

Curriculum overview

INTENT:

What's the curriculum aim/vision for the subject?

Lacon Childe PE curriculum aims to develop students' motor competence and fundamental movement skills across a wide range of physical activities and sports. Students will develop their understanding of rules, strategies and tactics while improving their thinking and evaluation skills. Through participation in physical activity, students will also develop teamwork, resilience and sportsmanship, enabling them to become healthy, respectful and confident individuals who can lead active lives.

IMPLEMENTATION:

In PE, we will aim to develop the whole child through the different assessment strands of 'Physical ME', 'Thinking ME' and 'Social ME', while also aiming to develop Personal Characteristics, Learning Characteristics and Learning Skills through the school's 'Lacon ME' values.

- *Students will work independently and as part of a team to develop their fundamental movement skills, techniques and physical competence across range of activities (Physical ME).*
- *Students will develop their problem-solving and decision-making skills while building a body of knowledge and vocabulary specific to PE. Understanding rules, tactics and strategies will allow them to apply their physical skills confidently in a range of situations (Thinking ME).*
- *Students will develop socially through teamwork and leadership opportunities. Communication, collaboration and empathy are developed through participation in sport and physical activity (Social ME)*
- *Students will demonstrate a range of Personal and Learning characteristics in every lesson, through commitment, ambition, creativity and integrity, helping them become confident and responsible members of the school community and beyond (Lacon ME in PE).*

IMPACT:

The curriculum meets the 5 ambitious outcomes of high-quality PE for every child through:

1. Lead a healthy and active lifestyle – through participation in lessons, extracurricular opportunities and developing an understanding of health and physical preparation for activity.
2. Approach competition with confidence – developing cooperation, collaboration, empathy, and sportsmanship through lessons, fixtures and extracurricular opportunities.
3. Perform in a broad range of physical activities – across KS3 and KS4 students experience invasion game, net and wall games, striking and fielding activities, as well as gymnastics, athletics and outdoor activities.

4. Resilient to challenges in physical activity, sport and wider life – supported through the ME in PE and Lacon ME values.
5. Seek enjoyment and fulfilment through movement – encouraging lifelong participation in physical activity through curriculum and extracurricular opportunities.

KS4 Curriculum overview:

PE is a very popular at KS4 with nearly 50% of students taking the subject as one of their options for academic year 2024-25. Students are able to choose from AQA GCSE PE and Cambridge National – Sport Science courses.

AQA GCSE PE

<u>KEY FEATURES OF THE COURSE:</u> The content of the AQA GCSE Physical Education specification is designed to educate students who are passionate about sport and physical activity on the structure and function of different body systems as well as understanding the fundamentals of training. In addition, the course covers sports psychology and the impact of technology and media on sporting participation. Students will also continue to develop their knowledge, skills and understanding of a variety of different sports, with a specific focus on application of skills within structured practices and competitive situations. For the final assessment, students will use their three best sports that will contribute 40% of their final mark. Theory topics associated with sport will be investigated through a variety of creative teaching approaches. Progress in the theory will be monitored in a series of progress tests with two final external examinations sat at the end of Y 11 that will contribute 60% of their final mark.			<u>WHAT TYPE OF STUDENT IS THIS SUITABLE FOR?</u> There are many reasons why you should choose PE. If you are an able sports performer who participates in at least on sport competitively, have a genuine interest in sport and are capable in biology, then this is the correct course for you. You will also need to show high levels of endeavour, resilience and commitment to succeed on this course.
<u>WHAT COULD THIS COURSE LEAD TO?</u> - Achievement of grades for employment/further study, - To provide a route to study in further education (A Level PE, BTEC Sport L3) - To provide career opportunities related to sport or PE.			
<u>UNIT</u>	<u>TITLE</u>	<u>UNIT CONTENT</u>	<u>ASSESSMENT</u>
Paper 1	The human body and movement in physical activity and sport	What’s assessed? - Applied anatomy and physiology. - Movement analysis - Physical training - Use of data	You will sit one exam for this section at the end of Year 11 that will last 1 hour 45 minutes and contribute 30% of your final mark (78 marks)
Paper 2	Socio-cultural influences and well-being in physical activity and sport	What’s assessed? - Sport psychology	You will sit one exam for this section at the end of Year 11 that will last 1 hour 45

		- Socio-cultural influences - Health, fitness and well-being - Use of data	minutes and contribute 30% of your final mark (78 marks)
Non-exam assessment	Practical performance in physical activity and sport	Practical For your practical you will be taught a variety of sports. You will be assessed as a player/performer in the following activities: 1. One in a team activity 2. One in an individual activity 3. One in either a team or individual activity For each of the activities you will be assessed in skills in progressive practices (10 marks) and in a full context (15 marks) In addition to this, students will also be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvements in one activity area.	Your three best sports will be used for your final assessment. You will have a moderation day - this is where an external examiner will visit school to assess your practical marks. This will contribute 40% of your final mark (100 marks).

Curriculum overview: GCSE PE

Key skills/content requirements at GCSE:

Theoretical content and understanding

Students need to develop secure understanding across three interconnected domains:

1. Scientific principles underpinning performance

Students will understand how physiological systems work together to support movement and sporting performance.

This includes:

- Structure and function of the skeletal system
- Structure and function of the muscular system
- Structure and function of the cardiovascular and respiratory systems
- Movement analysis, including planes, axes and levers
- Components of fitness
- Principles and methods of training
- Injury prevention and effective warm-up and cool-down procedures

Students will apply scientific knowledge to explain how performance can be improved.

2. Psychological and socio-cultural influences on participation

Students will develop an understanding of the factors that influence participation and performance in sport.

This includes:

- Skill classification
- Goal setting
- Mental preparation
- Motivation

Disciplinary Thinking in GCSE PE

Students will learn to think like sports scientists, performers and analysts by:

Explaining

Using scientific principles to explain sporting performance.

Analysing

Interpreting strengths, weaknesses and performance data.

Evaluating

Making justified judgements about performance and training methods.

Applying

Transferring theoretical knowledge to unfamiliar sporting contexts.

Improving

Using evidence to create strategies for performance enhancement.

Key skills

Practical performance

Students will develop:

- Types of guidance and feedback
- Commercialisation of sport
- Sponsorship and media
- Participation patterns
- Barriers to participation
- Ethical issues in sport

Students will analyse how individuals, groups and wider society influence sporting behaviour.

3. Health, fitness and wellbeing

Students will understand the relationship between physical activity and lifelong health.

This includes:

- Physical, emotional and social health
- Diet and nutrition
- Energy use and energy balance
- Obesity and sedentary lifestyles
- Consequences of inactivity
- Healthy active living

Students will evaluate how lifestyle choices affect wellbeing throughout life.

Non-Exam Assessment (NEA)

Students will:

- Perform in three practical activities.
- Demonstrate advanced tactical awareness.

Technical competence

- Technique and skill execution
- Movement efficiency
- Accuracy and control

Tactical awareness

- Decision-making
- Positioning
- Game intelligence
- Problem solving

Performance evaluation

- Self-assessment
- Peer assessment
- Target setting
- Reflective practice

Analytical skills

Students will develop the ability to:

- Interpret quantitative and qualitative data.
- Analyse strengths and weaknesses.
- Identify patterns and trends.
- Draw evidence-based conclusions.
- Justify improvements.
- Evaluate training programmes.
- Apply knowledge to unfamiliar scenarios.

- Analyse strengths and weaknesses in performance.
- Apply theoretical knowledge to practical contexts.
- Produce a justified action plan for improvement.

Students will progressively develop independence in evaluating performance and making evidence-based recommendations.

Examination skills

Students will develop confidence in:

- Using subject-specific terminology accurately.
- Applying command words.
- Structuring extended responses.
- Selecting appropriate sporting examples.
- Interpreting graphs, tables and data.
- Constructing 6 and 9 mark evaluative responses.
- Making synoptic links between topics.

Curriculum Overview

Curriculum Vision

The study of Physical Education at [School Name] will equip students with the knowledge, skills and confidence required to become lifelong participants in physical activity and informed consumers of sport.

The PE curriculum will enable all students to:

- Develop secure knowledge of how the body systems work during exercise.
- Understand the factors that influence participation in physical activity.
- Analyse and improve performance.
- Develop resilience, teamwork and leadership.
- Understand the benefits of healthy active lifestyles.
- Become confident evaluators of performance.
- Make informed decisions about lifelong participation in physical activity

Curriculum Principles

- The GCSE curriculum is sequenced over two years to allow students to revisit and deepen understanding of key concepts.
- Physical and theoretical content are interleaved throughout Years 10 and 11.
- Retrieval practice is embedded to secure long-term retention.
- Practical activities are used to contextualise theoretical concepts.
- Students regularly apply learning to unfamiliar sporting contexts.
- Assessment opportunities occur every half term.
- NEA preparation begins in Year 10.
- Exam technique is explicitly taught throughout the course.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	3.1.1 Applied anatomy and physiology 3.1.1.1 The structure and functions of the musculoskeletal system 3.1.1.2 The structure and functions of the cardio-respiratory system Practical - Netball	3.1.1.3 Anaerobic and aerobic exercise 3.1.1.4 The short and long term effects of exercise 3.1.2 Movement analysis 3.1.2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement 3.1.2.2 Planes and axes of movement Practical – Netball	3.1.3 Physical training 3.1.3.1 The relationship between health and fitness and the role that exercise plays in both 3.1.3.2 The components of fitness, benefits for sport and how fitness is measured and improved Practical - badminton	3.1.3.3 The principles of training and their application to personal exercise/training programmes 3.1.3.4 How to optimise training and prevent injury 3.1.3.5 Effective use of warm up and cool down 3.1.4 Use of data Practical badminton	NEA completion Practical - volleyball	NEA completion Practical - Volleyball
Year 11	3.2.1 Sports psychology 3.2.1.1 Classification of skills (basic/complex, open/closed) 3.2.1.2 The use of goal setting and SMART targets to improve and/or optimise performance	3.2.2 Socio-cultural influences 3.2.2.1 Engagement patterns of different social groups in physical activity and sport 3.2.2.2 Commercialisation of physical activity and sport	3.2.3 Health, fitness and wellbeing 3.2.3.1 Physical, emotional and social health, fitness and wellbeing 3.2.3.2 The consequences of a sedentary lifestyle 3.2.3.3 Energy use, diet, nutrition and hydration	NEA completion and practical moderation	Revision and exam	Revision and exam

	3.2.1.3 Basic information processing 3.2.1.4 Guidance and feedback on performance 3.2.1.5 Mental preparation for performance Practical - football	3.2.2.3 Ethical and socio-cultural issues in physical activity and sport Practical - football	Practical evidence deadline				
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GCSE external assessment:

Component	Weighting
Paper 1: Human Body and Movement	30%
Paper 2: Socio-cultural Influences and Wellbeing	30%
Practical Performance	30%
Analysis and Evaluation (NEA)	10%

CAMBRIDGE NATIONALS IN SPORT SCIENCE

<u>KEY FEATURES OF THE COURSE:</u> Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete's training programme, rest time, environment, and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance, the science of training and application of training principles and psychology in sport and sports performance. This is a vocationally related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The new Cambridge Nationals in Sport Science reflect this and provide students with a broad knowledge and understanding of different aspects of sports science including sports psychology and nutrition and equip students with practical skills such as learning to design and evaluate a training programme.			<u>WHAT TYPE OF STUDENT IS THIS SUITABLE FOR?</u> There are many reasons why you should choose PE. If you have a genuine interest in sport and fitness, then this is the correct course for you. You will also need to show high levels of endeavour, resilience, and commitment to succeed on this course.
			<u>WHAT COULD THIS COURSE LEAD TO?</u> - Achievement of grades for employment/further study, - To provide a route to study in further education (A Level PE, BTEC Sport L3) - To provide career opportunities related to sport or PE.
<u>UNIT</u>	<u>TITLE</u>	<u>UNIT CONTENT</u>	<u>ASSESSMENT</u>
Unit R180	Reducing the risk of sports injuries	By completing this unit, learners will know how to minimise the risk of injuries, how to react to common injuries and how to recognise symptoms of common medical conditions.	You will sit one exam for this section at the end of Year 11 that will last 1 hour 30 minutes and contribute 40% of your final mark (70 marks).
Unit R181	Applying principles of training; fitness & how it affects skill performance	By completing this unit, learners will develop their knowledge of training principles, fitness tests and how to design a fitness training programme	This set assignment contains 5 tasks and is marked out of 80 marks.
Unit R182	The body's response to physical activity & how technology informs this	By completing this unit, learners will understand key aspects of the musculo-skeletal and cardio-respiratory systems & how technology informs us of all responses.	This set assignment contains 3 tasks and is marked out of 40 marks.

SMSC in Physical Education

The study of Physical Education includes many topics and activities which support the spiritual, moral, social and cultural development of students. The Physical Education curriculum offers opportunities to consider a range of issues such as participation in sport, health and wellbeing, ethical conduct, commercialisation, equality and diversity, and the influence of the media on sporting participation.

Within each topic, students are encouraged to reflect on how physical activity can positively influence individuals, communities and wider society. Students are encouraged to consider barriers to participation, evaluate ethical issues within sport and appreciate the role that physical activity plays in promoting lifelong health and wellbeing.

Beyond the classroom, students benefit from participation in extra-curricular clubs, school teams, leadership opportunities, officiating, inter-house competitions and links with local sports clubs and community organisations.

Throughout the curriculum, students are explicitly taught the values of respect, resilience, responsibility and inclusivity, enabling them to become confident, informed and active participants in lifelong physical activity.

Spiritual development in Physical Education

Students have many opportunities to reflect on their personal strengths, aspirations and attitudes towards physical activity whilst developing resilience, perseverance and self-confidence. They are encouraged to challenge themselves both physically and mentally and to recognise the importance of healthy active lifestyles for lifelong wellbeing.

Students regularly reflect on their own performance through self and peer assessment and are encouraged to set targets for improvement. The study of Physical Education supports students in developing self-awareness and understanding how physical activity can contribute positively to their physical, emotional and social wellbeing.

Moral development in Physical Education

Whilst studying Physical Education, students are encouraged to consider moral and ethical issues such as fair play, gamesmanship, performance-enhancing drugs, cheating, violence in sport and equality of opportunity.

During lessons, students are given opportunities to justify their viewpoints, respect the opinions of others and consider the consequences of decisions made by performers, coaches, officials and governing bodies. Students are encouraged to demonstrate honesty, integrity and respect whilst participating in both practical and theoretical activities.

Social development in Physical Education

In Physical Education, students work collaboratively with others from different backgrounds through a range of practical activities, discussions and leadership opportunities. Students develop communication, teamwork, leadership and problem-solving skills whilst participating in team and individual activities.

Discussion and debate are important when evaluating performance, analysing tactical decisions and considering contemporary issues in sport. Students develop their oracy skills by explaining decisions, providing constructive feedback and justifying improvements.

Extra-curricular activities, officiating opportunities and leadership roles allow students to develop organisational skills, confidence and responsibility, whilst self and peer assessment encourages students to reflect upon their own progress and support the development of others.

Cultural development in Physical Education

Many topics within Physical Education allow students to develop an appreciation of how sport reflects and shapes cultures at local, national and international levels. Students explore how participation patterns vary according to age, gender, disability, ethnicity and socio-economic background.

Through studying major sporting events, global participation patterns and contemporary issues in sport, students develop an understanding of the diversity of sporting cultures around the world and recognise the importance of promoting inclusion and equality within physical activity.

Students are encouraged to appreciate the role sport plays in bringing communities together and understand its significance in promoting national identity, cultural awareness and social cohesion.

Assessment KS3

		YEAR 9											
		YEAR 8											
		YEAR 7											
P H Y S I C A L M E	Components of fitness (agility, balance, coordination, power, reaction time, flexibility, muscular endurance, cardiovascular endurance, speed, strength)	I can identify and demonstrate the different components of fitness in sport and physical activity.	I can explain which components of fitness are important for different sports and activities.	I can apply the main components of fitness in my performance.	I can demonstrate the components of fitness needed for different roles and positions.	I can select and improve specific component of fitness to improve my technique.	I can adjust different components of fitness to my position/role to create success.						
	Skill and technique mastery	I can perform the key teaching points given to me when working with a partner.	I can perform the core skills in isolation and when against passive opposition.	I can perform the core skills when under pressure from opposition or game related pressure e.g. time	I can perform the core skills under pressure regularly showing control an accuracy.	I can adapt a range of skills to suit the changing environment of the game/ performance.	I can show consistency in my skills and techniques and be effective in competitive or performance situations.						
	Warm-up and cool-down	I can identify the different phases of a warm-up and can follow instruction to complete them.	I can complete pulse raisers and dynamic stretches with minimal guidance.	I can carry out a warm- up and cool-down independently and apply different phases as appropriate.	I can complete a warm- up and cool-down that's suitable for the sport/activity I am doing. I can explain why those exercises are needed.	I can lead a warm-up suitable for a specific sport or activity. I can explain the importance of a warm-up and cool- down.	I can lead an effective sport specific warm-up to the rest of the class. I can explain how warm-ups and cool-downs prepare the body for exercise and reduce injury risk.						
T H I N K I N G M E	Planning for success	I can follow step by step instructions to reach a common goal.	I can identify barriers to success and describe steps that can be taken to be successful.	I can explain the reasons for adapting my performance in different situations, identifying the problems I tried to avoid.	I can suggest and apply different tactics and strategies to my group's performance.	I can recognise and apply tactics/strategies relevant to different roles/positions and direct those around me when faced with a problem, ensuring we are successful.	I can successfully create, review, and adapt a plan of action for others to follow.						
	Knowledge of rules	I can describe a small number of key rules but often break them during performance.	I can describe the main rules of the activity but sometimes need support to restart play correctly.	I can explain the key rules of the activity and demonstrate I understand how to restart the game once a rule has been broken.	I can demonstrate understanding of the rules when performing and respect decisions made by officials.	I can explain the rules to others and ensure they abide by them in game situations.	I can demonstrate fair- play and confidence when applying the rules of the game as an official or performer.						
	Evaluation skills	I can rate my partner's progress against the teaching points given.	I can give constructive feedback and offer '2 stars and a wish' to my partner to help them improve.	I can give helpful feedback to others using teaching points and suggestions for improvement.	I can analyse my own performance and identify areas for improvement.	I can reflect on my own an other's performance and show improvement of performance and technique when under pressure.	I can effectively evaluate performance of my team/ group of people and adjust it to make it more successful.						
S O C I A L M E	Leadership and supporting others	I can describe what a good leader looks like and the qualities they need to possess.	I can challenge myself to take charge of the given situation or lead small group of people.	I can provide praise and encouragement to those around me.	I can lead others when an opportunity to do so arises (during warm-up/ cool-down, discussions, group work, team games).	I can work well to support everyone, showing patience, support, and empathy towards different abilities.	I can use initiative and be independent in any environment to help, direct and lead others where possible.						
	Safe participation and responsibility	I can recall key safety points for the activity and follow them.	I can take precautions during my performance to minimise chance of sustaining injury.	I can work safely with a partner or a group ensuring that the correct technique is used.	I can use the equipment responsibly to prevent injury and damage and make sure those around me are safe.	I can control my actions and use equipment safely during activities.	I can identify potential hazards and risks prior to an activity and take necessary precautions to ensure it is safe to participate.						
	Collaboration and teamwork	I can work effectively with another student, showing kindness and empathy and remaining focused while completing a task.	I can work productively with different people of different abilities, showing positivity and offering help to complete task set.	I can work with any pupils in my class and communicate in a supportive and encouraging manner to complete the task as a group with success.	I can contribute towards the goals of my team and encourage others to also contribute equally.	I can take responsibility to ensure my group completes the tasks set and offer help and advice to other members if they are struggling.	I can support the goals of those around me and show excellent sportsmanship to all involved (participants and officials).						
Best fit assessment		10% 15% 20%	30% 40% 45%	50% 60% 70%	80% 90% 100%								
			10% 15% 20%	30% 40% 45%	50% 60% 70%	80% 90% 100%							
				10% 15% 20%	30% 40% 45%	50% 60% 70%	80% 90% 100%						

Assessment in PE at Lacon Childe School is designed to support the development of skilled, confident and knowledgeable performers. Assessment is used to identify strengths, support improvement and develop students' understanding of how knowledge can enhance performance and lifelong participation in physical activity.

Assessment in PE is divided into two strands:

Competent PE (70%)

Practical competence remains at the heart of PE assessment and reflects students' ability to apply skills, techniques, tactics and decision-making within a range of physical activities and sports. Throughout every unit of work, students are assessed against the department's 'Me in PE' framework through the strands of Physical ME, Thinking ME and Social ME.

Teachers and students use the department assessment descriptors to make best-fit judgements at the end of each unit of work. Longer units allow students greater opportunity to develop competence, confidence and consistency within activities, supporting progression into Key Stage 4 pathways.

Knowledge Enhanced PE (30%)

Knowledge Enhanced PE assesses students' understanding of the key knowledge that supports performance and participation within PE. Knowledge is carefully sequenced across Key Stage 3 and directly linked to practical experiences within lessons. Each year group follows a key curriculum theme:

Year 7 – How does my body move? Focus: musculoskeletal system and movement

Year 8 – What makes a good athlete? Focus: components of fitness, heart rate, testing

Year 9 – How can performance be improved? Focus: Training methods, performance improvement and applied fitness.

Knowledge is delivered through short practical-linked teaching episodes within lessons, ensuring PE remains active and performance-led while developing students' understanding of movement and performance.

Programme of study:

The programme of study provides staff and students with a clear outline of the sports and activities covered throughout the key stages. The main activities, will allow students to become competent participants and provide them with opportunities to pursue those activities outside of school with links to local clubs and competitions. All other sports and activities will allow students to experience a wide range of experiences, which may change/adapt based on student voice and strengths of the cohort as well as guided by the changes in the sport environment.

Duke of Edinburgh award is offered to students at KS3 and KS4.

Year group:	Autumn 1		Autumn 2	
Y7 girls	Netball - How do I move, pass and create space effectively in netball?	Volleyball - How do I keep the ball in play and work effectively with teammates?	Football- How do I maintain possession and create space in a game?	
Y7 boys	Volleyball - How do I keep the ball in play and work effectively with teammates?	Rugby -	Badminton - How do I keep the shuttle in play and outwit an opponent?	
Y8 girls	Netball - How do I apply attacking and defending principles to influence play?	Badminton - How do I create space and apply attacking and defensive shots effectively?	Volleyball - How do I create attacking opportunities and sustain rallies?	
Y8 boys	Badminton - How do I create space and apply attacking and defensive shots effectively?	Rugby -	Football - How do I apply attacking and defending principles to influence play?	
Y9 girls	Netball - How do I adapt tactics to create successful team performances?	Volleyball - How do I influence the outcome of a game through tactical decision making?	Football - How do I apply attacking and defending principles to influence play?	
Y9 boys	Badminton - How do I adapt tactics to influence the outcome of a game?	Rugby -	Volleyball - How do I influence the outcome of a game through tactical decision making?	
Y10 girls	Netball - How do I manage, lead and evaluate performance during competitive netball?	Volleyball - How do I manage and evaluate performance to achieve success in competitive volleyball?	Fitness - How can I independently design, implement and evaluate a fitness programme?	Badminton - How do I manage and evaluate performance to achieve success in singles and doubles play?

Y10 boys	Badminton - How do I manage and evaluate performance to achieve success in singles and doubles play?	Rugby -	Volleyball- How do I manage and evaluate performance to achieve success in competitive volleyball?	Fitness- How can I independently design, implement and evaluate a fitness programme?
Y 11	Netball/ football/ rugby/ badminton		Volleyball/ fitness/ football/ badminton	

Year group:	Spring 1		Spring 2	
Y7 girls		Badminton- How do I keep the shuttle in play and outwit an opponent?	OAA- How do I solve problems effectively by communicating and working with others?	Gymnastics- How can I control my body to create a successful gymnastics sequence?
Y7 boys		OAA- How do I solve problems effectively by communicating and working with others?	Gymnastics How can I control my body to create a successful gymnastics sequence?	Football- How do I maintain possession and create space in a game?
Y8 girls		Fitness- How do different methods of training improve components of fitness?	Rugby-	
Y8 boys		Volleyball- How do I create attacking opportunities and sustain rallies?	Fitness- How do different methods of training improve components of fitness?	
Y9 girls		Badminton- How do I adapt tactics to influence the outcome of a game?	OAA- How do I independently prepare for and complete expedition challenges?	Fitness- How can I use fitness testing data to improve my own performance?
Y9 boys		Football- How do I adapt tactics to different opponents and game situations?	Fitness- How can I use fitness testing data to improve my own performance?	OAA- How do I independently prepare for and complete expedition challenges?
Y10 girls		Handball- How do I manage, lead and evaluate performance to influence game outcomes?	Dodgeball- How do I manage, lead and evaluate performance to influence game outcomes?	Basketball- How do I apply fundamental basketball skills to create scoring opportunities and defend effectively under pressure?
Y10 boys		Football- How do I manage, lead and evaluate performance to influence game outcomes?	Basketball- How do I apply fundamental basketball skills to create scoring	Dodgeball- How do I manage, lead and evaluate

			opportunities and defend effectively under pressure?	performance to influence game outcomes?
Y 11	Badminton/ football/ alternatives/ fitness		Rounders/ fitness/ football/ dodgeball	

Year group:	Summer 1	Summer 2
Y7 girls	Athletics- How do I perform the basic techniques required for different athletic events?	Striking/fielding- How do I contribute to my team's success using fundamental rounders skills?
Y7 boys	Athletics- How do I perform the basic techniques required for different athletic events?	Striking/fielding- How do I contribute to my team's success using fundamental striking and fielding skills?
Y8 girls	Athletics- How do I improve my performance using technique, pacing and biomechanics?	Striking/fielding- How do I create and prevent scoring opportunities?
Y8 boys	Athletics- How do I improve my performance using technique, pacing and biomechanics?	Striking/fielding- How do I create and deny scoring opportunities?
Y9 girls	Athletics- How do I select and apply the most effective techniques to maximise performance?	Striking/fielding- How do I adapt tactics to influence the outcome of a game?
Y9 boys	Athletics- How do I select and apply the most effective techniques to maximise performance?	Striking/fielding- How do I adapt my tactics to different game situations and opponents?
Y10 girls	Striking/fielding- How do I independently manage and evaluate performance during competitive games?	Pickleball- How do I manage, lead and evaluate performance to achieve success in competitive pickleball?
Y10 boys	Pickleball- How do I manage, lead and evaluate performance to achieve success in competitive pickleball?	Striking/fielding- How do I independently manage and influence game outcomes?
Y 11	Revision/ exams/ options	