

PE Curriculum Plan



In PE, our aims are for all students:

- To have a passion for Physical Education.
- To develop strong team work, cooperation and problem solving skills.
- To understand the importance of leading an active lifestyle with regards to promoting physical, emotional and social wellbeing.
- To have a firm moral compass and demonstrate respect, sportsmanship and leadership skills.
- A qualification to best prepare students for life after Fullbrook.

How is this implemented in the classroom?

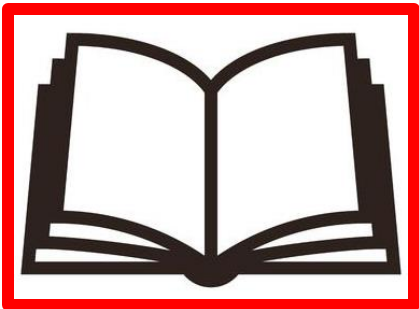
- Broad programmes of study across Year 7-9 in core PE to cover a wide range of sporting disciplines including invasion games, problem solving, striking & fielding, net & wall games, exploring & communicating activities.
- Tailored pathways for Year 10 & 11 core PE to promote a greater depth of understanding of strategic, tactical awareness and decision making abilities in a variety of situations.
- Enjoyable and varied topics studied in Y9 Hybrid, Y10-11 GCSE PE and Level 2 Sport qualification. Focus is on anatomy & physiology, psychology and sociocultural themes within sport.
- Challenge areas implements in Y12-13 A level PE and Level 3 Sport qualification.
- Vast & extensive extra-curricular enrichment programme from Y7-13 to cater for social, intra & inter competition.
- Passionate teaching and enthusiasm – passionate teachers inspire a love of learning
- Change in Marking Policy to reduce workload and be more beneficial to the students. Allowing the students more time to respond to feedback and more time for teachers to plan engaging thought provoking lessons

Sequencing

- **Years 7-9 Core PE:** Introduction / scaffolding to skills & rules involved in a range of sports
- **Years 10-11 Core PE:** Development of skills and introduction to tactics within a range of sports.

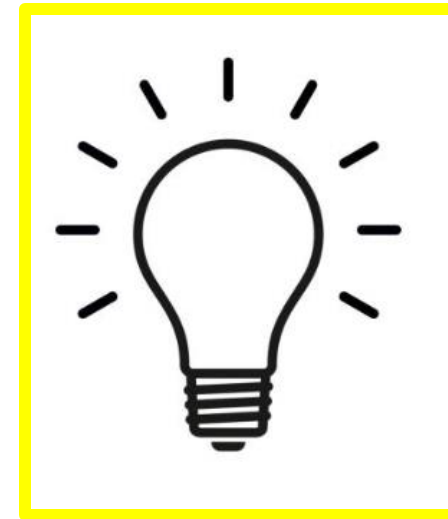
- **Year 9 Hybrid:** GCSE Skills, introduction to extended writing (9 mark questions)
- **Year 10 GCSE:** Embedding GCSE skills & starting PEP (coursework)
- **Year 11 GCSE:** Consolidation of GCSE skills, Practical assessments & moderation and continued examination preparation.

- **Year 9 Hybrid:** Introduction to healthy exercise and nutrition and Anatomy and physiology for exercise.
- **Year 10 Level 2 Sport:** Unit 2 Anatomy and physiology for exercise. Completion of Unit 1 Participating in sport.
- **Year 11 Level 2 Sport:** Completion of Unit 2 Anatomy and physiology for exercise. Completion of Unit 4 Planning and running a sports event. Updating and upgrading work.



Knowledge of Theory
Demonstrating knowledge and understanding of the factors that underpin performance and involvement in physical activity.
Actions: Define, state, label, calculate, select and identifying.

Application of Theory
Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity.
Actions: Classify, describe, recalling facts and using a sporting example.



Analysis & Evaluation of theory
Analyse and evaluate the factors that underpin performance and involvement in physical activity.
Actions: Assess, justify, discuss, evaluate, analyse and examine/explain.





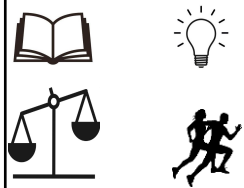
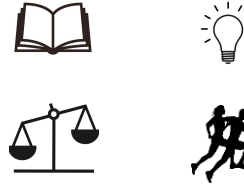

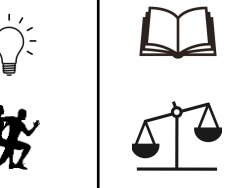
Practical Performance
Application of Sporting skills in isolation and a competitive environment in a variety of chosen sports.

Personal Exercise Program
Students investigate and develop a training program using knowledge gained through previous learning. Students also execute this program.



GCSE PE & Year 9 Hybrid Curriculum



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Hybrid	Physical, Emotional & Social health, fitness & wellbeing	Consequences of a sedentary lifestyle Energy use, diet, nutrition & hydration	Relationship between health & fitness. Components of fitness, benefits for sport & fitness tests	Principles of training & application to PEP.	Methods of training & application to PEP. Effective use of warm up & cool down. Goal setting – SMART targets	Optimise training & prevent injury Treatment of injuries Performance enhancing drugs
Skills Assessed (interleaving)						
Formative assessment Homework	<ol style="list-style-type: none"> 1. Flipped learning task 2. Independent revision for assessment 3. Formative Unit Test 	<ol style="list-style-type: none"> 1. Flipped learning task 2. Evaluate how lifestyle choices in relation to diet & activity levels can impact on a sports performer" 	<ol style="list-style-type: none"> 1. Flipped learning task 2. Independent revision for formative assessment 3. Formative Unit Test 	<ol style="list-style-type: none"> 1. Flipped learning task 2. "Assess the relative importance of Specificity, Progressive Overload and Rest & recovery when planning a PEP" 3. Formative Unit Test 	<ol style="list-style-type: none"> 1. Flipped learning task 2. "Evaluate whether a 50m front crawl competitive swimmer should use a combination of interval training & weight training to improve their performance" 3. Formative Unit Test 	<ol style="list-style-type: none"> 1. Flipped learning task 2. Independent revision for assessment
Summative assessment		3. Year 9 assessment window 1 (theory)				3. Year 9 assessment window 2 (theory)
Feedback given	<ol style="list-style-type: none"> 1. Self /Peer feedback 2. Verbal feedback 3. Whole class feedback (INT) 	<ol style="list-style-type: none"> 1. Self /Peer feedback 2. Written Teacher feedback (WWW / EBI) 3. Whole class feedback (INT) 	<ol style="list-style-type: none"> 1. Self /Peer feedback 2. Self feedback 3. Written Teacher feedback (WWW/EBI) 	<ol style="list-style-type: none"> 1. Self /Peer feedback 2. Written Teacher feedback (WWW/EBI) 3. Whole class feedback (INT) 	<ol style="list-style-type: none"> 1. Self/Peer feedback 2. Written Teacher feedback WWW / EBI 3. Whole class feedback (INT) 	<ol style="list-style-type: none"> 1. Self /Peer feedback 2. Self feedback 3. Whole class feedback (INT)

Year 9 Hybrid PE – updated 2020-21 Curriculum Plan
GCSE skills and introduction to extended writing (9 mark questions).

Skills Taught and Assessed:

Knowledge of Theory



Application of Theory



Analysis & Evaluation of theory




















Practical Performance




PEP





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 GCSE	Classification of skills Forms of practice Guidance & feedback on performance Anaerobic & Aerobic exercise	The structure & functions of the cardio-respiratory system		The structure & functions of the musculo-skeletal system		Revision of previous knowledge Understanding different revision techniques Mocks
Skills Assessed (interleaving)	   	    		   		   
Formative assessment – Set for Homework	1. Flipped learning task 2. “Evaluate the use of visual & verbal guidance to improve sports performance with a group of beginners in badminton” 3. Formative Unit Test	1. Flipped learning task 2. Independent revision for assessment 3. “Evaluate the extent to which the redistribution of blood flow is necessary during a hockey match”		1. Flipped learning task 2. “Evaluate the relevance of the different muscle fibre types for a 5000m runner” 3. Independent revision for assessment		1. Flipped learning task 2. Independent revision for assessment
Summative assessment			4. Year 10 assessment window 1 (theory)		4. Formative Unit test	3. Year 10 assessment window 2 (theory)
Feedback given	1. Self / Peer feedback 2. Written teacher feedback (WWW/EBI) 3. Whole class feedback (INT)	1. Self /Peer feedback 2. Self Feedback 3. Teacher written feedback (WWW/EBI) 4. Whole class feedback (INT)		1. Self /Peer feedback 2. Written feedback (WWW/EBI) 3. Self Feedback 4. Whole class feedback (INT)		1. Self /Peer feedback 2. Self Feedback 3. Whole class feedback (INT)


Year 10 GCSE PE
Embedding GCSE skills & starting PEP (coursework).


Skills Taught and Assessed:


























Knowledge of Theory 

Application of Theory 

Analysis & Evaluation of theory 

Practical Performance 

PEP 

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 GCSE	Lever Systems	Engagement patterns of different social groups in physical activity & sport Commercialisation of physical activity & sport Mock exams	Revise topics from Year 9 Practical Assessments	Revisit Year 10 & 11 Learning Practical Assessments	Personalised revision and exam Practical Exam 40% of GCSE – external examiner	Exam Period
Skills Assessed (interleaving)	   	    	    	   	   	  
Formative assessment – Set for Homework	1. Flipped learning task 2. Lever systems 9 marker	1. “Evaluate the advantages & disadvantages of the increasing commercialisation of sport and the media for the performer and sponsor” 2. Independent revision for assessment	1. Independent revision learning 2. Sample papers	1. Independent revision learning 2. Sample papers	1. Independent revision learning 2. Sample papers	
Summative assessment	3. Formative Unit Test	3. Year 11 mock exams - assessment window 1 (theory)				
Feedback given	1. Self / Peer feedback 2. Written teacher feedback (WWW/EBI) 3. Whole class feedback	1. Written Teacher Feedback (WWW/EBI) 2. Self Feedback 3. Whole class feedback (INT)	1. Self / Peer feedback 2. Teacher Verbal / Self / Peer feedback	1. Self / Peer feedback 2. Teacher Verbal / Self / Peer feedback	1. Self / Peer feedback 2. Teacher Verbal / Self / Peer feedback	

Year 11 GCSE PE
Consolidating GCSE skills,
Practical assessments &
Moderation.

Skills Taught and Assessed:

Knowledge of Theory



Application of Theory



Analysis & Evaluation of theory



Practical Performance



























PEP



Level 2 Sport & Year 9 Hybrid Curriculum



**Year 9 Hybrid –
updated 2020-21
Curriculum Plan**
Skills and introduction
to extended writing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9 Hybrid	Understand the effects of exercise on the body.	Understand the effects of exercise on the body Understand components and principles of training	Unit 3 Understand components and principles of training Understand Nutritional guidelines for different demographics	Unit 3 Understand Nutritional guidelines for different demographics Understand the health benefits of good nutrition	Unit 3 Understand the health benefits of good nutrition Complete all Unit 3 work.	Complete all Unit 3 work. Unit 2 Introduction to Anatomy and physiology
Skills Assessed (interleaving)	   	   	   	   	   	   
Formative Coursework	Unit 3 Introduction to healthy exercise and nutrition-1.1, 1.2, 1.3, 1.4	Unit 3 Introduction to healthy exercise and nutrition 2.1, 2.2, 2.3, 2.4	<i>Unit 3 Introduction to healthy exercise and nutrition- 3.1, 3.2, 3.3, 3.4</i>	Unit 3 Introduction to healthy exercise and nutrition- 4.1, 4.2, 4.3, 4.4, 4.5	Review all work and improved work	<i>Introduction to Unit 2 topics Anatomy and Physiology</i>
Summative Grade based on completed coursework			Grade based on work completed so far			Grade based on Unit 3
Feedback given	Teacher feedback Verbal/Written Feedback	Teacher feedback Verbal/Written Feedback	Teacher feedback Verbal/Written Feedback	Teacher feedback Verbal/Written Feedback	Teacher feedback Verbal/Written Feedback	Teacher feedback Verbal/Written Feedback

Skills Taught and Assessed:

Knowledge of Theory



Application of Theory



























Analysis & Evaluation of theory







Practical Performance





















	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 Level 2 Sport	Unit 2 know the structure and function of the skeletal system.	Unit 2 Know the structure and function of the muscular system. Know the structure and function of the cardiovascular system.	Unit 2 Know the structure and function of the cardiovascular system. Know the structure and function of the respiratory system.	Unit 2 Know the structure and function of the respiratory system. Unit 1 Be able to organise a sports activity.	Unit 1 Be able to organise a sports activity. Be able to participate in a sports activity. Be able to review participation in the sports activity.	Unit 1 Be able to review participation in the sports activity. Understand rules, regulations and the concept of fair play within sport.
Skills Assessed (interleaving)	   	   	   	   	   	   
Formative Coursework	Unit 2-Anatomy and physiology for exercise 1.1 and 1.2	Unit 2-Anatomy and physiology for exercise 2.1 and 2.2	Unit 2-Anatomy and physiology for exercise 3.1	Unit 2-Anatomy and Physiology for exercise 4.1 Unit 1-Participating in sport 1.1	Unit 1-Participating in sport 1.2, 1.3, 2.1, 3.1, 3.2	Unit 1-Participating in sport 4.1, 4.2, 4.3, 4.4, 4.5
Summative grade based on completed coursework		Based on work completed so far			Based on work completed so far	
Feedback given	Teacher feedback Verbal/Written Feedback	Teacher feedback Verbal/Written Feedback	Teacher feedback Verbal/Written Feedback	Teacher feedback Verbal/Written Feedback	Teacher feedback Verbal/Written Feedback	Teacher Feedback Verbal/Written Feedback

Year 10 Level 2 Sport
Embedding skills.


Skills Taught and Assessed:


- Knowledge of Theory 
- Application of Theory 
- Analysis & Evaluation of theory 
- Practical Performance 


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 Level 2 Sport	<p>Unit 2 Understand the nervous system and its relation to exercise.</p> <p>Unit 4 Be able to plan a sports event</p> <p>Understand the different types of sports events</p>	<p>Unit 2 Understand energy systems and their relation to exercise.</p> <p>Unit 4 Be able to plan a sports event</p> <p>Understand the different types of sports events</p>	<p>Unit 4 Be able to contribute to the organisation of a sports event</p> <p>Be able to contribute to the running of a sports event & Evaluate</p>	<p>Unit 4 Be able to review the success of a sports event</p> <p>Completion Updating any outstanding work</p>	<p>Completion Updating any outstanding work</p>	
Skills Assessed (interleaving)	   	   	   	  	  	
Formative Coursework	Unit 2-Anatomy and Physiology for Exercise 5.1, 5.2, 5.3, 5.4 Unit 4- Planning and running a sports Event 1.1, 1.2	Unit 2- Anatomy and Physiology for Exercise 6.1, 6.2 Unit 4-Planning and running a sports event 2.1	Unit 4- Planning and running a sports event 3.1, 4.1	Unit 4-Planning and Running a sports even 5.1, 5.2, 5.3	Completion Updating any outstanding work	
Summative grade based on completed coursework		Grade based on work completed so far		Grade based on work completed so far		
Feedback given	Teacher feedback Verbal and Written Feedback	Teacher feedback Verbal and Written Feedback	Teacher feedback Verbal and Written Feedback	Teacher feedback Verbal and Written Feedback	Teacher feedback Verbal and Written Feedback	


Year 11 Level 2 Sport – adjustments post COVID
Consolidating skills & Planning a sports event.

Skills Taught and Assessed:

Knowledge of Theory 

Application of Theory 

Analysis & Evaluation of theory 

Practical Performance 

Core PE



Core PE is designed to be practical. There is no written or summative assessments. Students are given verbal feedback within lessons that relate to how they are performing the skills and tactics being taught at the time.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 7-9 Introduction – Skills & Rules	<u>Sports:</u> Badminton Basketball Benchball Cross Country Dance Fitness Football Gymnastics Hockey Indoor Games Netball Outdoor Games Rugby	As Autumn 1	As Autumn 1	As Autumn 1	<u>Sports:</u> Athletics Cricket Rounders Softball Summer Games Tennis	As Summer 1
Years 10-11 Developing skills & tactics	<u>Sports:</u> Badminton Basketball Benchball Dance Fitness (Suite) Football Gymnastics Handball Hockey Indoor Games Netball Outdoor Games Rugby Trampolining	As Autumn 1	As Autumn 1	As Autumn 1	<u>Sports:</u> Athletics Cricket Rounders Softball Summer Games Tennis	As Summer 1

Years 7-9 Core PE

Introduction / scaffolding to skills & rules involved in a range of sports

Years 10-11 Core PE

Development of skills and introduction to tactics within a range of sports

Skills Taught and Assessed in

ALL sports:

Knowledge of Theory



Application of Theory



Practical Performance



COVID Secure Measures – PE Programmes of Study (Overview)

N.B. Constantly being reviewed as guidelines change

	Year 7	Year 8	Year 9	Year 10	Year 11
	5 lessons / cycle	5 lessons / cycle	4 lessons / cycle	3 lessons / cycle	3 lessons / cycle
Autumn 1	Induction NETBALL FITNESS K. CRICKET	HANDBALL P. SOLVING ATHLETICS (T)	FB1 CRICKET ATHLETICS (J)	FB2 HOCKEY ATHLETICS (Th)	SOFTBALL ROUNDERS FITNESS
Oct ½ term	Clean all year groups equipment before break up for ½ term				
Autumn 2	FB1 ATHLETICS (T) ROUNDERS	HOCKEY ATHLETICS (J) FITNESS	NETBALL K. CRICKET P. SOLVING	HANDBALL SOFTBALL FITNESS	FB2 ATHLETICS (Th) CRICKET
Xmas holidays	Clean all year groups equipment before break up for Christmas				
Spring 1	LOCKDOWN	LOCKDOWN	LOCKDOWN	LOCKDOWN	LOCKDOWN
Feb ½ term	Clean all year groups equipment before break up for ½ term				
Spring 2	NETBALL RUGBY 1 FITNESS	SOFTBALL K. CRICKET P. SOLVING	FB1 ATHLETICS (T) FITNESS	FB2 CRICKET ROUNDERS	HANDBALL RUGBY 2 HOCKEY
Easter holidays	Clean all year groups equipment before break up for Easter				
Summer 1	K.CRICKET P.SOLVING X COUNTRY	FB1 NETBALL X COUNTRY	HANDBALL HOCKEY X COUNTRY	RUGBY 2 TENNIS X COUNTRY	FB2 SOFTBALL ATHLETICS (J OR T)
May ½ term	Clean all year groups equipment before break up for ½ term				
Summer 2	TBC	TBC	TBC	TBC	