

PE Curriculum Map

Intent - Leytonstone School has a proud tradition of not only high levels of participation in a wide range of different sporting activities but also of competitive excellence at Borough, County and National level. Students are offered the opportunity to study a wide range of activities and we see significant value in pupils taking part in extracurricular activities to further enhance understanding, fitness, passion, skills and lifelong interest. Physical Education is fully inclusive. It has no prejudice. Through our strategically designed curriculum, and extensive extra-curricular programme students will develop social, cultural, moral and spiritual development in the form of:

- Gaining a sense of enjoyment and fascination of themselves and the world around them
- Using their imagination and creativity
- Exploring personal and spiritual concepts
- Understanding fair play, sportspersonship and etiquette
- Developing the concept of self-discipline
- Developing the understanding of the benefits of working in a team
- Developing and learning how to respond to leadership
- Learning about the art of gracious winning
- How to respond to losing
- A sense of unity with sport uniting all regardless of sexuality, ability, socio-economic background, ethnicity, religion.

Implementation - It is our belief that a strategic, and creatively planned PE curriculum would ensure that students;

- Are committed to PE and sport and make them a central part of their lives both in and out of school
- Know and understand what they are trying to achieve through sport and how to go about it
- Understand how important PE and sport is on mental, physical and social well being
- Develop confidence to try new activities
- Show a desire to improve and achieve in relation to their own abilities
- Develop the stamina, strength and suppleness to perform their daily activities
- Enjoy PE, school and community sport

Such skill learned can be used long after students have left us as they enter adulthood. Individual activities covered to develop these skills include in the form of football, basketball, netball, rugby, badminton, table tennis, cross country, athletics, cricket, fitness, volleyball, trampolining. Enrichment also forms a key part of our extracurricular programme with a whole school sports day and a whole school sports awards evening taking part each year celebrating all.

Furthermore, a ski trip travelling to a European destination is organised each year giving students the opportunity to take part in this outstanding experience.

Impact – Through Physical Education students are socially, mentally and physically healthy. Students enjoy coming to school and feel proud to be a part of a school community. All students are challenged and supported effectively. Students achieve academic and personal successes.

SOL	1	2	3	4
Year 7	<p>BIG QUESTION: BASKETBALL What is more important? How you shoot or if the ball goes in or not?</p>	<p>BIG QUESTION: RUGBY What skills do we need in order to score or stop tries?</p>	<p>BIG QUESTION: NETBALL What are the basic skills that you need to have to play netball well?</p>	<p>BIG QUESTION: VOLLEYBALL How can you effectively keep a rally going?</p>
	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Basketball. Through such challenging situations students will develop a knowledge of the basketball world around them as well as ways and means of ensuring lifelong physical activity. Through basketball students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through basketball students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Rugby. Through such challenging situations students will develop a knowledge of the Rugby world around them as well as ways and means of ensuring lifelong physical activity. Through Rugby students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Rugby students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Netball. Through such challenging situations students will develop a knowledge of the Netball world around them as well as ways and means of ensuring lifelong physical activity. Through Netball. students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Netball. students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Volleyball. Through such challenging situations students will develop a knowledge of the Volleyball world around them as well as ways and means of ensuring lifelong physical activity. Through Volleyball students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Volleyball students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>
SOL	5	6	7	8
Year 7	<p>BIG QUESTION: FOOTBALL What is the most important attribute in football?</p>	<p>BIG QUESTION: TABLE TENNIS What is the most important shot in table tennis?</p>	<p>BIG QUESTION: CRICKET What is more important for a bowler? Taking wickets or preventing runs?</p>	<p>BIG QUESTION: ATHLETICS Who is the best athlete, the one who can jumps the furthest, runs the quickest or throws the furthest?</p>
	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Football. Through such challenging situations students will develop a knowledge of the Football world around them as well as ways and means of ensuring lifelong physical activity. Through Football students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Football students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Table Tennis. Through such challenging situations students will develop a knowledge of the Table Tennis world around them as well as ways and means of ensuring lifelong physical activity. Through Table Tennis students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Table Tennis students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Cricket. Through such challenging situations students will develop a knowledge of the Cricket world around them as well as ways and means of ensuring lifelong physical activity. Through Cricket students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Cricket students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Athletics. Through such challenging situations students will develop a knowledge of the Athletics world around them as well as ways and means of ensuring lifelong physical activity. Through Athletics students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Athletics students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>
FORMATIVE ASSESSMENT				
<p>Assessment it carried out in the form of immediate, quantifiable feedback from a peer. Students are not necessarily taught the relevant skills but taught how to teach them. Then, in small groups through high intense physical activity students peer assess for all newly acquired skills.</p> <p style="text-align: center;">“There are 30 teachers currently in this class”</p>				

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Year 8	<p>BIG QUESTION: BASKETBALL How can the players without the ball support the player with the ball?</p>	<p>BIG QUESTION: RUGBY What is more useful in rugby, Speed or Power?</p>	<p>BIG QUESTION: NETBALL What attributes do you need to have to play in each position?</p>	<p>BIG QUESTION: VOLLEYBALL Do you have to be very tall to play volleyball?</p>
	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Basketball. Through such challenging situations students will develop a knowledge of the basketball world around them as well as ways and means of ensuring lifelong physical activity. Through basketball students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through basketball students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Rugby. Through such challenging situations students will develop a knowledge of the Rugby world around them as well as ways and means of ensuring lifelong physical activity. Through Rugby students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Rugby students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Netball. Through such challenging situations students will develop a knowledge of the Netball world around them as well as ways and means of ensuring lifelong physical activity. Through Netball. students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Netball. students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Volleyball. Through such challenging situations students will develop a knowledge of the Volleyball world around them as well as ways and means of ensuring lifelong physical activity. Through Volleyball students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Volleyball students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>
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Year 8	<p>BIG QUESTION: FOOTBALL What is more important to prevent goals being scored or to score as many goals as possible?</p>	<p>BIG QUESTION: TABLE TENNIS What is more important to be a master of one shot or average at all shots?</p>	<p>BIG QUESTION: CRICKET What is more effective when batting? Staying 'In' for longer or scoring runs quickly?</p>	<p>BIG QUESTION: ATHLETICS Which tactics play a part in athletics events?</p>
	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Football. Through such challenging situations students will develop a knowledge of the Football world around them as well as ways and means of ensuring lifelong physical activity. Through Football students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Football students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Table Tennis. Through such challenging situations students will develop a knowledge of the Table Tennis world around them as well as ways and means of ensuring lifelong physical activity. Through Table Tennis students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Table Tennis students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Cricket. Through such challenging situations students will develop a knowledge of the Cricket world around them as well as ways and means of ensuring lifelong physical activity. Through Cricket students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Cricket students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Athletics. Through such challenging situations students will develop a knowledge of the Athletics world around them as well as ways and means of ensuring lifelong physical activity. Through Athletics students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Athletics students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>
FORMATIVE ASSESSMENT				
<p>Assessment it carried out in the form of immediate, quantifiable feedback from a peer. Students are not necessarily taught the relevant skills but taught how to teach them. Then, in small groups through high intense physical activity students peer assess for all newly acquired skills.</p> <p style="text-align: center;">“There are 30 teachers currently in this class”</p>				

SOL	1	2	3
Year 9	<p>BIG QUESTION: BASKETBALL</p> <p>Is any position in basketball more important than the others?</p>	<p>BIG QUESTION: NETBALL</p> <p>Is any position in netball more important than the others?</p>	<p>BIG QUESTION: VOLLEYBALL</p> <p>Can a team of weaker volleyball players beat a team of stronger one's?</p>
	<p>Students will build on previously learned skills ensuring greater depth of understanding and demonstration of performance. Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Basketball. Through such challenging situations students will develop a knowledge of the basketball world around them as well as ways and means of ensuring lifelong physical activity. Through basketball students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through basketball students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will build on previously learned skills ensuring greater depth of understanding and demonstration of performance. Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Netball. Through such challenging situations students will develop a knowledge of the Netball world around them as well as ways and means of ensuring lifelong physical activity. Through Netball. Students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Netball students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will build on previously learned skills ensuring greater depth of understanding and demonstration of performance. Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Volleyball. Through such challenging situations students will develop a knowledge of the Volleyball world around them as well as ways and means of ensuring lifelong physical activity. Through Volleyball students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Volleyball students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>
SOL	4	5	6
Year 9	<p>BIG QUESTION: FOOTBALL</p> <p>What is more important to prevent goals being scored or to score as many goals as possible?</p>	<p>BIG QUESTION: TABLE TENNIS</p> <p>Is becoming a master at one shot more effective than being average at all of the shots?</p>	<p>BIG QUESTION: ATHLETICS</p> <p>Which techniques are most important in developing distance, height and speed?</p>
	<p>Students will build on previously learned skills ensuring greater depth of understanding and demonstration of performance. Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Football. Through such challenging situations students will develop a knowledge of the Football world around them as well as ways and means of ensuring lifelong physical activity. Through Football students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Football students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will build on previously learned skills ensuring greater depth of understanding and demonstration of performance. Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Table Tennis. Through such challenging situations students will develop a knowledge of the Table Tennis world around them as well as ways and means of ensuring lifelong physical activity. Through Table Tennis students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Table Tennis students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>	<p>Students will build on previously learned skills ensuring greater depth of understanding and demonstration of performance. Students will be given the opportunity to develop knowledge and understanding of rules and regulations, tactic and compositions and a variety of progressively challenging skills in the area of Athletics. Through such challenging situations students will develop a knowledge of the Athletics world around them as well as ways and means of ensuring lifelong physical activity. Through Athletics students will realize a multitude of spiritual, moral, social and cultural things. Students will develop a thirst for and a passion for taking part in physical activity. Students will be assessed through immediate, quantifiable feedback from either teacher or peer. Through Athletics students will gain an understanding of the need to be physically, social and mentally healthy as well as ways to maintain general fitness.</p>
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SUMMATIVE ASSESSMENT			
<p>Summative assessments carried out as part of a moderation process in line with AQA GCSE Physical Education standards at the end of each SOL</p>			

Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below. AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.

SOL	1	2	3
Year 10	BIG QUESTION: Who decides which sports I watch?	BIG QUESTION: What happens if you put diesel in a petrol engine?	BIG QUESTION: Is Homer Simpson happy?
	<p>COMMERCIALISATION OF PHYSICAL ACTIVITY</p> <p>Introduction to and an understanding of the advantages and disadvantages of different types of media. The effects on all stakeholders (performer, spectator, competition, governing body, official). Investigation into the different types of technology used to influence the wider sporting world in terms of equipment, protective equipment, facilities, training and rules.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>ENERGY USE, DIET, NUTRITION AND HYDRATION</p> <p>Students will develop an understanding of the meaning of a balanced diet and issues resulting in a lack of a balanced diet such as vitamin deficiency and obesity. Students must understand the role of carbohydrates, vitamins, protein and fat in relation to sporting performance. Students will develop understanding of the importance of maintaining water balance, what dehydration is and the effects of dehydration on performance.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>THE CONSEQUENCES OF A SEDENTARY LIFESTYLE</p> <p>Students will investigate all physical, social and mental consequences of a sedentary lifestyle. Students will be introduced to the definition of obesity and the impact on general health and fitness. Students will investigate the three somatotypes (endomorph, mesomorph, ectomorph) and the impact that each has on physical performance.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>
SOL	4	5	6
Year 10	BIG QUESTION: Is any type of guidance from a coach not important?	BIG QUESTION: Are more intelligent people better at sport?	BIG QUESTION: How long does it take for a novice to master a skill?
	<p>BASIC INFORMATION PROCESSING & GUIDANCE AND FEEDBACK ON PERFORMANCE</p> <p>Students will develop an understanding, and application of different categories of skill classification. Classification in the form of basic / complex, gross / fine, open / closed and self paced / externally paced. Students must be able to apply knowledge of these to a variety of sporting situations. Students will develop an understanding of the difference between outcome and performance goals in relation to the wider sporting world. Students will develop an understanding of what makes a target SMART including reasons for and limitations of.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>MENTAL PREPARATION FOR PERFORMANCE</p> <p>Students will be introduced to the inverted-u-theory and the implications that it has on the wider sporting world around us. Students will understand the terms over aroused, under aroused and optimum arousal. Students will apply knowledge of these and the impact that these states have on physical performance.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>CLASSIFICATION OF SKILLS</p> <p>Students will develop an understanding, and application of different categories of skill classification. Classification in the form of basic / complex, gross / fine, open / closed and self paced / externally paced. Students must be able to apply knowledge of these to a variety of sporting situations. Students will develop an understanding of the difference between outcome and performance goals in relation to the wider sporting world. Students will develop an understanding of what makes a target SMART including reasons for and limitations of.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>
SOL	7	8	9
	BIG QUESTION: How important is mental health on performance?	BIG QUESTION: What are the main barriers to participation to sport across the world?	BIG QUESTION: Will there ever be a non-American World Baseball Championship team?

Year 10	<p>PHYSICAL, EMOTIONAL AND SOCIAL HEALTH AND WELLBEING</p> <p>Students will develop understanding of the impact that sport has on physical, social and mental wellbeing. Students will investigate ways of improving each aspect as well as consequences in any shortcomings of this. Students will also look at the relationship between health and fitness.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>ENGAGEMENT PATTERNS OF DIFFERENT SOCIAL GROUPINGS</p> <p>Students will investigate the reasons that one may take part in sport as well as the barriers. Students will investigate issues such as economic status, ethnicity, religion, culture, ability, gender, role models, education, family and peers.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>SOCIAL AND CULTURAL ASPECTS OF THE WIDER SPORTING WORLD</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>
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SOL	1	2	3
Year 11	<p>BIG QUESTION: Is it more important to be physical, socially or mentally fit?</p> <p>THE STRUCTURE AND FUNCTION OF THE MUSCULOSKELETAL SYSTEM</p> <p>Students will gain an understanding of location, structure and function of 13 major bones in the body and how they relate to sporting performance. Students will investigate the functions of the skeletal system of movement, structure, support, mineral storage, blood cell production.</p> <p>Students will gain an understanding of the location and function of the major muscle groups of the body and how muscle movement relates to movement. Students will investigate different types of contraction.</p> <p>Students will gain an understanding of the complete make up and functions of all aspects of a synovial joint.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>BIG QUESTION: What are more important – muscles or bones?</p> <p>THE STRUCTURE AND FUNCTION OF THE CARDIO-RESPIRATORY SYSTEM</p> <p>Students will investigate changes to the cardio-respiratory system during exercise. Students will develop an understanding of the pathway of air, how gaseous exchange occurs, the structures and functions of different blood vessels, the full cardiac cycle, the structure of the heart, the mechanics of breathing and the workings of a spirometer trace.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>BIG QUESTION: Does oxygen get lost in the human body?</p> <p>ANAEROBIC AND AEROBIC REPSIRATION</p> <p>Students will gain an understanding of the different types of respiration system including the equations. Students will be able to apply this understanding to all sporting examples. Students will learn what EPOC is and how it affects exercise. Students will investigate what lactic acid is and the effects it has on performance. Students will also develop understanding of recovery to remove lactic acid.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>
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SOL	4	5	6
	<p>BIG QUESTION: Does it take more energy to sprint for one minute or jog for 10 minutes?</p>	<p>BIG QUESTION: Can a human being lift a one tonne weight? How many different ways can you move a jellybaby?</p>	<p>BIG QUESTION: Is a warm up or cool down more important?</p>

Year 11	<p>IMMEDIATE, SHORT AND LONG TERM EFFECTS OF EXERCISE</p> <p>Students will develop understanding of the immediate (during), short (36-48 hours later) and long (3-6 months) effects of exercise. Effects ranging from increased heart rate, sweating, increased breathing depth and frequency, bradycardia, hypertrophy, improved speed, improved muscular endurance.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>PLANES, LEVERS AND AXES AND THEIR ROLE IN MOVEMENT</p> <p>Students will develop an understanding of the workings of a lever. The function and location of the fulcrum, load and effort in relation to a 1st, 2nd and 3rd class lever system. Students will be able to link these to the pairs of planes and axes than movement occurs. Transverse / longitudinal, saggital / transverse, frontal / saggital. Students will apply these to all sporting movements. Students will gain further insight into the term 'mechanical advantage' and its impact on performance. Links made to the muscular movement analysis unit.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>EFFECTIVE USE OF WARM UP AND COOL DOWN AND PREVENTION OF INJURY</p> <p>Students will develop understanding of the ways to calculate the intensities of MHR in order to ensure safe exercise. Students will investigate considerations regarding ways to prevent injury such as ensuring a 3 stage warm up and complete cool down, ensuring appropriate clothing, appropriate level of challenge, appropriate weight / gender / competition, correct technique and appropriate amounts of rest.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>
SOL	7	8	9
Year 11	<p>BIG QUESTION: Is a world cup winner who is addicted to alcohol fit and healthy?</p> <p>THE RELATIONSHIP BETWEEN HEALTH, FITNESS AND THE ROLE THAT EXERCISE PLAYS</p> <p>Students will develop understanding of the impact that sport has on physical, social and mental wellbeing. Students will investigate ways of improving each aspect as well as consequences in any shortcomings of this. Students will also look at the relationship between health and fitness.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>BIG QUESTION: How high can a human jump?</p> <p>THE COMPONENTS OF FITNESS & MEASUREMENTS OF</p> <p>The relationship between health and fitness. Can somebody be fit but not healthy? Practical investigations into the 10 aspects of fitness, evaluation into the importance of them as well as recognized tests to measure them. Understanding of health and safety of tests as well as units to record. Gain an understanding of the reasons for and limits of these fitness tests. Students will develop an understanding of how this data can be used and interpreted.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>	<p>BIG QUESTION: Will the 100m world record ever stop getting faster?</p> <p>THE PRINCIPLES OF TRAINING AND THEIR APPLICATION TO PERFORMANCE</p> <p>Students will investigate the 7 main methods of training as well as applying the advantages and disadvantages of each to the sporting world around us. Students will develop knowledge of how to apply the principles of SPORTFIT to each method of training in order to progress. Students will investigate the importance of understanding training zones, MHR and thresholds.</p> <p>Students will be assessed via a 45 minute written exam following the format of the G.C.S.E final paper of multiple choice questions, short answer questions and extended writing questions. Assessment will cover a range of command words as identified below.</p> <p>AO1: State. Identify. AO2: Interpret. Suggest. Outline. AO3: Explain. Discuss. AO4: Analyze. Evaluate. Justify. Reflection lesson will occur shortly after feedback where targeted review will take place. This will be self / peer led and will be facilitated by the class teacher. As a result this will be personalised to each student with one main theme identified as requiring development.</p>