

What are the aims and intentions of this curriculum?

To encourage students to:

- Be inspired, motivated and challenged, and enable them to make informed decisions about further learning opportunities and career pathways.
- Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people’s involvement in physical activity and sport

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Fitness and invasion games.	Students will participate in, and deliver elements of the lesson with the inclusion of relevant strength and conditioning movements, linking ideas and considering the overall impact on the human body.	Students will gain an understanding of warm ups, cool downs and health importance through physical tasks. Students will be provided with the opportunity to critically reflect on the benefits that fitness events give to an individual and implications for future life. Students will develop the appropriate knowledge and demonstrate a deeper understanding through planning and delivering fitness training sessions.	Student’s attainment levels will be recorded in accordance to their pathway. Students will be continuously assessed from lesson to lesson on the areas listed above and summatively at the end of the unit.
Autumn 2	Pitch invasion Games (Football/Netball/Rugby/Basketball/Handball)	Broad topics that will be covered during the unit: Passing and control, Dribbling and control, Pass and Move, Shooting, Defending, Attacking.	Students will develop and apply complex skills in team sports (Rugby, Football and Hockey). Create different tactics and implement these when attacking and defending as a team. Develop the ability to adjust tactics based on an opponents’ strategy. Assess performance and give constructive feedback on strengths and weaknesses, including how to develop weaknesses. Become a good leader through officiating activities and become a good sportsman.	Students to play a tournament in their teams, playing each side once. Assess students on the six strands. Ensure teams have a captain and explore tactics developed over the previous lessons. Student to assess themselves against the SC before and during / end of the lesson. One person from each team a coach and peer assess another giving snapchat feedback (10seconds) Students will be continuously assessed

				from lesson to lesson on the areas listed above and summatively at the end of the unit. Student's attainment levels will be recorded in accordance to their pathway.
Spring 1	Pitch invasion Games (Football/Netball/Rugby/Basketball/Handball) & Net Games (Badminton/Table Tennis)	Broad topics that will be covered during the unit: Passing and control, Dribbling and control, Pass and Move, Shooting, Defending, Attacking, Serving, Rules and Regulations.	Students will Progress passing and receiving under pressure with a focus on power and accuracy in sports including Netball, Basketball and Handball. Explore the principles of attacking and defending during game play with a focus on static and dynamic shooting/scoring under pressure. Progress teamwork and communication, with advanced analyses of performance in different coaching roles. Develop transferable skills which can be used across various sports and create links between different sports. Develop tactics and strategies in order to outwit opponents during game play with assessment.	<p>Students to play a tournament in their teams, playing each side once. Assess students on the six strands. Ensure teams have a captain and explore tactics developed over the previous lessons.</p> <p>Student to assess themselves against the SC before and during / end of the lesson. One person from each team a coach and peer assess another giving snapchat feedback (10seconds)</p> <p>Students will be continuously assessed from lesson to lesson on the areas listed above and summatively at the end of the unit. Student's attainment levels will be recorded in accordance to their pathway.</p>
Spring 2	Pitch invasion Games (Football/Netball/Rugby/Basketball/Handball) & Net Games (Badminton/Table Tennis)	Broad topics that will be covered during the unit: Passing and control, Dribbling and control, Pass and Move, Shooting, Defending, Attacking, Serving, Rules and Regulations.	Students will Progress passing and receiving under pressure with a focus on power and accuracy in sports including Netball, Basketball and Handball. Explore the principles of attacking and defending during game play with a focus on static and dynamic shooting/scoring under pressure. Progress teamwork and communication, with advanced analyses of performance in different coaching roles. Develop transferable skills which can be used across various sports and create links between different sports. Develop tactics and strategies in order to outwit opponents during game play with assessment.	<p>Students to play a tournament in their teams, playing each side once. Assess students on the six strands. Ensure teams have a captain and explore tactics developed over the previous lessons.</p> <p>Student to assess themselves against the SC before and during / end of the lesson. One person from each team a coach and peer assess another giving snapchat feedback (10seconds)</p> <p>Students will be continuously assessed from lesson to lesson on the areas listed above and summatively at the end of the unit. Student's attainment levels will be recorded in accordance to their pathway.</p>

<p>Summer 1</p>	<p>Athletics</p>	<p>Broad topics that will be covered during the unit: Running – 100m, 200m, 300m, 400m, 800m, and relay Javelin, discus, shot put, Hurdling, Long jump, triple jump, high jump.</p>	<p>Students will Develop skills which are suitable for this specific event such as; starting position, launch, acceleration and finish. Explore tactics and strategies to increase winning advantage. Develop team work and communication skills through analysis and coaching. Create links between different sports through transferable skills</p>	<p>In pairs students to complete each workstation for the track events.</p> <p>Track event will have all the areas taught thought-out the term. Students are expected to help in recording and tracking time for each event.</p> <p>Partners with the quickest time and most meters for each track event.</p> <p>Students will be continuously assessed from lesson to lesson on the areas listed above and summatively at the end of the unit. Student’s attainment levels will be recorded in accordance to their pathway.</p>
<p>Summer 2</p>	<p>Striking & Fielding (Cricket, Softball and Rounders)</p>	<p>Broad topics that will be covered during the unit: Ball familiarisation/catching Fielding Bowling Batting Fielding tactics/strategies to outwit opponents</p>	<p>Students will will demonstrate consistency, timing and fluency in the execution of techniques for batting, bowling and fielding. Students will work on improving the skill of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Students should be able to accurately score, coach & officiate games, ensuring all assessment strands are accessed over the course of the unit.</p>	<p>Warm up – Student led pulse raiser + stretches. Highlight assessment criteria in relation to 6 strands. 4’s; set up batting lanes/nets–1 bowl, 1 bat, 1 wicket, 1 fielder. Fielder to also act as coach and feedback to group. Accurate replication of learnt skills. 2/3 full games depending on numbers: split the group into differentiated groups. 6 teams-2 innings per team. Students to help umpire and coach. Differentiate in terms of ability. Teacher grades against NC levels.</p> <p>Students will be continuously assessed from lesson to lesson on the areas listed above and summatively at the end of the unit. Student’s attainment levels will be recorded in accordance to their pathway.</p>