Fitness</p> <ol style="list-style-type: none"> 1. Rating of perceived exertion (Borg) 2. Training testing for aerobic Endurance (Forestry / Bleep) 3. Training testing for Muscular Endurance (Press up / sit up) 4. Training testing for Speed (35m sprint test) 			<p>Football</p> <ol style="list-style-type: none"> 5. Tackling (With Strength and Timing in conditioned game situations) 6. Heading (Attacking and Defensive context) 7. Width (Key attacking principle extending game play effectiveness) 8. Demonstration of skill level through game performance. <p>Netball</p> <ol style="list-style-type: none"> 5. Marking (Tactical use of defensive principles in varied game situations) 6. Creation of space to move the ball effectively in team play. (7 vs 7) 7. Knowledge and Understanding of application of key rules in game play. 8. Demonstration of skill level through game performance. <p>Fitness</p> <ol style="list-style-type: none"> 5. Training testing for agility (Illinois agility test) 6. Training methods to test Flexibility and Power (Sit and Reach / Vertical Jump) 7. Application and understanding of the Principles of Training 8. Individual Training Performance <p>Interform</p>		

<p>Term 3</p>	<p>1. Throwing and Catching (Sending and Receiving accurately over varied distances) 2. Effective ground fielding techniques (execution of all techniques in game play) 3. Bowling (with attacking control and accuracy with tactical variation) 4. Batting (striking the ball with consistency, power and placement)</p> <p>Tennis 1.To be able to develop the top spin forehand with greater control and accuracy. 2. To be able to play the Backhand with greater spin control and accuracy. 3. To be able to play the Drop shot with some control and accuracy. 4. To be able to serve with power and accuracy.</p> <p>Athletics 1. Middle Distance Running (Pacing and Aerobic Endurance – Individual activity) 2. Sprinting (Speed and Power over 100m from a sprint start position) 3. Relays (Teamwork with up-sweep and down-sweep changeovers) 4. Shot Putt (Power and Control – Static and Glide position)</p> <p>Softball 1. Throwing and Catching (Sending and Receiving in drill and game situations) 2. Ground fielding Technique (Defensive fielding skills in drill and game play) 3. Knowledge and understanding of key rules in game play 4. Bowling (Underarm techniques in game situations)</p>	<p>5. Base Running (create awareness through commutation of scoring opportunities) 6. Development of Tactical Knowledge and Understanding (execution of all techniques in game play) 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance.</p> <p>Tennis 5.To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques. 6, 7 and 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.</p> <p>Athletics 5. Discus (Power and Control – Static and rotational position) 6. Javelin (Control, Power and Speed – Static and approach technique) 7. High Jump (Power and Height using scissors and Fosbury technique) 8. Long Jump (Power, Height and Speed using hang and stride technique) 9. Triple Jump (Power, Height and Speed using hop / skip / jump technique)</p> <p>Softball 5. Hitting (Attacking techniques in game situation) 6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills) 7. Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills) 8. Demonstration of skill level through game performance.</p>	<p>1. Throwing and Catching (Sending and Receiving accurately over varied distances) 2. Effective ground fielding techniques (execution of all techniques in game play) 3. Bowling (with attacking control and accuracy with tactical variation) 4. Batting (striking the ball with consistency, power and placement)</p> <p>Tennis 1.To be able to develop the top spin forehand with greater control and accuracy. 2. To be able to play the Backhand with greater spin control and accuracy. 3. To be able to play the Drop shot with some control and accuracy. 4. To be able to serve with power and accuracy.</p> <p>Athletics 1. Middle Distance Running (Pacing and Aerobic Endurance – Individual activity) 2. Sprinting (Speed and Power over 100m from a sprint start position) 3. Relays (Teamwork with up-sweep and down-sweep changeovers) 4. Shot Putt (Power and Control – Static and Glide position)</p> <p>Softball 1. Throwing and Catching (Sending and Receiving in drill and game situations) 2. Ground fielding Technique (Defensive fielding skills in drill and game play) 3. Knowledge and understanding of key rules in game play 4. Bowling (Underarm techniques in game situations)</p>	<p>5. Base Running (create awareness through commutation of scoring opportunities) 6. Development of Tactical Knowledge and Understanding (execution of all techniques in game play) 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance.</p> <p>Tennis 5.To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques. 6, 7 and 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.</p> <p>Athletics 5. Discus (Power and Control – Static and rotational position) 6. Javelin (Control, Power and Speed – Static and approach technique) 7. High Jump (Power and Height using scissors and Fosbury technique) 8. Long Jump (Power, Height and Speed using hang and stride technique) 9. Triple Jump (Power, Height and Speed using hop / skip / jump technique)</p> <p>Softball 5. Hitting (Attacking techniques in game situation) 6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills) 7. Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills) 8. Demonstration of skill level through game performance.</p>	<p>1. Throwing and Catching (Sending and Receiving accurately over varied distances) 2. Effective ground fielding techniques (execution of all techniques in game play) 3. Bowling (with attacking control and accuracy with tactical variation) 4. Batting (striking the ball with consistency, power and placement)</p> <p>Tennis 1.To be able to develop the top spin forehand with greater control and accuracy. 2. To be able to play the Backhand with greater spin control and accuracy. 3. To be able to play the Drop shot with some control and accuracy. 4. To be able to serve with power and accuracy.</p> <p>Athletics 1. Middle Distance Running (Pacing and Aerobic Endurance – Individual activity) 2. Sprinting (Speed and Power over 100m from a sprint start position) 3. Relays (Teamwork with up-sweep and down-sweep changeovers) 4. Shot Putt (Power and Control – Static and Glide position)</p> <p>Softball 1. Throwing and Catching (Sending and Receiving in drill and game situations) 2. Ground fielding Technique (Defensive fielding skills in drill and game play) 3. Knowledge and understanding of key rules in game play 4. Bowling (Underarm techniques in game situations)</p>	<p>5. Base Running (create awareness through commutation of scoring opportunities) 6. Development of Tactical Knowledge and Understanding (execution of all techniques in game play) 7. Demonstration of skill level through game performance. 8. Demonstration of skill level through game performance.</p> <p>Tennis 5.To demonstrate the ability to outwit an opponent in a doubles game situation using the appropriate skills and techniques. 6, 7 and 8. To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.</p> <p>Athletics 5. Discus (Power and Control – Static and rotational position) 6. Javelin (Control, Power and Speed – Static and approach technique) 7. High Jump (Power and Height using scissors and Fosbury technique) 8. Long Jump (Power, Height and Speed using hang and stride technique) 9. Triple Jump (Power, Height and Speed using hop / skip / jump technique)</p> <p>Softball 5. Hitting (Attacking techniques in game situation) 6. Development of Tactical Knowledge and Understanding (Attacking and Defensive skills) 7. Development of Tactical Knowledge and Understanding (Attacking and Defensive Skills) 8. Demonstration of skill level through game performance.</p>
	<p>Key Vocabulary/Concepts/ideas</p>					
	<p>Shared language of Components of Fitness; Speed, Strength, Aerobic Endurance, Muscular Endurance, Balance, Power, Agility, Co-ordination Shared concepts and ideas of skill development; Attacking, Defending, Sending, Receiving, Pressure, Timing, Creation of Space, Outwitting opponents, Application of technique, Tactical knowledge, Height, Structure, Fielding, Hitting Shared Assessment Conditions; Individual, Team, Condition, Game, Performance, Competitive, Demonstration Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain</p>					
<p>CIAG</p>						
<p>PE Pathways highlighted through Alumni information and Curriculum links. (See departmental documentation) Rochdale Hornets coaching and excellence provision. Use of Sports Leaders course to develop leadership characteristics and opportunity for development of greater understanding of Teaching and Coaching Pathways</p>						
<p>British Values</p>						
<p>The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations. Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity. Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.</p>						

Key Stage 4: Year 10 – BTEC Sport

Term 1	Overall Curriculum Goals																	
	<ul style="list-style-type: none"> • Completion of Component 1 Module – Controlled Assessment – Preparing Participants to take part in Sport and Physical Activity • Progression with Component 2 (Learning Outcomes A and B – Taking part and improving other participants sporting performance) • Developing of independent working practice and productive access of support material 																	
	WC 04/09	WC 11/09	WC 18/09	WC 25/09	WC 02/10	WC 09/10	WC 16/10	WC 30/10	WC 06/11	WC 13/11	WC 20/11	WC 27/11	WC 4/12	WC 11/12	WC 18/12			
	1. Types of Sport and PA (<i>Sports / Team sports/ Individual</i>) 2. Benefits of taking part in Sport/PA (<i>Physical / Mental / Social benefits</i>) 3. Benefits of taking part in PA / Outdoor Activities (<i>Physical / Social / Mental benefits</i>) 4. Provision of sport and physical activity (<i>Public / Private / Voluntary / Funding</i>) 5. Characteristics of the sectors (<i>Funding source / Aims / Quality / Accessibility</i>)			6. Assessment 7. A1 Close the Gap 8. Types of Participants (<i>Age</i>) 9. Types of Participants (<i>Disability</i>) 10. Types of Participants (<i>Long Term Health Conditions</i>)			11. Types of need (<i>Physical / Social / Mental Health</i>) 12. Assessment 13. A2 Close the Gap 14. Barriers to participation in sport/PA (<i>All</i>) 15. Methods to address barriers (<i>All</i>)			16.Revision 17. Assessment 18. A3 and 4 Close the Gap 19. Unassigned 20. Unassigned			21. Types of clothing and Footwear required for Sport and PA 22. Types of sport specific equipment and protective equipment required for Sport and PA 23. Types of assistive technology and facility development 24. Types of officiating equipment and performance analysis 25. Assessment			26. B1 Close the Gap 3 / task 2 27. Types of officiating equipment and performance analysis 28. Limitations of Technology 29. Limitations of Technology 30. Assessment		31. B2 and B3 Close the Gap 32. Unassigned 33. Unassigned 34. Unassigned 35. Unassigned
Key Vocabulary/Concepts/ideas																		
Key vocabulary language; Sport, Physical Activity, Outdoor Activity, Barriers, Benefits, Provision, Private, Voluntary, Public, Types of Participation, Physical, Social, Mental, Technology, Clothing, Footwear, Sport Specific Equipment, Protective Assistive Technology, Facility development, Officiating, Performance analysis Shared concepts and ideas; Recognition of the Types of Physical Activity and the importance of sports participation and factors affecting its usage in different social groups.																		
Term 2	WC 08/01	WC 15/01	WC 22/01	WC 29/01	WC 05/01	WC 12/02	WC 26/02	WC 04/03	WC 11/03	WC 18/03	25/03	15/04						
	36. Knowledge and understanding of Warmups (<i>Practical</i>) 37. Planning a warmup – Types of Activities in the Pulse Raiser 38. Cardio-respiratory response to the pulse raiser activity 39. Physiological musculoskeletal response to exercise			41. Mobilisation exercises – <i>Joint Mobilisation (Practical)</i> 42. Response of the Cardiorespiratory and musculoskeletal systems to the mobiliser activities (<i>HR, RR, Synovial Joints</i>) 43. Types of activities in the stretch (<i>Location of main muscles</i>) 44. Types of activities in the stretch (<i>Static / Dynamic Stretching (Practical)</i>)			46. Assessment 47. C1 Close the Gap 48. Adapting warmups for categories of participants (<i>Practical (Intensity / Impact / Timings / Type of stretch used)</i>) 49. Adapting warmups for categories of participants (<i>Intensity / Impact / Timings / Type of stretch used</i>)			51. Adaptation of the warmup to make it specific to Physical Activity (<i>Equipment / Activity / Stretching</i>) 52. Delivering warmups to participants (<i>Practical (8 Students)</i>) 53. Delivering warmups to participants (<i>Practical (8 Students)</i>) 54. Delivering warmups to participants (<i>Practical (8 Students)</i>)			56. C2 Close the Gap 57. Key Content recovery – Learning Aim A 58. Key Content recovery – Learning Aim B 59. Key Content recovery – Learning Aim C 60. Practice Controlled Assessment (A 1-3)			Controlled Assessment Component 1 5 hours supervised Assessment Pre-release material February		

	40. Application of practice (<i>Practical</i>) – <i>Circuit Training</i>	45. Response of the cardiorespiratory and musculoskeletal systems to the preparatory stretch	50. Adaptation of the warmup to make it specific to Physical Activity (<i>Practical</i>) (<i>Equipment / Activity / Stretching</i>)	55. Assessment								
Key Vocabulary/Concepts/ideas												
Key vocabulary language: Technology, Clothing, Footwear, Sport Specific Equipment, Protective Assistive Technology, Facility development, Officiating, Performance analysis, Warm Ups, Cardiorespiratory, Musculoskeletal, Physiological, Mobilisation, Stretch, Skill, Practice, Whole, Part, Adaptation, Delivery Shared concepts and ideas; Recognition of the Types of Physical Activity and the importance of sports participation and factors affecting its usage in different social groups. Understanding of the importance of preparing the body for physical activity and the body's physiological response.												
Term 3	WC 22/04	WC 29/04	WC 06/05	WC 13/05	WC 20/05	WC 03/06	WC 10/06	WC 17/06	WC 24/06	WC 01/07	08/07	15/07
	66. Physical Components of Fitness (<i>Aerobic Endurance / Muscular Endurance</i>) 67. Physical Components of Fitness (<i>Muscular Strength / Speed</i>) 68. Physical Components of Fitness (<i>Flexibility / Body Composition</i>) 69. Skill Related Components of Fitness (<i>Power / Agility</i>) 70. Skill Related Components of Fitness (<i>Reaction Time / Balance / Co-ordination</i>)	Component 1 Controlled Assessment moderation 71. Assessment 72. A1 / A2 Close the Gap 73. Techniques, strategies, and Fitness required for different sports (<i>Practical</i>) (<i>Skills / Strategies / Isolated Practice / Competitive situation</i>) 74. Techniques, strategies, and Fitness required for different sports (<i>Skills / Strategies / Isolated Practice / Competitive situation</i>) 75. Officials in Sport – Roles within varied sporting contexts (<i>Netball / Football / Volleyball</i>)	Component 1 Controlled Assessment moderation 76. Officials in Sport – Responsibilities within varied sporting contexts (<i>Netball / Football / Volleyball</i>) 77. Officials in Sport – (<i>Practical</i>) (<i>Netball / Football / Volleyball</i>) 78. Assessment 79. B1 / B2 Close the Gap 80. Rules and Regulations in sport (<i>Number of players / Length of Time / Scoring System</i>)	81. Rules and Regulations in sport (<i>Playing Area / Equipment / Starting and Restarting Play</i>) 82. Rules and Regulations in sport (<i>non-adherence to the rules / Application of rules by officials</i>) 83. Computer room – <i>Case study and application – Sport choice</i> 84. Computer room – <i>Case study and application – Sport Choice</i> 85. Computer room – <i>Case study and application – Sport Choice</i>	86. Assessment. 87. B3 Close the Gap 88. Planning Drills to improve specific techniques in varied sports (<i>Practical</i>) (<i>Stationary</i>) 89. Planning Drills to improve specific techniques in varied sports (<i>Practical</i>) (<i>Travel</i>) 90. Planning Drills to improve specific techniques in varied sports (<i>Practical</i>) (<i>Passive and active opposition</i>)	91. Planning Drills to improve specific techniques in varied sports (<i>Stationary drills, travel drills, passive, active</i>) 92. Conditioned Practice (<i>Practical</i>) (<i>Using rule changes to focus a skill – e.g., Touches restrictions</i>) 93. Demonstration of technique to improve understanding (<i>Practical</i>) 94. Development of Feedback and highlighting of Teaching Points (<i>Practical</i>) 95. Video recording of small-sided practice for focus in 2023/24 (Practical)						
	Key Vocabulary/Concepts/ideas											
Key vocabulary language: Physical, Aerobic Endurance, Muscular Endurance, Strength, Speed, Flexibility, Body Composition, Skill, Agility, Balance, Co-ordination, Reaction Time, Power, Rules, Regulations, Scoring Systems, Scenarios, Officials, Performers, Skill, Technique Shared concepts and ideas; Component 2 explores concepts of performance in varied sports through areas such as rules, regulations, and analysis of performance. It builds on the concepts of the body's preparation and recovery from activity highlighted in Component 1. Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain												
CIAG												
BTEC areas of Knowledge and Understanding and to promote PE Pathways through the wider sports industry (See Departmental Documentation) Development of Sports Leadership skills through Component 1 and 2 participation. Wider engagement with Sports Academy providers at Level 3 and beyond												
British Values												
The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations. Democracy: Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity. Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.												

Key Stage 4: Year 11 (Class of 2024 onwards)

Term 1	Overall Curriculum Goals																																			
	<ul style="list-style-type: none"> Completion of Component 2 Module – Coursework Completion of Component 3 - Exam Developing of independent working practice and productive access of support materials 																																			
	WC 04/09	WC 11/09	WC 18/09	WC 25/09	WC 02/10	WC 09/10	WC 16/10	WC 30/10	WC 06/11	WC 13/11	WC 20/11	WC 27/11	WC 04/12	WC 11/12	WC 18/12																					
	73. Techniques, strategies, and Fitness required for different sports (Practical) (Skills / Strategies / Isolated Practice / Competitive situation)	74. Techniques, strategies, and Fitness required for different sports (Skills / Strategies / Isolated Practice / Competitive situation)	75. Officials in Sport – Roles within varied sporting contexts (Netball / Football / Volleyball)	76. Officials in Sport – Responsibilities within varied sporting contexts (Netball / Football / Volleyball)	77. Officials in Sport – (Practical) (Netball / Football / Volleyball)	78. Assessment	79. B1 / B2 Close the Gap	80. Rules and Regulations in sport (Number of players / Length of Time / Scoring System)	81. Rules and Regulations in sport (Playing Area / Equipment / Starting and Restarting Play)	82. Rules and Regulations in sport (non-adherence to the rules / Application of rules by officials)	83. Computer room – Case study and application – Sport choice	84. Computer room – Case study and application – Sport Choice	85. Computer room – Case study and application – Sport Choice	86. Assessment.	87. B3 Close the Gap	88. Planning Drills to improve specific techniques in varied sports (Practical) (Stationary)	89. Planning Drills to improve specific techniques in varied sports (Practical) (Travel)	90. Planning Drills to improve specific techniques in varied sports (Practical) (Passive and active opposition)	91. Planning Drills to improve specific techniques in varied sports (Stationary drills, travel drills, passive, active)	92. Conditioned Practice (Practical) (Using rule changes to focus a skill – e.g., Touches restrictions)	93. Demonstration of technique to improve understanding (Practical)	94. Development of Feedback and highlighting of Teaching Points (Practical)	95. Video recording of small-sided practice for focus in 2023/24 (Practical)	96. Assessment	97. C3 Close the Gap	COMPONENT 3	98. A1: The Importance of Fitness for successful participation in sport	99. A2: Fitness training principles	100. A3: Exercise intensity and how it can be determined 1	101: A3: Exercise intensity and how it can be determined 2	102: Assessment	103: A3 Close the Gap	104: B1: Importance of fitness testing and requirements for administration of each fitness test 1	105: Importance of fitness testing and requirements for administration of each fitness test 2	106: B2: Fitness test methods: aerobic endurance 1&2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power,	107: B2 Fitness test methods: aerobic endurance 1&2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power,
Key Vocabulary/Concepts/ideas																																				

	Key vocabulary language: Technique, Strategies, Skills, Basic, Complex, Open, Closed, Adapting, Isolated practice, Competitive, Referee, Umpire, Scorers, Timekeeper, Appearance, Equipment, Fitness, Communication, National Governing Bodies, Rules, Regulations, Timing, Positioning, Demonstrations											
	Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain											
Term 2	WC 08/01	WC 15/01	WC 22/01	WC 29/01	WC 05/02	WC 12/02	WC 26/02	WC 04/02	WC 11/03	WC 18/03	25/03	15/04
	Component 2 Controlled Assessment 108: B2 Fitness test methods: <i>aerobic endurance 1&2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power</i> 109: B2 Fitness test methods: <i>aerobic endurance 1&2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power</i> 110: B2 Fitness test methods: <i>aerobic endurance 1&2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power</i> 111: B2 Fitness test methods: <i>aerobic endurance 1&2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power</i> 112: B2 Fitness test methods: <i>aerobic endurance 1&2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power</i>		Component 2 Controlled Assessment 113: B4: Interpretation of fitness test results 114. Assessment 115. B3 Close the Gap 116: C1: Requirements for each of the following fitness training methods 117: C2: Fitness training methods <i>aerobic endurance 1&2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i>		Component 3 window 118: C2: Fitness training methods <i>aerobic endurance 1&2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i> 119: C2: Fitness training methods <i>aerobic endurance 1&2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i> 120: C2: Fitness training methods <i>aerobic endurance 1&2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i> 121: C2: Fitness training methods <i>aerobic endurance 1&2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i> 122: C2: Fitness training methods <i>aerobic endurance 1&2, flexibility, muscular endurance, muscular strength, speed, agility, power, balance, coordination, reaction time</i>		Component 3 window 123: C4: Additional requirements for each fitness method 1 124: C4: Additional requirements for each fitness method 2 125: C4: Additional requirements for each fitness method 3a 126: C4: Additional requirements for each fitness method 3b 127: C5: Provision for taking part in fitness training methods		128: C6: The effects of long-term fitness training on the body: <i>aerobic endurance training 1</i> 129: C6: The effects of long-term fitness training on the body: <i>aerobic endurance training 2</i> 130: C6: The effects of long-term fitness training on the body: <i>flexibility training</i> 131: C6: The effects of long-term fitness training on the body: <i>muscular endurance training</i> 132: C6: The effects of long-term fitness training on the body: <i>muscular strength and power training</i>		133: C6: The effects of fitness training on the body: <i>speed training</i> 114. Assessment 115. B3 Close the Gap 116: D1: Personal information to aid training fitness programme design 117: D1: Fitness programme design 1	
Key Vocabulary/Concepts/ideas												
Key vocabulary language; <i>Musculoskeletal system;</i> Deltoid, Biceps, Triceps, Pectoralis major, Latissimus dorsi, External obliques, Gluteus maximus, Quadriceps, Hamstrings, Gastrocnemius, Tibialis anterior, Cranium, Clavicle, Scapula, Ribs, Sternum, Humerus, Radius, Ulna, Pelvis, Femur, Patella, Tibia, Fibula. <i>Structure and function of the synovial joints;</i> hip, shoulder, knee, elbow. <i>Structures of the Cardiovascular system:</i> Atria, Ventricles, Aorta, Vena Cava, Pulmonary artery, Pulmonary vein. <i>Structures of the Respiratory system:</i> Lungs, Bronchi, Bronchioles, Alveoli, Diaphragm. Components of Fitness, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for improvement. Physical, Aerobic Endurance, Muscular Endurance, Strength, Speed, Flexibility, Body Composition, Skill, Agility, Balance, Co-ordination, Reaction Time, Power, Frequency, Intensity, Time, Type, Specificity, Progressive Overload, Individual Need, Reversibility, Variation, Adaptation, Rest and Recovery Shared concepts and ideas; Component 3 assesses the Impact of training on the Components of Fitness and the physical performance of the body. Recognising the impact of Key Principles to ensure that Components of Fitness can be developed effectively when training												
Term 3	WC 22/04	WC 29/04	WC 07/05	WC 13/05	WC 20/05	WC 03/06	WC 10/06	WC 17/06	WC 24/06	WC 01/07	08/07	15/07
	118: D1: Fitness programme design 1 119: D1: Fitness programme design 1 120: D1: Fitness programme design 1 121: D2: Fitness programme design 2 122: D2: Fitness programme design 2		Component 3 window 123: D3: Motivational techniques for fitness programming 1 124: D3: Motivational techniques for fitness programming 2 125: D3: Investigate fitness programming to improve fitness and sports Exam Prep		Component 3 window Exam Prep							
Key Vocabulary/Concepts/ideas												

<p>Key vocabulary language; <i>Musculoskeletal system</i>; Deltoid, Biceps, Triceps, Pectoralis major, Latissimus dorsi, External obliques, Gluteus maximus, Quadriceps, Hamstrings, Gastrocnemius, Tibialis anterior, Cranium, Clavicle, Scapula, Ribs, Sternum, Humerus, Radius, Ulna, Pelvis, Femur, Patella, Tibia, Fibula. <i>Structure and function of the synovial joints</i>; hip, shoulder, knee, elbow. <i>Structures of the Cardiovascular system</i>: Atria, Ventricles, Aorta, Vena Cava, Pulmonary artery, Pulmonary vein. <i>Structures of the Respiratory system</i>: Lungs, Bronchi, Bronchioles, Alveoli, Diaphragm. Components of Fitness, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for improvement. Physical, Aerobic Endurance, Muscular Endurance, Strength, Speed, Flexibility, Body Composition, Skill, Agility, Balance, Co-ordination, Reaction Time, Power, Frequency, Intensity, Time, Type, Specificity, Progressive Overload, Individual Need, Reversibility, Variation, Adaptation, Rest and Recovery</p> <p>Shared concepts and ideas; Component 3 assesses the Impact of training on the Components of Fitness and the physical performance of the body. Recognising the impact of Key Principles to ensure that Components of Fitness can be developed effectively when training</p> <p>Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain</p>
--

CIAG

BTEC areas of Knowledge and Understanding and to promote PE Pathways through the wider sports industry (See Departmental Documentation)
 Development of Sports Leadership skills through Unit 6 participation.
 Wider engagement with Sports Academy providers at Level 3 and beyond

British Values

The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.
 Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.
 Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.

Key Stage 4: Core PE

Term 1	Overall Curriculum Goals - developing and supporting BTEC PE:													
	<ul style="list-style-type: none"> Completion of Practical Performance in Sport (Unit 2) Module – Coursework Use of Recreational session to support wider learning 													
	WC 06/09	WC 13/09	WC 20/09	WC 27/09	WC 04/10	WC 11/10	WC 18/10	WC 01/11	WC 08/11	WC 15/11	WC 22/11	WC 29/11	WC 6/12	WC 13/12
	Sporting Options Football Netball Badminton							Sporting Options Football Basketball Fitness						
Term 2	WC 04/01	WC 10/01	WC 17/01	WC 24/01	WC 31/01	WC 07/02	WC 14/02	WC 28/02	WC 07/03	WC 14/03	21/03	28/03		
	Sporting Options Volleyball Trampolining Fitness							Sporting Options Dance Rugby league Basketball						
	WC 04/04	WC 25/04	WC 02/05	WC 09/05	WC 16/05	WC 23/05	WC 06/06	WC 13/06	WC 20/06	WC 27/06	04/07	11/07		
	Sporting Options							Sporting Options						

Term 3	Athletics Striking and Fielding Games	Tennis Striking and Fielding Games
---------------	--	---------------------------------------

British Values

The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.
Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.
Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.

<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>	<u>Group 4</u>
X Country	X Country	X Country	X Country
RL - Field	TT - HS	Volleyball - SH	Gym
Football – 3G	Netball - MUGA	HRF - Gym	Football
HRF - Gym	Football – 3G	Netball - MUGA	Netball - MUGA
Interform	Interform	Interform	Interform
Volleyball - SH	RL - Field	TT - HS	RL - Field
Netball - MUGA	HRF – Gym	Football – 3G	TT - HS
TT – Heart Space	Volleyball - SH	RL - Field	Athletics - Field
Athletics – Field	Tennis – SH (IR)	Rounders - 3G	Athletics
Tennis - MUGA	Athletics – Field	Athletics – Field	Rounders – 3G
Rounders - Field	Rounders - 3G	Tennis – MUGA	Tennis – SH (IR)
Interform	Interform	Interform	Interform