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| **Department:** | **PE, Sport and Health and Social** | **Head of Department:** | **Alan Chadwick** |

**5 Year Curriculum Plan**

**The Academy of   
St. Francis of Assisi  
  
2021- 2022**

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| **Department Vision** |
| Our vision is to encourage all of our students to participate, engage and compete to the best of their ability. |
| **Curriculum Intent** |
| We provide a high-quality curriculum and enrichment programme for our students. The aim of Physical Education at The Academy of St Francis of Assisi is to instil lifelong engagement in sport, and to embed an understanding of the benefits of a healthy, active lifestyle. Students will experience a wide range of activities to allow them to explore and develop a wide range of skills such as: outwit opponents; problem solve and be creative. Physical Education at The Academy will also contribute to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as leadership; teamwork and communication. |

**Department Vision & Curriculum Intent**

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| **Year 7**  **Boys** | **TERM 1** | | | **TERM 2** | | | | **TERM 3** | | |
| **Topic** | **Key Stage 2 Link** | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | **National Curriculum Link** |
| **Football / Basketball** | Learnt the basic principles of attack and defence.  Worked in small teams to plan how to play  Taken different roles in some games, including attacker and defender.  Used and kept rules and conventions for games. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Fitness / Rugby** | Experienced some fitness activities that test physical capacity.  Followed simple warm up and cool downs.  Explored and used a variety of balls modified game activities.  Observed some basic principles of attack. | | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Striking and Fielding / Athletics** | Experienced running, jumping and throwing in an athletic form.  Replicated basic techniques in a competitive situation  Followed health and safety guidelines when using equipment.  Experienced a range of sending and receiving skills.  Explored the striking of a ball to score runs. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. |
| **Rationale:** | In the football unit students will build on the fundamental skills required to perform at maximum levels in competitive games. Development of the basic principles of attack and defence in football. In all game’s activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition.  In the basketball unit students will build on the fundamental skills required to perform at maximum levels in small sided games. Development of the basic principles of attack and defence in basketball. In all game’s activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition. | | | In fitness unit students will learn and accurately replicate specific techniques in a range of fitness-based activities. They will carry out investigations into the bodies’ ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks.  In the rugby unit students will focus on improving and applying basic core skills for tag rugby. In all game’s activities, pupils will think about how to use core skills, strategies and tactics to outwit the opposition. Individuals will learn to make informed decisions during small sided games and plan attacking principles. To develop physical literacy/body movement competence. | | | | In the athletics unit students will accurately replicate running, jumping and throwing skills for events in order to improve performances. Will explore variations in technique and use the information to become more technically proficient. Pupils will engage in performing and improving personal bests in relation to speed, height and distances.  In the cricket unit students will replicate and improve core skills in batting, bowling and fielding. Pupils will work on improving the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and running between wickets/bases to score runs. | | |
| **Key Stage 4 Link:** | Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. | | | use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Lead healthy active lifestyles. | | | | Develop their technique and improve their performance in other competitive sports | | |
| **Culture Capital:** | Football extra-curricular & competitive matches.  Basketball extra-curricular and competitive matches  Fitness Club/Trampolining/Table Tennis and Badminton  Cricket extra-curricular club  Athletics extra-curricular and LSSP competitions | | | **Key Concepts and Languages:** | | Competence  Performance  Components of fitness  Warm Ups and Cool Downs  Leadership/Sportsmanship  Creativity/Teamwork  Healthy Active Lifestyles | | | | |

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| **Year 7 Girls** | **TERM 1** | | | **TERM 2** | | | | **TERM 3** | | |
| **Topic** | **Key Stage 2 Link** | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | **National Curriculum Link** |
| **Netball / Gymnastics** | Learnt the basic principles of attack.  Worked in small teams during modified versions of the game.  Experienced different roles including attack and defence.  Used and kept modified rules in small sided games.  Explored ways of travel, balance and rotation.  Performed a sequence with partner.  Learnt ways of linking gymnastic actions. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Dance / Football** | Experienced a few dance style or movements from other cultures.  Composed dance on their own and as part of a group.  Used music to direct timing of movements.  Learnt the basic principles of attack and defence.  Worked in small teams to plan how to play | | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Rounders / Athletics** | Experienced a range of sending and receiving skills.  Explored the striking of a ball to score runs.  Used and kept modified rules in similar striking and fielding.  Experienced a range of sending and receiving skills. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. |
| **Rationale:** | In the netball unit students will focus on replication of the fundamental skills required to perform at maximum levels in small sided games. Development of the basic principles of attack and defence in netball and be challenged in pressured and competitive situations.  In the gymnastics unit students will explore core skills individually and in combination. Will focus on developing stability when holding their own body position and when supporting a partner. Pupils incorporate control, precision and aesthetics into sequences showing creativity. | | | In the dance students will explore a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. Pupils will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences.  In the football unit students will build on the fundamental skills required to perform at maximum levels in competitive games. Development of the basic principles of attack and defence in football. In all game’s activities, pupils are encouraged to think about how to use core skills, strategies and tactics to outwit the opposition. | | | | In the rounder’s unit students will replicate and improve core skills in batting, bowling and fielding. Pupils will work on improving the quality of replication with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived/avoided and running between bases to score runs.  In the athletics unit students will accurately replicate running, jumping and throwing skills for events in order to improve performances. Will explore variations in technique and use the information to become more technically proficient. Pupils will engage in performing and improving personal bests in relation to speed, height and distances. | | |
| **Key Stage 4 Link:** | Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. | | | Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Lead healthy active lifestyles. | | | | Develop their technique and improve their performance in other competitive sports | | |
| **Culture Capital:** | LFC Football extra-curricular & competitive matches / Netball extra-curricular and competitive matches  Fitness Club / Rounder extra-curricular club and LSSP competitions / Athletics extra-curricular and LSSP competitions | | | **Key Concepts and Languages:** | | Competence /Performance/ Components of fitness  Warm Ups and Cool Downs  Leadership/Sportsmanship  Creativity/Teamwork  Healthy Active Lifestyles | | | | |

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| **Year 8 Boys** | **TERM 1** | | | **TERM 2** | | | **TERM 3** | | |
| **Topic** | **Key Stage 2 Link** | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | **National Curriculum Link** |
| **Football / Basketball** | Played a variety of conditioned games  Worked in small groups  Used and applied rules  Some knowledge of tactics and team organization  Developed basic skills with basic principles of attack and defence. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Fitness / Rugby** | Gained familiarity with the concepts of rugby – attack and defence.  Opportunities to improve hand eye coordination.  Worked in small teams to plan how to attack.  Used more complex rules related to rugby.  Lead simple warm up and cool downs.  Demonstrated a range of fitness activities testing individual’s physical capacity. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Striking and Fielding / Athletics** | Developed basic skills in a range of events.  Gained knowledge of personal running, jumping & throwing capacity.  Developed an understanding of basic batting, bowling and fielding tactics.  Experienced a range of core cricket skills.  Understood and identified specialist positions for cricket. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. |
| **Rationale:** | In the football unit students will focus on developing team attacking and defending strategies and techniques required take part in competitive games. Development of the basic football skills will allow individuals to influence a game or pressurised situation.  In the basketball unit students will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply core basketball skills using them tactically with the intention of outwitting their opponents. | | | In the **fitness** unit students will be encouraging to experience specific fitness-based skills in a range of different contexts. To further develop an ability to evaluate and assess movements and techniques to produced refined outcomes.  In the **rugby** unit students will focus on developing attacking and defending strategies and replicating techniques required in competitive games. Development of the ability to perform and influence a game or pressurised situation. In all game’s activities, pupils are encouraged to think about use of core skills as part of strategies to outwit the opposition | | | In the athletics unit, pupils will begin to use knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. Pupils will perform and improve core skills and personal/team bests in relation to speed, height, distance and accuracy.  In the cricket unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will develop the ability to place the ball in a target area and refining game strategies with the intention of outwitting an opponent. | | |
| **Key Stage 4 Link:** | Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. | | | Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Lead healthy active lifestyles. | | | Develop their technique and improve their performance in other competitive sports | | |
| **Culture Capital:** | Football extra-curricular & competitive matches.  Basketball extra-curricular and competitive matches/Table tennis and Badminton  Fitness Club/Trampolining/ Cricket extra-curricular club  Athletics extra-curricular and LSSP competitions | | | **Key Concepts and Languages:** | | | Competence /Performance/ Components of fitness  Warm Ups and Cool Downs  Leadership/Sportsmanship  Creativity/Teamwork  Healthy Active Lifestyles | | |
| **Year 8 Girls** | **TERM 1** | | | **TERM 2** | | | **TERM 3** | | |
| **Topic** | **Key Stage 2 Link** | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | **National Curriculum Link** |
| **Netball / Gymnastics** | Played a variety of conditioned games  Worked in small groups  Used and applied rules  Some knowledge of tactics and team organization  Developed basic skills with basic principles of attack and defence.  Confidence in weight bearing hands  Experienced working in pairs and small groups.  Worked with apparatus  Adapted their own and others work  Set out apparatus safely. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Dance / Football** | Played a variety of conditioned games  Worked in small groups  Used and applied rules  Some knowledge of tactics and team organization  Developed basic skills with basic principles of attack and defence.  Experienced the process of creating a dance sequence.  Composed simple dance sequences on their own and as part of a group | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Rounders / Athletics** | Developed basic skills in a range of events.  Gained knowledge of personal running, jumping & throwing capacity.  Developed an understanding of basic batting, bowling and fielding tactics.  Experienced a range of core rounders skills.  Understood and identified specialist positions for rounders.  Experienced an umpired game. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. |
| **Rationale:** | In the gymnastics unit students will use core gymnastic skills in combination with other movements and apparatus. Pupils will incorporate control, creativity and aesthetics into flight-based sequences.  In the netball unit students will focus on developing team attacking and defending strategies and techniques using a set of core skills. Pupils will experience a range of skill variations with intent to outwit the opposition. | | | In the dance unit students will further explore a range of dance movements focusing on gestures, formations, body shapes and contrasts in dynamic and rhythmic patterning. Pupils will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences.  In the football unit students will focus on developing team attacking and defending strategies and techniques required take part in competitive games. Development of the basic football skills will allow individuals to influence a game or pressurised situation. | | | In the rounder’s unit pupils focus on accurate replication & further developing, implementing and refining techniques for batting, bowling and fielding. Pupils will develop the ability to place the ball in a target area and refining game strategies with the intention of outwitting an opponent.  In the athletics unit, pupils will begin to use knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. Pupils will perform and improve core skills and personal/team bests in relation to speed, height, distance and accuracy. | | |
| **Key Stage 4 Link:** | Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. | | | Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. Lead healthy active lifestyles. | | | Develop their technique and improve their performance in other competitive sports | | |
| **Culture Capital:** | LFC Football extra-curricular & competitive matches / Netball extra-curricular and competitive matches/Fitness Club / Rounder extra-curricular club and LSSP competitions / Athletics extra-curricular and LSSP competitions | | | **Key Concepts and Languages:** | | | Competence /Performance/ Components of fitness  Warm Ups and Cool Downs  Leadership/Sportsmanship  Creativity/Teamwork /Healthy Active Lifestyles | | |

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| **Year 9 Boys** | **TERM 1** | | | **TERM 2** | | | | **TERM 3** | | |
| **Topic** | **Key Stage 2 Link** | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | **National Curriculum Link** |
| **Football Leadership / Basketball Leadership** | Experienced setting up and organizing practices in groups  Applied and adapted the principles of attack and defence in small sided games  Begun to lead small parts of a warm up or cool down. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Fitness / Rugby Leadership** | Use a range of Sport Science terminology.  Lead warm ups and group cool downs.  Demonstrated a range of fitness activities testing individual’s physical capacity.  Built confidence in the concepts of rugby – point of attack and defensive lines.  Worked in small teams and begun to develop tactical knowledge. | | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Cricket / Athletics** | Developed an understanding of net games that involve outwitting opposition.  Experienced some strategic ideas and employ basic tactics.  Developed core skills in a range of events.  Experienced a number of sprint & pacing races.  Awareness of strengths and limitations.  Applied strategies in event competitions. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. |
| **Rationale:** | In the football unit students will focus on implementing and refining core skills as a team and as individuals to outwit opponents. The opportunity to lead sessions and warm up as well as officiate. Teams will be expected to plan strategies and implement them in competitive games.  In the basketball unit students will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to show leadership and officiating skills. | | | In the fitness unit students will further develop specific fitness-based skills in a range of different challenges. Will improve the ability to evaluate and refine movements. Students will further plan and lead circuit training sessions.  In the rugby unit students will focus on implementing and refining core skills as a team and as individuals to outwit opponents. Teams will be expected to plan strategies and implement them in competitive games. Development of decision-making skills will be encouraged through game play. | | | | In the athletics unit, students will further enhance replication and performance across all disciplines. Pupils to gain a more detailed understanding of fitness and its effect on performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions  In the cricket unit students will demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents as a batter and bowler. Development of decision-making skills will be encouraged through game play. | | |
| **Key Stage 4 Link:** | Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. | | | Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. | | | | Develop their technique and improve their performance in other competitive sports. | | |
| **Culture Capital:** | Football extra-curricular & competitive matches.  Basketball extra-curricular and competitive matches  Fitness Club/Trampolining/Cricket extra-curricular club/Athletics extra-curricular and LSSP competitions | | | **Key Concepts and Languages:** | | Competence /Performance/ Components of fitness  Warm Ups and Cool Downs  Leadership/Sportsmanship  Creativity/Teamwork /Healthy Active Lifestyles | | | | |

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| **Year 9 Girls** | **TERM 1** | | | **TERM 2** | | | | **TERM 3** | | |
| **Topic** | **Key Stage 2 Link** | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | **National Curriculum Link** |
| **Netball / Trampolining** | Experienced setting up and organising netball practices in groups  Applied and adapted the principles of attack and defence in small sided games activities  Warmed up and cooled down safely  Been told about safety in gymnastics-based activities.  Experienced the setting up of equipment  Worked independently and as a group. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Dance / Volleyball** | Experienced the process of creating a dance sequence.  Composed simple dance sequences on their own and as part of a group  Used music to direct timings and movement patterns.  Developed an understanding of net/court games that involve a ball.  Lead own warm up and cool down safely.  Understand volleyball rules and scoring systems. | | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. | **Rounders / Athletics** | Developed core skills in a range of events.  Experienced a number of sprint & pacing races.  Awareness of strengths and limitations.  Applied strategies in event competitions.  Developed an understanding of net games that involve outwitting opposition.  Experienced some strategic ideas. | 1) Develop competence in a broad range of physical activities. 2) Physically active for a period of time. 3) Engage in competitive sports. 4) Lead healthy, active lifestyles. |
| **Rationale:** | In the netball unit students will focus on developing, implementing and refining team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations.  In the trampolining unit students will focus on the accurately replicating core skills and movements individually and in combination focusing on the control and aesthetics. Pupils will show creativity and fluency in developed sequences. | | | In the dance unit students will further explore a range of dance movements focusing on street dance, gestures, formations, body lines and contrasts in dynamic and rhythmic patterning. Pupils will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences.  In the volleyball unit students will focus on developing, implementing and refining team game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. | | | | In the athletics unit, students will further enhance replication and performance across all disciplines. Pupils to gain a more detailed understanding of fitness and its effect on performance. Pupils will focus on planning, preparing for and competing in a range of athletic competitions  In this unit pupils will demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding. Pupils will work on improving the skill of outwitting opponents as a batter and bowler. | | |
| **Key Stage 4 Link:** | Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. | | | Use and develop a variety of tactics and strategies to overcome opponents in team and individual games. | | | | Develop their technique and improve their performance in other competitive sports. | | |
| **Culture Capital:** | Football extra-curricular & competitive matches.  Basketball extra-curricular and competitive matches  Fitness Club/Trampolining/Cricket extra-curricular club/Athletics extra-curricular and LSSP competitions | | | **Key Concepts and Languages:** | | Competence /Performance/ Components of fitness  Warm Ups and Cool Downs  Leadership/Sportsmanship  Creativity/Teamwork /Healthy Active Lifestyles | | | | |

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| **Year 10 Sport Studies** | **TERM 1** | | | **TERM 2** | | | | **TERM 3** | | |
| **Topic** | **Key Stage 3 Link** | **National Curriculum Link** | **Topic** | **Key Stage 3 Link** | **National Curriculum Link** | | **Topic** | **Key Stage 3 Link** | **National Curriculum Link** |
| **R056 – Outdoor Activities** | Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems. | Understand key socio-cultural influences which can affect people’s involvement in physical activity and sport.  Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance  Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. | **R056 – Outdoor Activities** | Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems. | Understand key socio-cultural influences which can affect people’s involvement in physical activity and sport.  Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance  Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. | | **R052 – Developing Sport Skills** | Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.  Develop their technique and improve their performance in other competitive sports. | Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance  Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. |
| **Rationale:** | By completing this unit, learners will know about the range of outdoor activities that are available in the UK and be able to identify organisations that provide access to these activities. They will also be able to appreciate the reasons why people become involved in these activities and the risks they face when participating. They will gain an understanding of health and safety and risk assessments in outdoor scenarios, of detailed planning for a group activity with multiple variables, and they will develop their communication, decision making and leadership skills in challenging scenarios and environments. | | | Outdoor activities are group or individual activities that take place in a natural, outdoor environment. These activities usually involve meticulous planning and preparation and enable participants to develop skills that are useful and transferable in everyday life. For this reason, organisations increasingly use outdoor and adventurous activities as the basis for team away-days and team building exercises, requiring individuals to work collaboratively and develop their problem-solving and communication skills as a group. Learners will consider how to plan an outdoor activity and be able to participate in one. | | | | By completing this unit, learners will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance. The unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and 4 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study. | | |
| **Key Stage 5 Link:** | OCR Technical Sport Studies | | | OCR Technical Sport Studies | | | | Sports Coaching | | |
| **Culture Capital:** | Mountain Biking  Go Ape High Ropes  Orienteering/Sailing/DofE Bronze Award | | | **Key Concepts and Languages:** | | | Provision; Activity; Provider; Hazard; Risk; Voluntary; Leadership; Organisation; Analysing; Assessing; Innovation; Safety; Motor Skills. | | | |

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| **Year 10 Sport Science** | **TERM 1** | | | **TERM 2** | | | | **TERM 3** | | |
| **Topic** | **Key Stage 3 Link** | **National Curriculum Link** | **Topic** | **Key Stage 3 Link** | **National Curriculum Link** | | **Topic** | **Key Stage 3 Link** | **National Curriculum Link** |
| **R042 – Applying Principles of Training** | Lead healthy, active lives.  Take part in competitive sports and activities outside school through community links or sports clubs.  Analyse their performances compared to previous ones and demonstrate improvement to achieve personal best. | Evaluate their performances compared to previous ones and demonstrate improvement to achieve personal best.  Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance | **R042 – Applying Principles of Training** | Lead healthy, active lives.  Take part in competitive sports and activities outside school through community links or sports clubs.  Analyse their performances compared to previous ones and demonstrate improvement to achieve personal best. | Evaluate their performances compared to previous ones and demonstrate improvement to achieve personal best.  Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance | | **R045 – Sports Nutrition** | Lead healthy, active lives.  Analyse performances compared to previous ones and demonstrate improvement compared to personal best. | Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.  Evaluate performances compared to previous ones and demonstrate improvement compared to persona best. |
| **Rationale:** | In the world of team and individual sport, it is vital that coaches keep their performers in peak condition. They do this by regularly monitoring them through fitness tests and by designing bespoke training programmes to suit the type of sport, performance schedule and the individual themselves. High quality training programmes apply principles of training to the requirements of the individual in their development and implementation. By completing this unit, learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing. | | | In the world of team and individual sport, it is vital that coaches keep their performers in peak condition. They do this by regularly monitoring them through fitness tests and by designing bespoke training programmes to suit the type of sport, performance schedule and the individual themselves. High quality training programmes apply principles of training to the requirements of the individual in their development and implementation. By completing this unit, learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing. | | | | By completing the sport nutrition unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer.  It is recognised that physical activity is essential in maintaining good health. Many careers within the sport, leisure and health industries require employees to understand how the body changes and responds to physical activity. | | |
| **Key Stage 5 Link:** | OCR Technical Sport Science | | | OCR Technical Sport Science | | | | Fitness Instructor Qualification | | |
| **Culture Capital:** | University Sport Science Taster  Trip to fitness suites. | | | **Key Concepts and Languages:** | | | Specificity; Progression; Overload; Reversibility; Moderation; Variance; Frequency; Intensity; Time; Type; Speed; Power; Flexibility; Reaction Time; Agility; Coordination; Strength; Endurance; Balance; Fartlek; HIIT; Interval; Plyometric; Circuit. Nutrients; hydration; obesity; anorexia; stroke; normative; elite; balanced diet; supplement; macro-nutrient; micro-nutrient | | | |

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| **Year 10 Health and Social** | **TERM 1** | | | **TERM 2** | | | | **TERM 3** | | | |
| **Topic** | **Key Stage 3 Link** | **National Curriculum Link** | **Topic** | **Key Stage 3 Link** | **National Curriculum Link** | | **Topic** | **Key Stage 3 Link** | **National Curriculum Link** |
| **R022 – Communicating and working with individuals** | Lead healthy, active lives. | Actively engage in the processes of health and social care to develop as effective and independent learners.  understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations. | **R022 – Communicating and working with individuals** | Lead healthy, active lives. | Actively engage in the processes of health and social care to develop as effective and independent learners.  understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations. | | **R031 – Basic First Aid Procedures** | Lead healthy, active lives.  Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. | Actively engage in the processes of health and social care to develop as effective and independent learners.  understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations. |
| **Rationale:** | By completing the communication unit, learners will be able to appreciate how the way they communicate and the personal qualities that they utilise when working with individuals in a health, social care or early years setting will have an impact on the care of those individuals. They will be able to demonstrate that they have those effective communication skills that are needed to work in a health, social care or early years setting. They will be able to plan effectively for interactions in a health, social care and early years setting. | | | By completing the communication unit, learners will be able to appreciate how the way they communicate and the personal qualities that they utilise when working with individuals in a health, social care or early years setting will have an impact on the care of those individuals. They will be able to demonstrate that they have those effective communication skills that are needed to work in a health, social care or early years setting. They will be able to plan effectively for interactions in a health, social care and early years setting. | | | | This unit will provide learners with a knowledge and understanding of basic common first aid procedures that could be used within health and social care settings. Understanding and applying basic first aid procedures could potentially save lives. Basic knowledge of first aid could make a huge difference in any emergency situation. Research carried out by the BBC has found that nearly 59% of people would not feel confident trying to save someone’s life and around a quarter of people would do nothing and wait until the emergency services arrived. | | | |
| **Key Stage 5 Link:** | BTEC Health and Social Care or Childcare  OCR Technical Health and Social Care or Childcare | | |  | | | |  | | | |
| **Culture Capital:** | First Aid Award | | | **Key Concepts and Languages:** | | | Active listening, advocates, care plan, dementia, empathy, jargon, open questions, paraphrasing, para-verbal, ‘safe-hands ‘. | | | | |

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| **Year 11 Sport Studies** | **TERM 1** | | | | | | **TERM 2** | | | | | | | | **TERM 3** | | | | | |
| **Topic** | | | **Key Stage 3 Link** | **National Curriculum Link** | | **Topic** | | **Key Stage 3 Link** | | **National Curriculum Link** | | | | **Topic** | | | **Key Stage 3 Link** | **National Curriculum Link** | |
| **R051 – Contemporary Issues in Sport** | | | Sports Leadership  Sport Psychology  Sporting Conduct  Participation and Lifestyle | Understand key socio-cultural influences which can affect people’s involvement in physical activity and sport.  Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance  Continue to take part regularly in competitive sports and activities outside school. | | **R053 – Sports Leadership** | | Sports Leadership  Sporting Conduct  Participation and Lifestyle | | Understand key socio-cultural influences which can affect people’s involvement in physical activity and sport.  Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance  Continue to take part regularly in competitive sports and activities outside school. | | | | **Revisit R051 – Contemporary Issues in Sport** | | | Sports Leadership  Sport Psychology  Sporting Conduct  Participation and Lifestyle | Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance  Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. | |
| **Rationale:** | It is often said that sport reflects society and, as such, many of the broad issues which affect society are also prevalent in sport. For the same reasons, sport can also be a force for good at local, national and international levels, because of its ability to bring people together. By completing this unit, learners will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies in advancing sports’ attempts to positively impact upon society and showcase their worth beyond providing entertainment. | | | | | | Whether voluntary or professional, the role of the sport leader is imperative in any sport; adopting the role of coach, manager, teacher or team captain, sport leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. By completing this unit, learners will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and, by doing so, develop their ability to communicate with an audience verbally and through practical demonstration. | | | | | | | | Students to revisit LO1-LO4 with the aim of consolidating all knowledge to exam questions in preparation for summer exam. | | | | | |
| **Key Stage 5 Link:** | OCR Technical Sport Studies  BTEC Sport | | | | | | Sports Coaching | | | | | | | |  | | | | | |
| **Culture Capital:** | University Taster - Sport  Cartmel College booster day | | | | | | **Key Concepts and Languages:** | | | | | | | Barrier; Solution; Engagement; Participation; Value; Initiative; Governing; Acceptability; Climate; Spectatorship; Motto; Creed; Economic; Sustainability; Emerging; Trends; Diversity; Culture. | | | | | | |
| **Year 11 Sport Science** | | **TERM 1** | | | | | | **TERM 2** | | | | | | | | **TERM 3** | | | | |
| **Topic** | **Key Stage 3 Link** | | | **National Curriculum Link** | | **Topic** | | **Key Stage 3 Link** | | **National Curriculum Link** | | | | **Topic** | **Key Stage 3 Link** | | | **National Curriculum Link** |
| **R041 – Reducing the risk of injury in Sport** | **Link to Everlearner knowledge:**  Warm Up and Cool Down.  Muscular skeletal system.  Cardiorespiratory system  Sport Psychology  Effects of Exercise  Injuries | | | Understand the contribution which physical activity and sport make to health, fitness and well-being.  Understand key socio-cultural influences which can affect people’s involvement in physical activity and sport.  Understand how the physiological and psychological state affects performance in physical activity and sport. | | **R043 – Body’s Response to Exercise** | | **Link to Everlearner knowledge:**  Warm Up and Cool Down.  Muscular skeletal system.  Cardiorespiratory system  Effects of Exercise  Participation and Lifestyle | | Understand the contribution which physical activity and sport make to health, fitness and well-being.  Understand key socio-cultural influences which can affect people’s involvement in physical activity and sport.  Understand how the physiological and psychological state affects performance in physical activity and sport. | | | | **Revisit R041 – Reducing the risk of injury in Sport** | **Link to Everlearner knowledge:**  Warm Up and Cool Down.  Muscular skeletal system.  Cardiorespiratory system  Sport Psychology  Effects of Exercise  Injuries | | | Understand the contribution which physical activity and sport make to health, fitness and well-being.  Understand key socio-cultural influences which can affect people’s involvement in physical activity and sport.  Understand how the physiological and psychological state affects performance in physical activity and sport. |
| **Rationale:** | | Taking part in sport and physical activity puts the body under stress. Knowing how to reduce the  risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, therefore, vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor. By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions. | | | | | | It is recognised that physical activity is essential in maintaining good health. Many careers within the sport, leisure and health industries require employees to understand how the body changes and responds to physical activity. With this knowledge, it is possible to improve body systems to optimise sports performance and promote healthier lifestyles. By completing this unit, learners will understand key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity. | | | | | | | | Taking part in sport and physical activity puts the body under stress. Knowing how to reduce the  risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, therefore, vital skills in many roles within the sport and leisure industry, whether you are a lifeguard, a steward at a sports stadium or a personal fitness instructor. By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions. | | | | |
| **Key Stage 5 Link:** | | OCR Technical Sport Science  BTEC Sport | | | | | | Fitness Instructor | | | | | | | |  | | | | |
| **Culture Capital:** | | University Taster – Sport science | | | | | | **Key Concepts and Languages:** | | | | | Acute; Chronic; Posture; Extrinsic; Intrinsic; Symptom; Condition; Psychological; Environment; Asthma; Diabetes; Epilepsy; Fracture; Contusion; Concussion; Abrasion; Cramp; Component; Physical | | | | | | | |

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| **Year 11 Health and Social** | **TERM 1** | | | **TERM 2** | | | | **TERM 3** | | |
| **Topic** | **Key Stage 3 Link** | **National Curriculum Link** | **Topic** | **Key Stage 3 Link** | **National Curriculum Link** | | **Topic** | **Key Stage 3 Link** | **National Curriculum Link** |
| **R021 – Essential Values of Care** | Lead healthy, active lives. | Actively engage in the processes of health and social care to develop as effective and independent learners.  understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations. | **R023 – Body Systems and Disorders** | Lead healthy, active lives. | Actively engage in the processes of health and social care to develop as effective and independent learners.  understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations. | | **Revisit R021 – Essential Values of Care** | Lead healthy, active lives. | Actively engage in the processes of health and social care to develop as effective and independent learners.  understand aspects of personal development, and the health, social care and early years sectors, through investigation and evaluation of a range of services and organisations. |
| **Rationale:** | This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.  On completion of the unit, learners will have gained an understanding of how to provide quality care for individuals, helping them to achieve their goals and how to apply the values of care so that individuals feel valued. Learners will also have gained an understanding of how regulatory frameworks aim to protect both individuals and care workers in settings and how procedures that are in place in care settings, aim to promote standards of hygiene and maintain safety and security for all who use or work within the setting. | | | This unit will provide learners with the underpinning knowledge and understanding of three majors  body systems: respiratory, digestive and cardiovascular.  The interaction of our body systems and the structure and function that they provide allow  humans to breathe, move, experience taste, touch and smell the amazing world we live in. These  systems enable us to survive and thrive, with them we can live to our full potential as human  beings. Technology and advances in medicine allow for us to treat illness and disease and  research the ill effects of lifestyle choices.  Through this unit learners will have gained the knowledge and understanding of the structure and  function of three body systems and three separate illnesses that may affect these systems | | | | This mandatory unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.  On completion of the unit, learners will have gained an understanding of how to provide quality care for individuals, helping them to achieve their goals and how to apply the values of care so that individuals feel valued. Learners will also have gained an understanding of how regulatory frameworks aim to protect both individuals and care workers in settings and how procedures that are in place in care settings. | | |
| **Key Stage 5 Link:** | BTEC Health and Social Care or Childcare  OCR Technical Health and Social Care or Childcare | | |  | | | |  | | |
| **Culture Capital:** | University taster - Nursing | | | **Key Concepts and Languages:** | | | Discrimination; Diversity; Dynavox; Empower; Equality; Interpreter; Jargon; Legislation; Lightwriter; PECS; Self – Esteem; Translation | | | |