

TKS PE Curriculum Map:

Year 7	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Unit	Mixed Problem Solving Boys Football Girls Netball	Mixed Health Related Exercise Boys Rugby Girls Football	Mixed Hockey Boys Table Tennis Girls Dance	Mixed Badminton Boys Handball Girls Rugby	Mixed Athletics Field Boys Athletics Track Girls Athletics Track	Mixed Rounders Boys Cricket Girls Cricket
Overview	As new TKS students, problem solving sets out to create a healthy 'team' environment within forms. Football and netball units embed the fundamental core skills needed to be successful in these activities, as well as the basic rules. Football focuses on dribbling passing and shooting. Netball focuses on footwork, passing & marking.	In Y7 health related exercise students will develop knowledge of how to lead a healthy, active lifestyle through circuit and continuous training. Boys rugby and girls football units will teach the core skills needed to be successful in isolated practices. Boys rugby focuses on running forwards with the ball, passing, and tackling. Girls football teaches dribbling, passing and shooting.	In Y7 Hockey lessons, core dribbling, passing, and tackling skills are taught through games and isolated practices. In table tennis , boys will learn the correct grip and develop serve, forehand and backhand push shots to maintain a rally. In Y7 dance , girls will learn set phrases as part of a themed dance. Whilst develop using their own motifs	Badminton lessons in Y7 will focus on serving correctly within the rules, as well as developing the overhead clear. Dribbling rules and techniques are key for Y7's to learn in handball , as well as types of passing. In Y7, girl's rugby students learn the principle of running forwards with the ball, as well as developing passing skills.	In Y7 athletics , students will develop an understanding of the core techniques and skills associated with each event, as well as the rules when competing.	In Y7 cricket lessons, core skills such as bowling, fielding, and batting are the focus. In Y7 rounders , students will learn the Rounders England rules and develop core skills such as batting, throwing, catching, and fielding.
End point	Problem Solving: To be able to understand a variety of ways to communicate and demonstrate consideration for others. Football/Netball: Able to perform the core skills in a controlled environment. Understand the basic rules of the game and how to perform the core skills. Understand and be able to lead a correct warm up.	Health related exercise: Students will know what circuit and continuous training is, understanding their characteristics and how to optimise training. Rugby/Football: Able to perform the core skills in a controlled environment. Understand the basic rules of the game and how to perform the core skills in isolation.	Dance: Students understand fundamental dance terminology and skills, as well as choreographing and performing a group dance that showcases unison, canon, levels, dynamics. Table Tennis/Hockey: Students can perform the core skills in a controlled environment. Understand the basic rules of the game and knowledge of how to perform the core skills.	Badminton: Students can serve with success, maintain a rally & understand the correct rules for scoring. Rugby/Handball: Students understand the core skills needed to perform in small sided games. Students will have a basic understanding of the rules and may be able to play an adapted version of an authentic game.	Athletics: Students will know the rules for a variety of track and field events. Students will record a performance in each event and have some understanding of the core techniques and skills needed to improve their performance.	Cricket/Rounders: Students will be able to perform and understand the core skills needed to perform in small sided games. Students will be aware of basic rules, and key teaching points to improve the technique of their core skills.
Knowledge and Skills <i>Please refer to TKS Core PE Knowledge Steps</i>	Knowledge Steps 1.a, b, c, d, g, h 2. d, e, f.	Knowledge Steps 1a, c, d, e, i 2a, c, d, e, i.	Knowledge Steps 1/2a, b, c, d, e, f, g, h	Knowledge Steps 1/2b, c, e, f, g, h.	Knowledge Steps 1a, b, c, e, g, h. 1 2a, e, g, h,	Knowledge Steps 1b, c,e,f,g,h 2b,c,e,f,g,h
Knowledge Organiser	KS3 Football/Netball/Problem Solving	KS3 Health related exercise/Rugby/Football	KS3 Hockey/Table Tennis/Dance	KS3 Badminton/Handball/Rugby	KS3 Athletics	KS3 Rounders/Cricket
Assessment	TKS KS3 Core PE assessment task 1a & b.	TKS KS3 Core PE assessment task 1c & d.	TKS KS3 Core PE assessment task 1e & f.	TKS KS3 Core PE assessment task 1g & h.	TKS KS3 Core PE assessment task 1i & 1j.	TKS KS3 Core PE assessment task 1k & 1l.

Vocabulary focus	Problem Solving: Communication, co-operation, consideration. Football/Netball: Passing, shooting, marking, dribbling, catching.	Health Related Exercise: Heart rate, intensity, exercise, circuit, continuous, training. Rugby/Football: Passing, marking, defence, attack, catching, dribbling, shooting, forwards, ruck, maul, handling.	Hockey: dribbling, passing, shooting, defence, control. Table tennis: serve, topspin, chop, net, backhand, forehand. Dance: aesthetic nature, motif development, use of number, performance skills.	Badminton: serve, forehand, backhand, overhead clear. Handball: dribbling, passing, shooting. Rugby: Passing, handling, catching, forwards, backwards, off-side.	Athletics: Running, throwing, jumping, sprinting, take-off, discus, javelin, shot put, hurdles, relay.	Rounders: Bowling, batting, umpire, post, fielding, no-ball, rounder. Cricket: Bowling batting, wicket, stumps, run, catching.
NC benchmark	Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Perform dances using advanced dance techniques within a range of dance styles and forms.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	Develop their technique and improve their performance in other competitive sports, for example, athletics. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.

Year 8	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Unit	Mixed Dodgeball Boys Football Girls Netball	Mixed Health Related Exercise Boys Rugby Girls Football	Mixed Hockey Boys Table Tennis Girls Dance	Mixed Badminton Boys Handball Girls Rugby	Mixed Athletics Field Boys Athletics Track Girls Athletics Track	Mixed Softball Boys Cricket Girls Cricket
Overview	Dodgeball will be taught using official U16 England dodgeball rules. Students will perform authentic games, as well as conditioned games to focus on developing core skills such as throwing, catching, and dodging. Football and netball units continue to embed the core skills needed to be successful in these activities, as well as introducing advanced skills and tactical challenges. In both activities, a range of attacking and defensive strategies are introduced.	In Y8 health related exercise students will embed their circuit and continuous training skills and knowledge of how to lead a healthy, active lifestyle. Students will plan more effectively to progress their training and better understand the muscular system. Boys rugby and girls football units will continue to master the core skills needed to be successful in small sided games, as well as developing greater opportunities for students to learn advanced skills. Boys rugby is more contact based, emphasising execution of skills in a more competitive environment. Girls football introduce shooting techniques.	Y8 hockey students will focus on developing team attacking and defending strategies and techniques. Students will select and apply their skills so that they can carry out tactics with intent to outwit the opposition. In Y8 table tennis , boys will begin to look at outwitting their opponents through varieties of spin and pace on the ball. In dance Y8 students will explore a range of dance stimuli, with a focus on Matthew Bourne's 'The Carman'.	Badminton lessons in Y8 introduce a greater range of core skills such as net shots and drop shot, as well as tactics such as adding depth and varying the angle of the shuttle. In Y8, girl's rugby students are introduced to more rules to enable them to play more authentic games. Core skills such as passing, tackling, and running forwards are embedded.	In Y8 athletics , students will become more aware of the techniques associated with each event to maximise their performance. The triple jump will be taught for the first time, as well as 1500m.	In Y8 softball , students are introduced to the game through basic rules, and a focus on batting, pitching, and fielding skills. In Y8 cricket lessons, students will be taught several fielding skills such as backing up, as well as batting skills such as the drive.

End point	<p>Dodgeball: To be able to perform the core skills within a game situation and demonstrate understanding of the basic rules.</p> <p>Football/Netball: Students should be more secure in the core skills and begin to demonstrate advanced skills in small sided games. Students physical attributes and decision making become more consistent.</p>	<p>Health related exercise: Students will be more confident with the characteristics of continuous/circuit training. Students will understand in more detail the effects of these types of training, and how it impacts their healthy, active lifestyle.</p> <p>Rugby/Football: Students should be more secure in the core skills and begin to demonstrate advanced skills in small sided games. Students physical attributes and decision making become more consistent.</p>	<p>Dance: Students will demonstrate creativity by incorporating control, rhythm, timing, and aesthetics into sequences. Student will evaluate and assess movements to improve performances.</p> <p>Table Tennis: Students can maintain a rally with consistency and serve correctly. Some students will be able to perform shots with a variety of spin and speed.</p> <p>Hockey: Students demonstrate a greater understanding of the rules and are able to perform a variety of core and some advanced skills in isolation & small sided games.</p>	<p>Badminton: Students can maintain a rally with consistency and know the rules. Students will also have knowledge of a greater variety of shots and perform them in a game.</p> <p>Rugby: Students will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents. In all game's activities, students think about how to use skills, strategies and tactics to outwit the opposition.</p>	<p>Athletics: Students will be able to demonstrate more efficient technical performances that lead to an improved outcome from Y7. Students will be able to demonstrate a sound knowledge of the rules to improve their performance.</p>	<p>Softball: Students can hit and throw the ball consistently with success. Students know the basic rules to play a game effectively. Students will understand technical points to improve their batting and throwing.</p> <p>Cricket: Students will be able to bowl with more accuracy and understand a variety of shots to select when batting in attack or defence.</p>
Knowledge and Skills <i>Please refer to TKS Core PE Knowledge Steps</i>	Knowledge Steps 2.a, b, c, d, g, h 3. d, e, f.	Knowledge Steps 2a, c, d, e, i 3a, c, d, e, i.	Knowledge Steps 2/3a, b, c, d, e, f, g, h	Knowledge Steps 2/3b, c, e, f, g, h.	Knowledge Steps 2a, b, c, e, g, h. l 3a, e, g, h,	Knowledge Steps 2b, c,e,f,g,h 3b,c,e,f,g,h
Knowledge Organiser	KS3 Football/Netball/Dodgeball	KS3 Health related exercise/Rugby/Football	KS3 Hockey/Table Tennis/Dance	KS3 Badminton/Handball/Rugby	KS3 Athletics	KS3 Softball/Cricket
Assessment	TKS KS3 Core PE assessment task 2a & b.	TKS KS3 Core PE assessment task 2c & d.	TKS KS3 Core PE assessment task 2e & f.	TKS KS3 Core PE assessment task 2g & h.	TKS KS3 Core PE assessment task 2i & j.	TKS KS3 Core PE assessment task 2k & l.
Vocabulary focus	<p>Dodgeball: rush, dead zone, hit, block, kamikaze, hook, chest pass, underarm, dodge, catch.</p> <p>Football/Netball: Outwit, defence, attack, man-to-man, holding space, volley, header, through ball.</p>	<p>Health Related Exercise: Heart rate, intensity, exercise, circuit, continuous, training, optimise.</p> <p>Rugby/Football: dummy, swerve, ruck, maul, depth, side-step, control, outwit, defence, attack, man-to-man, volley, header, through ball.</p>	<p>Dance: Levels, Formation, Relationships, Direction, Unison, Canon</p> <p>Hockey: Push pass, Hit- Open stick, Clip- Open stick, Long handled slap, Arial ball, Reverse stick, Sweep- reverse stick, Open stick, Reverse stick, Indian dribble.</p> <p>Table tennis: Backhand push, smash, slice, spin.</p>	<p>Badminton: smash, net shot, drop shot, ready position, baseline.</p> <p>Handball: goalkeeper, pivot, penalty, free pass, contact, attack, defence.</p> <p>Rugby: Ruck, maul, lineout, forwards, backwards, tackling, shoulder.</p>	<p>Athletics: Running, throwing, jumping, Fosbury flop, hitch kick, up sweep/down sweep, bend, staggered start, acceleration, posture.</p>	<p>Softball: Pitching, batting, strike, ball, home run, grand slam, base, plate, catching.</p> <p>Cricket: Bowling batting, wicket, stumps, run, catching, backing up, offside, on side, mid-wicket.</p>
NC benchmark	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	Develop their technique and improve their performance. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	Perform dances using advanced dance techniques within a range of dance styles and forms. Use a range of tactics and strategies to overcome opponents in direct competition	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	Develop their technique and improve their performance in other competitive sports. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.

		Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	through team and individual games.			Develop their technique and improve their performance in other competitive sports.
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Year 9	HT 1	HT 2	HT 3	HT 4	HT5	HT6
Unit	Boys: Football/Volleyball Girls: Netball/Volleyball	Boys: HRE/Rugby Girls: HRE/Football	Boys: T-Tennis/Sport Ed Girls: Dance/Sport Ed	Boys: Handball/Badminton Girls: Rugby/Badminton	Boys: Athletics Girls: Athletics	Boys: Softball/Cricket Girls: Rounders/Cricket
Overview	<p>Volleyball: Core skills such as the ‘volley’, ‘dig’ and serve are the focus for lessons, and advanced skills such as ‘spike’ and ‘block’ are also introduced.</p> <p>Football/Netball: Core Skills will be mastered, and advanced skills will now become more consistent during isolated situations. Physical attributes and decision making will now become more of a focus in lessons for Y9.</p>	<p>HRE: Indoor rowing is introduced at Y9 to support lifelong physical activity, as well as engaging students in a health activity with variety. Students will also undertake continuous training lessons in this unit, with the emphasis on fun and personal bests.</p> <p>Rugby/Football: In rugby, lessons become more structured and involve technical aspects such as scrummaging, line outs and kicking. Girls football is also more games based, with emphasis on tactical strategies to outwit opponents.</p>	<p>T-Tennis: Students are introduced to doubles, and so will learn the rules and tactical strategies to become effective doubles players.</p> <p>Dance: Students will choreograph and perform a group dance to Michael Jackson’s Thriller. Focus is on choreographic processes and exploring a range of dance styles.</p> <p>Sport Education: A co-operative learning based unit to introduce students to leadership, officiating, coaching and other non-performing roles in sport.</p>	<p>Handball: Students are taught advanced tactics to outwit opponents shut as a dive shot, holding the opponent and dummy runs. Rules become more familiar to aid performance.</p> <p>Badminton: Having secured a range of singles skills in Y7/8, students are introduced to doubles rules and tactics.</p> <p>Rugby: Core skills are utilised more frequently in games, and technical aspects such as lineouts are introduced.</p>	<p>Athletics: Students will be throwing heavier implements, hurdling higher, and running further distances. Students will be aiming to better their performances in Y8 and further improve their technical understanding to maximise their outcome.</p>	<p>Softball: Boys will be confident in basic rules and core skills, therefore batting tactics such as a ‘grandslam’ and fielding tactics such as multiple out are introduced. Communication will be emphasised for the fielding team, and pre-determined shots are encouraged when batting.</p> <p>Rounders: Core skills and basic rules are secure. Girls will be introduced to tactical bowling with change of speed and height. Batting will focus on reverse hitting and blocks.</p> <p>Cricket: Hook and pull shots are introduced for batters, and spin is taught in bowling. Fielding accuracy is also a focus.</p>
End point	<p>Volleyball: Students will be able to perform the core skills in an authentic game situation, and perform some advanced skills in an isolated practice. Students will now the basic rules to take part in a game.</p> <p>Rugby/Football: Students can perform core skills with accuracy and advanced skills with some accuracy in an authentic competitive situation. Students also demonstrate an excellent tactical awareness and an understanding of the rules.</p>	<p>HRE: Students will be able to use a rowing machine safely and demonstrating the correct technique. Students will also be aware of the characteristics of interval training, and its physical benefits.</p> <p>Rugby/Football: Students can perform core skills with accuracy and advanced skills with some accuracy in an authentic competitive situation. Students also demonstrate an excellent understanding of the rules.</p>	<p>T-Tennis: Students will know the rules to play a game of doubles, as well as demonstrating tactics to successful outwit opponents.</p> <p>Dance: Students will all contribute to the choreographing and performance of a themed dance. Students will also have knowledge of choreographic processes and dance styles.</p> <p>Sport Education: Students will understand a number of non-performing roles in sport, as well as be able to lead in the role of either a warm up captain, skills coach, manager, official, press officer or statistician.</p>	<p>Handball: Students can perform skills effectively in an authentic game situation, as well as making better decision more frequently in games and understanding tactics to outwit opponents.</p> <p>Badminton: Students will be able to perform a game of doubles, using the correct rules and implementing tactics to outwit opponents.</p> <p>Rugby: Girls will be able to perform the core skills in a game situation, and have an understanding of rules around rucking.</p>	<p>Athletics: Students will be able to perform to their maximum demonstrating excellent technical performances. Students will be able to outperform their results from Y8.</p>	<p>Softball: Boys will be able to perform the core skills effectively in a game, and also demonstrate an excellent tactical understanding when batting and fielding.</p> <p>Rounders/Cricket: Students will understand advanced bowling and batting techniques, as well as being able to make correct decisions when fielding more consistently.</p>

Knowledge and Skills <i>Please refer to TKS Core PE Knowledge Steps</i>	Knowledge Steps 4/5.a, b, c, d, g, h 4/5. d, e, f.	Knowledge Steps 4a, c, d, e, i 5a, c, d, e i.	Knowledge Steps 4/5a, b, c, d, e, f, g, h	Knowledge Steps 4/5b, c, e, f, g, h.	Knowledge Steps 4a, b, c, e, g, h. I 5a, e, g, h,	Knowledge Steps 4b, c,e,f,g,h 5b,c,e,f,g,h
Knowledge Organiser	KS3 Football/Netball/Volleyball	KS3 Health related exercise/Rugby/Football	KS3: Table Tennis/Dance	KS3 Badminton/Handball/Rugby	KS3 Athletics	KS3 Rounders/Cricket/Softball
Assessment	TKS KS3 Core PE assessment task 3a & b.	TKS KS3 Core PE assessment task 3c & d.	TKS KS3 Core PE assessment task 3e & f.	TKS KS3 Core PE assessment task 3g & h.	TKS KS3 Core PE assessment task 3i & j.	TKS KS3 Core PE assessment task 3k & l.
Vocabulary focus	Football Overlap, communication, decision making, tactical awareness Netball Dodging, Marking, Umpire, holding space, centre pass, strategy Volleyball Spike, dig, volley, block, rotation, service.	Health Related Exercise: Rowing, strokes, efficiency, technique, resilience, breathing frequency, lactic acid, extension, flexion. Rugby/Football: Lineout, full back, fly half, hooker, jackal, off load, recycle, overlap, communication, decision making, tactical awareness	Dance: technique, style, genre, set, costume and lighting design, compositional principles, choreographic structure, accuracy, expression, safe practice. Table tennis: cork spin, sidespin, counter, hit, loop, alternate. Sport Education: Leadership, roles, official, respect, sportsmanship, organisation.	Handball: Dive shot, fake run, holding the opponent, man marking, passive play, tactics. Badminton: angle, depth, kill, agility, reaction time, drive, footwork, flick, disguise. Rugby: Ruck, maul, lineout, forwards, backwards, tackling, scrum.	Athletics: Transfer weight, Rotation, Strides, Lead leg, Trail leg, Anaerobic Pace, Strategy, Surge, Endurance, Steeplechase, Outgoing runner, Incoming runner, Teamwork, Communication, Baton Leg Changeover, Downsweep, Upsweep, Approach, Decathlon, Heptathlon, Pentathlon, Triathlon, Intensity,	Softball: Pitching, batting, strike, ball, home run, grand slam, base, plate, catching. Cricket: Backing up, offside, on side, mid-wicket, on strike, strikers end, non-strikers end, attack, defence, hook, pull, drive. Rounders: Donkey drop, reverse hit, spin, backing up, communication.
NC benchmark	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	Perform dances using advanced dance techniques within a range of dance styles and forms. Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	Develop their technique and improve their performance in other competitive sports, for example, athletics. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.

OCR GCSE PE Year 10	HT 1	HT 2	HT 3 & HT 4	HT5 & HT6
Topic	Skeletal & Muscular Systems	Movement Analysis, Components of Fitness & Principles of Training	Analyse & Evaluate Performance (AEP) & Sports Psychology	Athletics Practical Assessments & Health, Fitness & Wellbeing

<p>Overview & End point</p>	<p>Skeletal: Students will be able to name and locate the major bones of the body and be able to apply examples of how the skeletal system allows the functions such as posture and protection. Students will be able to identify major joints along with the associated articulating bones in the knee, elbow, shoulder, and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints, as well as being able to apply these movements to examples from physical activities and sports.</p> <p>Muscular: Students will develop their knowledge of the location of the major muscle groups and be able to apply muscle use to examples from physical activities and sport. Students will also develop their knowledge of the roles of muscles as agonists, antagonists, fixators and how they operate as antagonistic pairs, again by applying to examples from physical activities and sports.</p>	<p>Movement Analysis: Students will develop their knowledge of the three classes of lever and will be able to use examples from physical activities and sport to show where these levers might operate to produce movement. Students will become aware of the mechanical advantage provided by levers in movement. Students will know the three planes of movement and be able to give examples of these levers from different physical activities and sports. Frontal, transverse, and longitudinal axes of rotation will be recognised by students who will be able to apply these to examples from physical activities and sports.</p> <p>Components of Fitness: Students will develop their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility, and agility. Students will be able to define each component and be able to apply using a range of practical examples from physical activities and sports. Students will also develop their knowledge of suitable tests for each component. Students will be able to collect and use data related to the identified components of fitness.</p> <p>Principles of Training: Students will develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes. Students will develop their knowledge and understanding of how to optimise training using the FITT principle and different types of training. Students will develop their knowledge and understanding of the key components and physical benefits of the warm up and cool down applied to physical activities and sports.</p>	<p>AEP: In addition to three practical performances, learners are required to demonstrate their ability to analyse and evaluate their own performance to:</p> <ul style="list-style-type: none"> analyse aspects of personal performance in a practical activity evaluate the strengths and weaknesses of the performance produce an action plan which aims to improve the quality and effectiveness of the performance. <p>This is a written document and students have 14 hours to complete this non-examined assessment.</p> <p>Sports Psychology: Students will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports. The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports. Students will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills. Students will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Students will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.</p>	<p>Athletics: Students will be assessed using the OCR GCSE 9-1 NEA criteria on any two athletics events. Students need to display a range of core and advanced skills, as well as the decision making and tactical awareness in authentic competitive situations. All students will be taught the core and advanced skills in a variety of running, throwing and jumping activities, and their best two score will be put forward.</p> <p>Health, fitness & wellbeing: Students will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Students will know about the physical, emotional, and social benefits as well as the consequences of a sedentary lifestyle. Students will develop their knowledge and understanding of diet and nutrition. Students will understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports.</p>
<p>Knowledge and Skills</p> <p><i>Please also refer to TKS GCSE PE Knowledge Steps</i></p>	<p>The Skeletal System:</p> <ul style="list-style-type: none"> Locate 19 bones. Understand the 6 functions of the skeleton. Know 4 types of synovial joint. Know roles of ligaments, tendons, cartilage Knowledge Steps: 1a), 1b), 1c) <p>The Muscular System:</p> <ul style="list-style-type: none"> Locate 11 major muscles. Know roles of muscles in movement: Agonist, antagonist, fixator – antagonistic pair. 	<p>Movement Analysis:</p> <ul style="list-style-type: none"> Know & locate 3 classes of lever. Know the location of planes and axes in the body. Apply sporting examples for each. Knowledge Steps: 2a), 2b), 2c), 3c) <p>Components of Fitness:</p> <ul style="list-style-type: none"> Know the 10 components of fitness & all associated fitness tests. Apply sporting examples for each. Knowledge Steps: 3a), 3b), 3c) <p>Principles of Training: You will</p> <ul style="list-style-type: none"> Know the principles & types of training. 	<p>Analyse & Evaluate:</p> <ul style="list-style-type: none"> Produce a written analysis and evaluation of your performance in ONE of your chose sports. 14 hours under informal teacher supervision <p>Sports Psychology</p> <ul style="list-style-type: none"> Know characteristics of skill & classify skill. Understand use of goal setting, mental prep. Know guidance/feedback techniques. Knowledge Steps: 5a), 5b), 5c) 	<p>Health, Fitness & Wellbeing</p> <ul style="list-style-type: none"> Know the physical, social, and emotional benefits of physical activity Know the definition & components of a balanced diet KS: 6a), 6b), 6c)

	<ul style="list-style-type: none"> Knowledge Steps: 1a), 1b), 1c), 2a), 2b), 2c) 	<ul style="list-style-type: none"> Understand FITT, stages & benefits of warm up and cool down. Knowledge Steps: 3a), 3b), 3c), 4a), 4b), 4c) 		
Knowledge Organiser	Skeletal System Muscular System	Movement Analysis Components of Fitness Principles of Training	Sports Psychology	Health, fitness, and wellbeing
Assessment	Formative 'Super 6' Exam questions. Summative Skeletal assessment Summative synoptic muscular and skeletal assessment.	Formative 'Super 6' Exam questions. 2 x Summative synoptic assessment on all topics.	Formative 'Super 6' Exam questions. 1 x Summative synoptic assessment on all topics. NEA Analysis & evaluation assessed internally.	Formative 'Super 6' Exam questions. NEA Analysis & evaluation marked internally. Y10 Synoptic Mock Exam on all topics studied.
Reading opportunities	OCR GCSE Physical Education: Student Book by Matthew Hunter, Oxford University Press, OCR GCSE 9-1 PE Second Edition by John Honeybourne Hodder, Education.			
Writing Opportunities	Super 6 Exam Questions	Super 6 Exam Questions	Super 6 Exam Questions AEP controlled assessment is a 14-hour piece of written work where students respond to extended writing questions around their performance in a chosen sport.	Super 6 Exam Questions
Vocabulary focus <i>OCR GCSE PE Glossary of Key Terms utilised every lesson</i>	SKELETAL • cranium • vertebrae • ribs • sternum • clavicle • scapula • pelvis • humerus • ulna • radius • carpals • metacarpals • phalanges • femur • patella • tibia • fibula • tarsals • metatarsals. • support • posture • protection • movement • blood cell production • storage of minerals. flexion • extension • rotation • abduction • adduction • circumduction. • ligament • cartilage • tendons MUSCULAR • deltoid • trapezius • latissimus dorsi • pectorals • biceps • triceps • abdominals • quadriceps • hamstrings • gluteals • gastrocnemius. agonist • antagonist • fixator	PLANES • frontal • transverse • sagittal AXES • frontal • transverse • longitudinal. COMPONENTS OF FITNESS cardiovascular endurance/stamina • muscular endurance speed • strength power • flexibility • agility • balance • co-ordination • reaction time. PRINCIPLES OF TRAINING • specificity • overload • progression • reversibility.	SPORTS PSYCHOLOGY • efficiency • pre-determined • co-ordinated • fluent • aesthetic • difficulty continuum • environmental continuum • imagery • mental rehearsal • selective attention • positive thinking • Specific, Measurable, Achievable, Recorded, Timed	HEALTH, FITNESS & WELLBEING • carbohydrates • proteins • fats • minerals • vitamins • fibre • water and hydration • loneliness • well-being • sedentary lifestyle: • emotional

OCR GCSE PE Year 11	HT 1	HT 2 & HT 3	HT 4, HT5 & HT6 (exam leave)
Topic	Engagement Patterns, Commercialisation & Ethical Issues	Cardiovascular & Respiratory Systems, Effects of Exercise	Practical Assessments in PE Exam Technique and Revision

<p>Overview & End point</p>	<p>Engagement Patterns: Students will develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation, using practical examples from physical activities and sports.</p> <p>Commercialisation: Students will develop their knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.</p> <p>Ethical Issues: Students will develop their knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.</p>	<p>Cardiovascular & Respiratory Systems: Students will develop their knowledge and understanding of the structure and function of the cardiovascular system. Blood vessels and blood cells with their pathway through the heart will be understood along with definitions of key cardiac terms. Students will understand the pathway of air through the respiratory system and know the role of the respiratory muscles and alveoli during breathing, along with an understanding of key definitions. Students will also be able to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.</p> <p>Effects of Exercise: Students will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart, and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports. Students will be able to collect and use data in this section related to both short-term and long-term effects of exercise.</p>	<p>Practical Assessments: Students will be assessed using the OCR GCSE 9-1 NEA criteria on at least three sports from the set list of activities. Students need to display a range of core and advanced skills, as well as the decision making and tactical awareness in authentic competitive situations for all sports. All assessments will be 1-hour long. A sample of students will also be selected to attend the external exam board moderation between 1st April and 15th May.</p> <p>Revision & Exam Technique: At this point, it is planned that students will have finished the theoretical content of the course</p> <p>As mentioned above, practical assessments, and preparation for the external exam board practical moderation will take up many lessons during this time frame. However, classroom lessons will now focus on sharpening up exam technique through several strategies, including walk and talk mocks, structure strips, modelling expert practice and assessment objective-based tasks. It is hoped that during these lessons, students will be able to combine their knowledge and exam technique skills to achieve more effective outcomes when answering exam questions.</p> <p>In addition to this, a variety of engaging recall tasks in these lessons will draw upon knowledge learnt from the last 18 months in order to enable students to continue to rehearse and apply key information across all topics in preparation for the spring mock examinations, as well as the GCSE exams in May.</p>
<p>Knowledge and Skills</p> <p><i>Please also refer to TKS GCSE PE Knowledge Steps</i></p>	<p>Engagement Patterns of different Social Groups</p> <ul style="list-style-type: none"> Be familiar with current trends in participation in physical activity and sport. Understand how different factors effect participation. Knowledge Steps: 6a), 6b), 6c) <p>Commercialisation of physical activity & sport</p> <ul style="list-style-type: none"> Understand the difference of the media on the commercialisation of physical activity and sport. Understand the influence of sponsorship on sport. 	<p>Cardiovascular & Respiratory Systems:</p> <ul style="list-style-type: none"> Know the structure & function of both systems. Know the definitions of aerobic and anaerobic exercise & apply practical examples. <p>Knowledge Steps: 8a), 8b), 8c)</p> <p>Effects of Exercise on Body Systems:</p> <ul style="list-style-type: none"> Understand the short-term & long-term effects of exercise. Be able to apply the effects to examples from sport. Be able to collect and use data relating to these effects. 	<p>Practical Assessments:</p> <ul style="list-style-type: none"> Know the rules and regulations of their sports during authentic competitive situations. Perform all core skills and nearly all the advanced skills of their sport in isolation and under authentic competitive situations. Perform the core and advanced skills consistently with an excellent standard of accuracy, control, and fluency. Demonstrate the appropriate levels of physical fitness and psychological control to perform very effectively nearly all the time. Makes excellent decisions, selecting and using appropriate skills, tactics and strategies during authentic competition. <p>Revision & Exam Technique</p> <ul style="list-style-type: none"> Develop strategies to effectively interpret information of questions in exams. Understand the importance of recall, and knowledge of tasks to improve memory recall.

	<ul style="list-style-type: none"> Knowledge Steps: 7a), 7b), 7c) Ethical issues in physical activity & sport <ul style="list-style-type: none"> Know & understand the reason for sportsmanship, gamesmanship, deviance, and violence in sport. Know the types of performance enhancing drugs. Knowledge Steps: 7a), 7b), 7c) 	<ul style="list-style-type: none"> Knowledge Steps: 9a), 9b), 9c) 	<ul style="list-style-type: none"> Understand key techniques to answer extended writing questions in GCSE PE more effectively. Be able to manage time more effectively under exam conditions, understanding a clear routine to enable a more efficient completion of GCSE PE exams.
Knowledge Organiser	Socio-Cultural Issues in Sport & Physical Activity	Cardiovascular System Respiratory System Effects of Exercise	All GCSE PE Knowledge Organisers will be referenced during this period.
Assessment	Formative 'Super 6' Exam questions. Summative synoptic assessment on all topics taught so far.	Formative 'Super 6' Exam questions. Autumn Mock Exams will consist of two full GCSE PE papers.	Spring Mock Exams will consist of two full GCSE PE papers.
Reading opportunities	OCR GCSE Physical Education: Student Book by Matthew Hunter, Oxford University Press, OCR GCSE 9-1 PE Second Edition by John Honeybourne Hodder, Education.		
Writing Opportunities	Super 6 Exam Questions GCSE PE Extended writing past exam questions	Super 6 Exam Questions GCSE PE Extended writing past exam questions	Extended writing GCSE PE exam questions will be the focus during some of these lessons.
Vocabulary focus <i>OCR GCSE PE Glossary of Key Terms utilised every lesson</i>	Disability Race/Religion/Culture Gender Age Family Ethnicity Commercialisation/Sponsorship Anabolic steroids/Beta Blockers/Steroids Gamesmanship/Sportsmanship/Deviance	cardiovascular system <ul style="list-style-type: none"> arteries • capillaries • veins • atria • ventricles • bicuspid, tricuspid, and semilunar valves • septum - aorta – pulmonary artery – vena cava – pulmonary vein • heart rate • stroke volume • cardiac output respiratory system <ul style="list-style-type: none"> trachea • bronchi • bronchiole • alveoli • diaphragm • intercostals • breathing rate • tidal volume • minute ventilation • aerobic exercise • anaerobic exercise 	Full content of OCR GCSE PE Glossary of Key Terms used as 'Do Now's and pre-learning tasks. Significant areas of development in vocabulary will particularly be focussed on, as identified by performance in the mock exams.