

## Physical Education Intent

Broadgreen PE department instilled a love for lifelong participation of physical activity by developing students overall physical confidence:

- Develop their knowledge and implementation of rules, strategies and tactics
  - Know what – declarative knowledge
- Motor competence – knowledge and range of movements that become increasingly sport and physical activity specific.
  - Show how – procedural knowledge
- Healthy participation – Character development and knowledge of safe and effective participation.
  - Grow – Know when and why - conditional knowledge

A conceptual approach is used to offer students an alternative to the traditional sport and skill development approach to the PE curriculum. The sport and physical activity now become the vehicle by which concepts are delivered and developed. Physical activity remains at the heart of all lessons. However, the concepts allow students an opportunity to engage in relevant and meaningful learning that can build a stronger connection with PE and life long participation.

Note – Two main concepts will be thread through all cycles: -

- Resilience – Students will develop an understanding of the term ‘resilience’ and be encouraged to demonstrate this concept in PE and other aspects of school life.
- Decision making – Students will identify the problems, collaborate and plan possible solutions. Students will develop their understanding of how to learn from the past and make better choices that will lead to more effective or consistent outcomes.

## Seven Year Plan

Year 7 – Core PE – Exploring motor competence			
	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	Confidence	Motor Competence	Motor competence
<b>Skills</b>	<p>Students will understand what confidence is and work on building and improving confidence through participation in Sport and physical activity. Students will focus on developing such characteristics as confidence, self-organisation, diligence, courage and kindness.</p> <p>Boys – Table Tennis, Basketball, Swimming, Dance</p> <p>Girls – Football, Swimming, Dodgeball, Badminton</p>	<p>Students will understand how PE can develop their competence across a wide variety of activities. Students will develop their motor competence through a variety of team and individual sports. Developing on from cycle 1 student will focus on developing such characteristics as resilience and perseverance.</p> <p>Boys –Swimming, Football, Fitness and Handball</p> <p>Girls – Netball, Fitness, Swimming and Dance</p>	<p>Students will understand how PE can develop their competence across a wide variety of activities. Developing on from cycle 1 and 2 students will focus on developing such characteristics as ambition and reflection and determination.</p> <p>Boys –Athletics, Badminton, Swimming, Basketball</p> <p>Girls – Swimming, Rounders and Athletics</p>
<b>Progression</b>	Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.



<b>Link to GCSE</b>	Sport specific language. Similar practice drills. Key knowledge regarding HR, Components of fitness, Lactic acid. Importance of warmups and cool downs.	Sport specific language. Similar practice drills Key knowledge regarding HR, Components of fitness and methods of training. Importance of warmups and cool downs.	Sport specific language. Similar practice drills Key knowledge regarding HR, Components of fitness, lactic acid. Importance of warmups and cool downs.
---------------------	---	---	--

**Year 8 – Core PE - Exploring Personal Development**

	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Content</b>	Knowledge and Understanding	Communication	Intrapersonal Skills
<b>Skills</b>	Students will gain an understanding of physical, mental and social benefits through participation in physical activity. Students will focus on characteristics such as curiosity, diligence, and perseverance.  Boys – Table Tennis, Basketball, Swimming, Football  Girls – Football, Swimming, Dodgeball, Badminton	Students will understand a range of verbal, non-verbal communication techniques, conflict resolution and develop an understanding of providing and receiving feedback through a variety of team and individual sports. Students will focus on developing such characteristics as teamwork, Prudence, respect and self-organisation.  Boys –Swimming, Dodgeball, Badminton and Fitness  Girls – Netball, Fitness, Swimming and Dance	Students will begin to reflect their own behaviour, understand how to demonstrate patience, cope with pressure and what constitutes a good work ethic. Students will focus on characteristics such as kindness, reflection, prudence and justice.  Boys –Athletics, Handball, Swimming, Basketball  Girls – Swimming, Rounders and Athletics
<b>Progression</b>	Introduce advanced skills - lay-up, spin, s – pull, smash. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	Develop advanced skills – S – pull, patterns of play in Badminton, working at higher intensities. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	Develop advanced skills – Drive phase, jump shot (HB), pacing. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.
<b>Link to GCSE</b>	Sport specific language. Similar practice drills. Key knowledge regarding HR, Components of fitness, Lactic acid. Importance of warmups and cool downs	Sport specific language. Similar practice drills Key knowledge regarding HR intensities, Components of fitness, progressive overload and methods of training. Importance of warmups and cool downs	Sport specific language. Similar practice drills. Key knowledge regarding HR, Components of fitness, Lactic acid. Importance of warmups and cool downs

**Year 9 – Core PE – Exploring Character Development**

	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Content</b>	Emotional Intelligence	Sporting Values	Power of positivity



<b>Skills</b>	Students will develop their understanding of how to recognise, express and regulate emotions through a variety of team and individual sports. Students will focus on characteristics such as respect, reflection and growth mind set.  Boys – Table Tennis, Basketball, Swimming, Football  Girls – Football, Swimming, Dodgeball, Badminton	Students will learn how to demonstrate respect and fair play in sport and sporting etiquette. Students will focus on characteristics such as justice, curiosity, resilience and prudence.  Boys – Football, Badminton, Fitness and Swimming  Girls – Netball, Fitness, and Dodgeball, Dance	Students will develop their understanding of perspective, how to handle criticism and the importance of a positive attitude. Students will focus on characteristics such as growth mind set, perseverance, courage and ambition.  Boys –Athletics, Handball, Swimming, Basketball  Girls – Rounders, Athletics and Fitness
<b>Progression</b>	The use of sport specific strategies and tactics and how they effect in game decisions. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	The use of sport specific strategies and tactics and how they effect in game decisions. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.	The use of sport specific strategies and tactics and how they effect in game decisions. Applying characteristics / skills in a wider context – Cross curricular / competitive sporting context.
<b>Link to GCSE</b>	Components of fitness, HR and links to warmups and cool downs	Components of fitness, HR and links to warmups and cool downs	Components of fitness, HR and links to warmups and cool downs

**Year 10 – Core PE – Exploring leadership and performance**

	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Content</b>	Effective teams	Attitude and behaviours	Health and Well-being
<b>Skills</b>	Application of knowledge and skills in a performance. Students will develop their understanding of different role within sports, embrace collaborations, communications and understand conflict resolution. Students will focus on characteristics such as teamwork, diligence, self-organisation and ambition.  Rotation - Table Tennis, Fitness, Handball, Dodgeball	Application of knowledge and skills in a performance. Students will understand what the importance of positive attitude, honesty, commitment and positivity and how this can affect themselves and others around them. Students will focus on characteristics such as prudence, integrity and perseverance.  Rotation - Football, Fitness, Badminton, Basketball.	Application of knowledge and skills in a performance. Students will develop and understanding of social and mental health and the importance activity plays in day-to-day life. Students will focus on characteristics such as kindness, reflection and ambition.  Rotation – Striking and fielding, Handball, Netball  When summer exams start student are given a choice of activities.
<b>Progression</b>	Applying the 3 pillars consistently in a performance. Demonstrating character development within PE and whole school.	Applying the 3 pillars consistently in a performance. Demonstrating character development within PE and whole school.	Applying the 3 pillars consistently in a performance. Demonstrating character development within PE and whole school.
<b>Link to GCSE</b>	N/A	N/A	N/A

**Year 11 – Core PE – Being active for life**



	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	Fulfilling potential	Engagement Post 16	Remaining Active
<b>Skills</b>	<p>Application of knowledge and skills in a performance. Students will understand the term employability and demonstrate skills such as managing time, teamwork and communications and commitment to development.</p> <p>Rotation - Table Tennis, Fitness, Handball, Dodgeball</p>	<p>Application of knowledge and skills in a performance. Students will develop and understanding the roles of competition and being socially active and how it links to maintaining health and enjoyment. Students will focus on characteristics such as self-organisation, confidence, growth mindset and courage.</p> <p>Rotation - Football, Fitness, Badminton, Basketball.</p>	<p>Application of knowledge and skills in a performance. Students will consider and reflect on personal habits to physical activity. Looking at different motivating factors that might work for them. Students will focus on characteristics such as reflection, determination and curiosity.</p> <p>Rotation – Striking and fielding, Handball, Netball</p>
<b>Progression</b>	Applying the 3 pillars consistently in performance. Demonstrating character development within PE and whole school.	Applying the 3 pillars consistently in performance. Demonstrating character development within PE and whole school.	Applying the 3 pillars consistently in performance. Demonstrating character development within PE and whole school.
<b>Link to GCSE</b>	N/A	N/A	N/A

Year 9 (GCSE PE)			
	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	<p>Component 1 - Physical Training - Components of fitness, Training zones</p> <p>Component 3 – Practical performance</p>	<p>Component 1 and 4 - Physical Training - Methods and principles of training</p> <p>Component 3 – Practical performance</p>	<p>Component 1 and 4 - Physical Training - Take part in a 6-week training program.</p> <p>Component 3 – Practical performance</p>
<b>Skills</b>	<p>Completing fitness tests</p> <p>Analysing and interpreting data</p> <p>Reading and writing</p> <p>Knowledge recall and application to sport</p> <p>Component 3 – Table Tennis / Badminton</p>	<p>Analysing and interpreting data.</p> <p>Reading and writing</p> <p>Knowledge recall and application to sport</p> <p>Component 3 – Table Tennis / Badminton</p>	<p>Tracking and monitoring progress throughout their training.</p> <p>Analysing and interpreting data</p> <p>Reading and writing</p> <p>Component 3 – Handball</p>
<b>Progression</b>	Students may have basic knowledge of physical training. Progress from recall to application in different situations.	Progress from recalling methods and components to apply correct methods to the components of fitness.	Apply physical training content to their strengths and weaknesses.
<b>Link to KS5</b>	Ctec in Sport - Unit 13 – Health and fitness testing	Ctec in Sport - Unit 13 – Health and fitness testing	Ctec in Sport - Unit 13 – Health and fitness testing



Year 10 (GCSE PE)			
	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	Component 1 and 4 - Coursework / Anatomy and Physiology – The musculo-skeletal system  Component 3 – Practical performance	Component 1 - Anatomy and Physiology – The cardio – respiratory systems  Component 3 – Practical performance	Component 1 - Anatomy and Physiology and Physical training  Component 3 – Practical performance
<b>Skills</b>	Analysing and interpreting data Reading and Extended writing  Knowledge recall and application to sport  Label the skeleton, muscles and the cardio-respiratory system.  Equations  Application to exam style questions  Component 3 – Handball	Analysing and interpreting data Reading and writing  Knowledge recall and application to sport  Equations  Application to exam style questions  Component 3 – Table Tennis / Badminton	Analysing and interpreting data Reading and writing  Knowledge recall and application to sport  Equations  Application to exam style questions  Component 3 – Video assessment – Football
<b>Progression</b>	Use evaluative skills to analyse the data collected from their 6-week training program. / Recall information about the Musculo-skeletal and cardio-respiratory system	Explain how the cardiac system and respiratory system are linked.	Recall key words and Interpret planes and axis in real life sporting situations.
<b>Link to KS5</b>	Ctec in sport – Unit 1 – Body Systems	Ctec in sport – Unit 1 – Body Systems	Ctec in sport – Unit 1 – Body Systems
Year 11 (GCSE PE)			
	Cycle 1	Cycle 2	Cycle 3
<b>Content</b>	Component 2 - Health fitness and well being - Relate lifestyle choices and activity levels to effects on performance and health.  Component 3 – Practical performance	Component 2 – Health and Fitness - Sport psychology and socio-cultural influences	Exam preparation
<b>Skills</b>	Reading and writing  Knowledge recall and application to sport  Application to exam style questions  Create a sport specific diet plan  Component 3 – Video assessment Handball	Reading and writing  Knowledge recall and application to sport  Application to exam style questions  Create their own mental rehearsal routine in a practical setting.  Component 3 – Video assessment Table Tennis / Badminton	Apply content to exam questions / past papers.



<b>Progression</b>	Use of real-life scenarios to support understanding. Make the distinction between physical and health effects.	Evaluate positives and negatives of rehearsal and guidance. Who is it best for elite or amateur?	Exam technique
<b>Link to KS5</b>	Ctec in Sport - Unit 13 – Health fitness and well being	Ctec in sport – Unit 19 – Sport Psychology	Exam practice for similar content in Ctec
<b>Year 12</b>			
	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Content</b>	Unit 1 – Body systems – Skeletal and muscular systems. Unit 13 – Health and Fitness testing	Unit 18 – Practical sport Unit 4 – Working safely in sport Unit 17 – Sports injuries and rehabilitation	Unit 8 – Organising sports events Unit 4 – working safely in sport. Unit 5 - Performance analysis
<b>Skills</b>	Unit 1 Recall, application of knowledge to exam questions based on body systems. Unit 13 Take part in various fitness tests. Plan a fitness training program and monitor progress throughout.	Unit 18 Individual sports performance Team sport performance Outdoor education performance Unit 4 Knowledge of risk assessment and health and safety procedures in the work place. Unit 17 Injuries audit Psychological effect Plan Rehabilitation program	Unit 8 Planning, organising, Leading an event, team work and communication skills. Unit 4 Knowledge of risk assessment and health and safety procedures in the work place. Writing their own risk assessment, taking part in practical risk assessment sessions.
<b>Progression</b>	Use evaluative skills to analyse the data collected from their 6-week training program. Understand how body systems effect sporting performance.	Performing under pressure, adapting tactics within a performance.	Assessing risk independently
<b>Link to Assessment</b>	Prep for cycle 2 exam Ongoing coursework	Prep for cycle 2 exam in Y13 Ongoing coursework	Prep for cycle 2 exam in Y13 Leading the event
<b>Year 13</b>			
	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Content</b>	Unit 19 – Sport Psychology Unit 3 – Sports Development	Unit 2 – Sports Coaching and Leadership Unit 11 – Physical activity for specific groups	Unit 2 - Sports Coaching and Leadership Unit 11 – Physical activity for specific groups
<b>Skills</b>	Unit 19 - Research skills, analytical skills, critical thinking. Understanding how types of motivation and arousal levels effect performance.	Unit 2 - Communication skills, organisational skills, planning, preparation.	Lead individual sessions with younger students. Be able to adapt plans accordingly.



	Unit 3 – Funding bids Pyramid pathway	Research methods used to analyse different teaching methods  Unit 11 – Barriers to participation, Plan for specific groups, understand the referral process.	
<b>Progression</b>	Application of how psychology can affect performance. Can this help leaders?	Lead sessions as part of a small group	Lead independently
<b>Link to Assessment</b>	Prep for cycle 2 exam Ongoing coursework	Prep for leading sessions independently.	Final leadership assessment

