

Sir John Talbot's School

CURRICULUM

#togetherwegrow

Marches Academy Trust 

Physical Education

Our vision

To meet the aims of the national curriculum by ensuring that all pupils:

- ✓ develop competence to excel in a broad range of physical activities
- ✓ are physically active for sustained periods of time
- ✓ engage in competitive sports and activities
- ✓ lead healthy, active lives

Physical Education

Our belief

“Active children make strong students”

Dr. William Bird MBE

[Movement is Life - YouTube](#)



"Active children make strong students"

KS5 Assessment
End of unit/year assessment
Practical moderation
Coaching
Evaluation and Analysis of Performance for Improvement



Y12 A LEVEL PE

Skeletal and muscular
Diet and nutrition
Newton's laws of motion
Group dynamics
Emergence & evolution of modern sport



A LEVEL PE

Y13 A LEVEL PE

Energy for exercise
Injury prevention & rehab
Linear motion
Optimise performance
Modern technology in sport



12 & 13

Y11 SPORT STUDIES

Sports performance
Contemporary issues in sport (exam)

CORE PE SUMMER

Athletics
Cricket
Fitness
Rounders
Softball

Y11 GCSE PE

Sports psychology
Socio-cultural issues
Commercialization
Health, fitness & wellbeing

CORE PE SPRING

Badminton
Basketball
Dance
Fitness
Table Tennis



Y10 GCSE PE

Skeletal & muscular system
Heart & lungs
Training methods
Biomechanics
Effects of exercise



CORE PE AUTUMN

Dodgeball
Football
Fitness
Hockey
Netball

Y10 SPORT STUDIES

Sports media
Sports performance
Sports leadership

10 & 11



Learning to move:
moving to learn

AUTUMN

Football:
✓ Marking (player & space)
✓ Long lofted pass
✓ Safe heading
Hockey:
✓ Hit shot
✓ Jab tackle
Netball:
✓ Marking
✓ Movement off the ball
✓ Defense

SPRING

Dance:
✓ Contemporary
✓ Disco Dance
✓ Rock and roll
Fitness:
✓ Plan a program
✓ Execute
✓ Review
Table Tennis:
✓ Backhand drive
✓ Forehand drive
✓ Apply spin

SUMMER

Athletics:
✓ Running
✓ Throwing
✓ Jumping
Cricket & Rounders:
✓ Fielding positions
✓ Batting variation
✓ Bowling variation

SUMMER

Athletics:
✓ Running
✓ Throwing
✓ Jumping
Cricket & Rounders:
✓ Throwing & catching (distance)
✓ Batting strokes
✓ Bowling

SPRING

Dance:
✓ Bhangra
✓ Street Dance
✓ Vaka
Fitness:
✓ Components of fitness
✓ Testing methods
Table Tennis:
✓ Forehand push
✓ Forehand serve

AUTUMN

Football:
✓ Low driven pass
✓ Tackling
✓ Shooting
Hockey:
✓ Slap pass
✓ Block tackle
✓ Reverse stick
Netball:
✓ Dodging
✓ Go forward
✓ Shooting

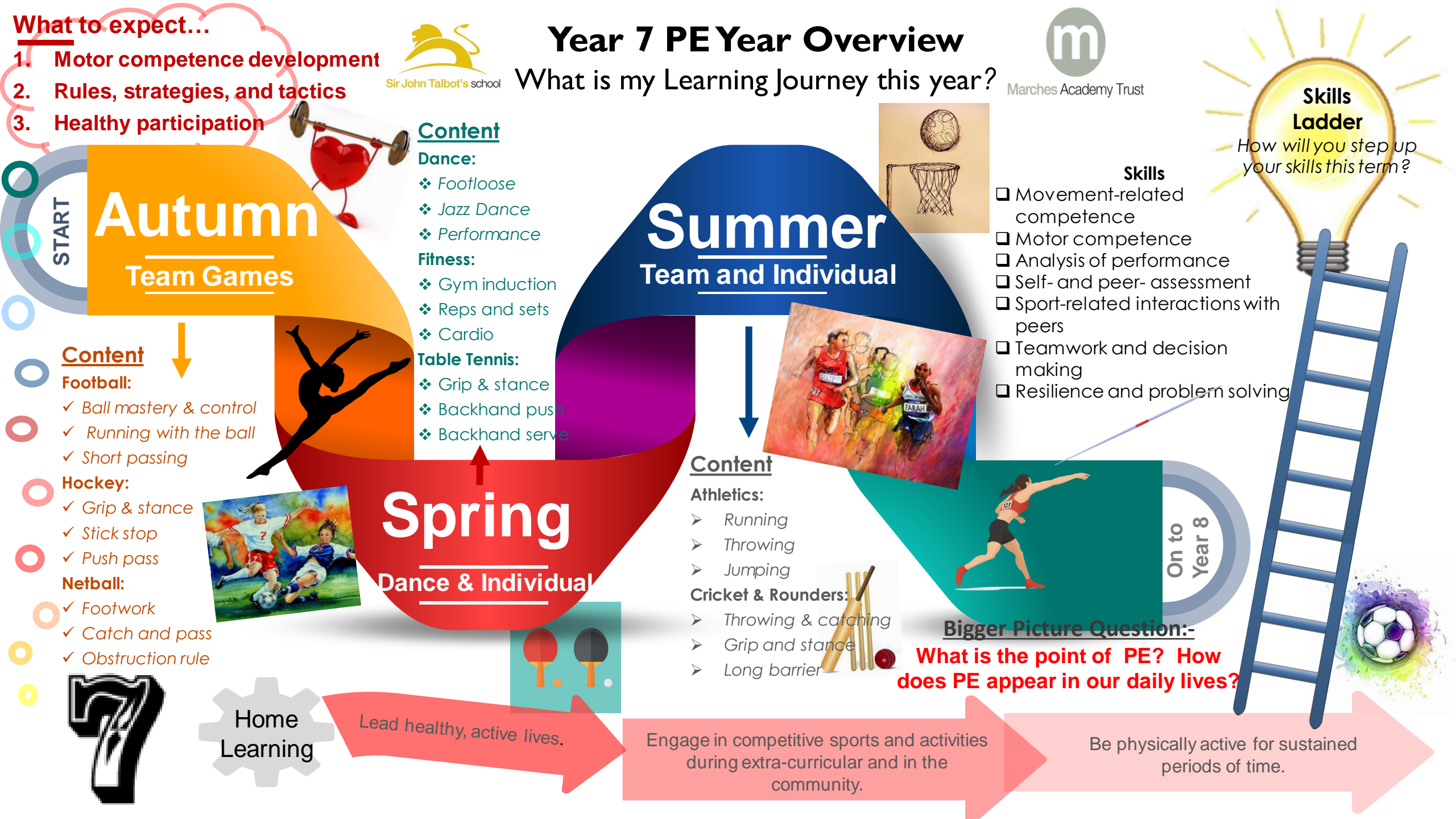
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KS4 Assessment
GCSE & SPORT: End of unit/year assessment
Practical moderation
Coursework
CORE: Opportunities to assess levels of fitness.



KS3 Assessment
Multiple choice knowledge questions
Ongoing formative to identify progress in competence per activity/ sport.

Mastery
Secure
Developing



The Big Picture

Pupils will develop their competence and confidence in applying techniques to a breadth of sports

Pupils will understand what makes an effective performance and will learn through physically and intellectually challenging activities

Pupils will develop resilience and interpersonal behaviours to make informed choices

Intent

Pupils will develop a knowledge of:

1. **Motor competence** - accurate movements, movement patterns, movement techniques and sequences
2. **Rules, strategies and tactics** - conventions, regulations, strategies that are specific to participation in an activity/sport
3. **Healthy participation** - safe practice, how to participate, short- and long-term impacts of participation



Implementation

- ✓ 4 lessons per fortnight of PE
- ✓ 50 - 80% of this time will be spent on pupils being physically active (*active children make strong students*)
- ✓ Co-education and fully inclusive for pupils with SEND
- ✓ Carousel model of delivery as pupils rotate around expert teachers in their field.

WOW Moments:

- Taking part in the annual inter house cross country running event
- An introduction to hockey on a sand-based astro turf pitch
- Having a gym induction and getting to explore the full range of equipment in the fitness suite
- Getting to throw a Javelin (often for the first time)
- Opportunities to represent the school team in competitive fixtures
- Being selected to represent the school in the Winter and/or Summer Marches Academy Trust Varsity games.

Assessment:

- ❖ Pupils will complete a multiple-choice test at three pillar points during the year (both declarative and procedural)
- ❖ Ongoing formative assessment that focuses on identifying progress in competence per activity/sport
- ❖ Some assessment could happen during competitive situations
- ❖ Pupils will develop both self- and peer- assessment skills
- ❖ Assessment approaches for pupils with SEND may vary

Autumn Term		
<u>Football</u> Ball mastery Running with the ball Short passing.	<u>Hockey</u> Grip & Stance Stick stop Push pass	<u>Netball</u> Footwork Catch and Pass Obstruction rule
Spring Term		
<u>Dance</u> Footloose Jazz Dance Performance	<u>Fitness</u> Gym induction Reps and sets Cardio	<u>Table Tennis</u> Grip & stance Backhand push Backhand serve
Summer Term		
<u>Athletics</u> Running Throwing Jumping	<u>Cricket</u> Throw & Catch Grip and stance Long barrier	<u>Rounders</u> Throw & Catch Grip and stance Long barrier

Impact

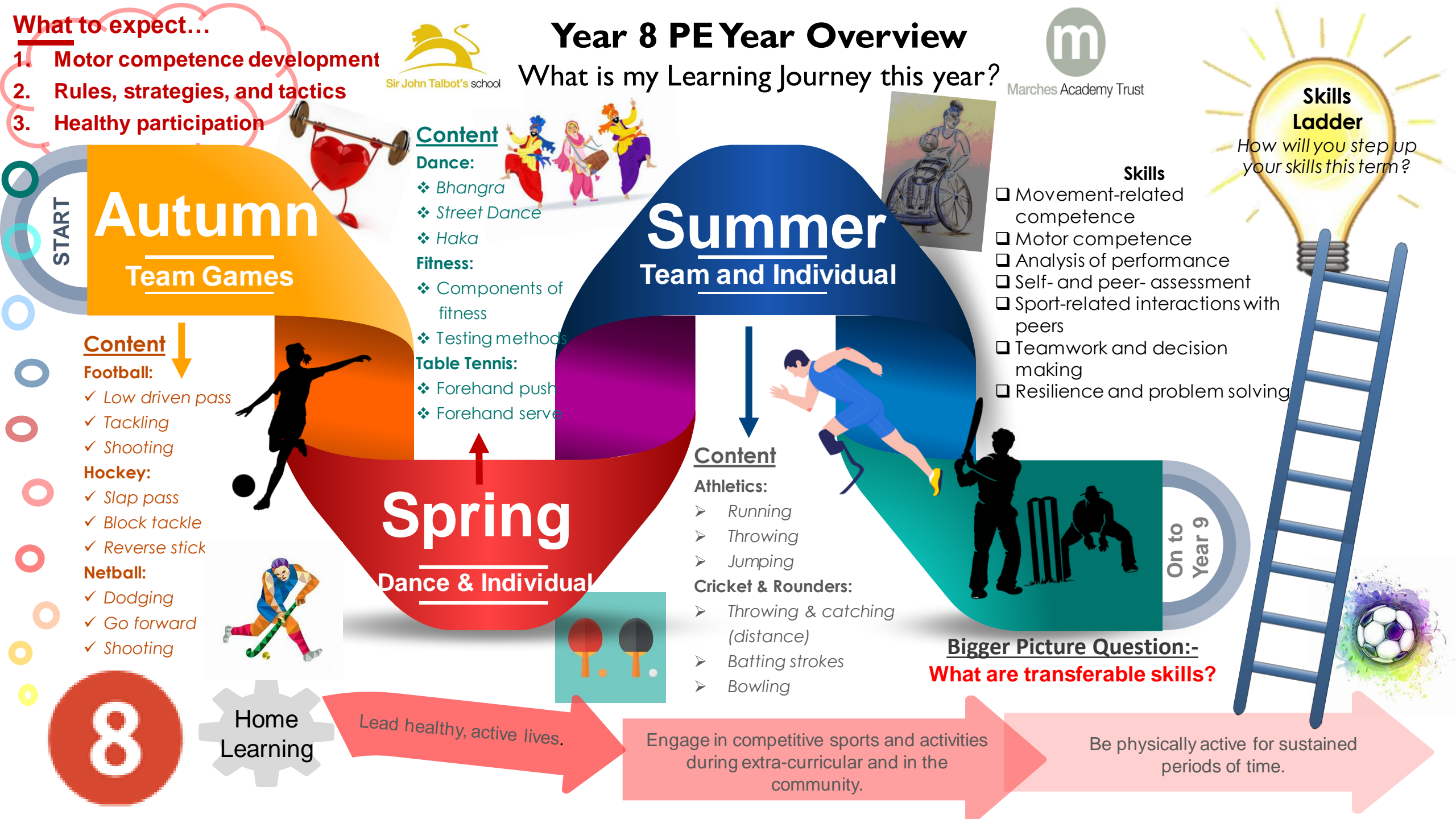
Pupils will have developed their competence and confidence in applying techniques to a breadth of sports in readiness for the year 8 curriculum

Pupils will have a greater understanding of rules, strategies and tactics as well as what makes an effective performance

Pupils will have taken part in hours of healthy participation and will know the short- and long-term impacts of participation in sport and physical activity.

Year 7 Curriculum Overview- P.E

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (Year 7)
<u>Autumn</u> 1. Football 2. Hockey 3. Netball	1. Ball control – Running with the ball – short passing 2. Grip & stance – stick stop – push pass 3. Footwork - catch & pass - obstruction	✓ Know how to control and pass a ball ✓ Know what the court/pitch markings are ✓ Can identify all playing positions	<ul style="list-style-type: none"> • Team building • Running • Jumping • Throwing • Catching 	<ul style="list-style-type: none"> ➤ Low driven pass - tackling - shooting ➤ Slap pass - block tackling - reverse stick. ➤ Dodging - going forward - shooting
<u>Spring</u> 1. Dance 2. Fitness 3. Table Tennis	1. Footloose - jazz dance (develop basic performance and interpretive dance skills such as body control, movement memory, time and musicality) 2. Gym Induction - reps and sets - cardio 3. Grip and stance - backhand push - backhand serve	✓ Understanding of choreographic skills – cannon, levels, unison, direction, spatial awareness ✓ Understand safe practice in the fitness suite ✓ Understand the serving rules in table tennis.	<ul style="list-style-type: none"> • Gymnastics • Flexibility • Strength • Technique • Control • Balance • Sequencing of performance 	<ul style="list-style-type: none"> ➤ Bhangra - street dance - haka ➤ Components of fitness - testing methods ➤ Forehand push - forehand serve
<u>Summer</u> 1. Athletics 2. Cricket & Rounders	1. Running – throwing - jumping 2. Throwing - catching - grip – stance - long barrier	✓ Know how to perform throws and jumps using the correct technique. ✓ Know the different track events and understand the term 'pacing' ✓ Know the key teaching points to catching and throwing ✓ Understand the importance of short and long barrier.	<ul style="list-style-type: none"> • Running • Jumping • Throwing • Catching • Striking & Fielding 	<ul style="list-style-type: none"> ➤ Running- throwing - jumping ➤ Throwing and catching (Distance) / ➤ Batting Strokes/ Bowling



The Big Picture

Pupils will develop their competence and confidence in applying techniques to a breadth of sports

Pupils will understand what makes an effective performance and will learn through physically and intellectually challenging activities

Pupils will develop resilience and interpersonal behaviours to make informed choices

Intent

Pupils will continue to develop knowledge of:

1. **Motor competence** - accurate movements, movement patterns, movement techniques and sequences
2. **Rules, strategies and tactics** - conventions, regulations, strategies that are specific to participation in an activity/sport
3. **Healthy participation** - safe practice, how to participate, short- and long-term impacts of participation

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Implementation

- ✓ 4 lessons per fortnight of PE
- ✓ 50 - 80% of this time will be spent on pupils being physically active (*active children make strong students*)
- ✓ Co-education and fully inclusive for pupils with SEND
- ✓ Carousel model of delivery as pupils rotate around expert teachers in their field.

WOW Moments:

- Scoring goals and hopefully lots of them in football and netball
- Appreciating, creating and performing different types of dances from across the world
- Assessing levels of fitness by participating in the multi-stage fitness test
- Playing in a table tennis ladder competition
- Opportunities to represent the school team in competitive fixtures
- Being selected to represent the school in the Winter and/or Summer Marches Academy Trust Varsity games.

Assessment:

- ❖ Pupils will complete a multiple-choice test at three pillar points during the year (both declarative and procedural)
- ❖ Ongoing formative assessment that focuses on identifying progress in competence per activity/sport
- ❖ Some assessment could happen during competitive situations
- ❖ Pupils will develop both self- and peer- assessment skills
- ❖ Assessment approaches for pupils with SEND may vary

Autumn Term		
<u>Football</u> Low driven pass Tackling Shooting	<u>Hockey</u> Slap pass Block tackle Reverse stick	<u>Netball</u> Dodging Go forward Shooting
Spring Term		
<u>Dance</u> Bhangra Street dance Haka	<u>Fitness</u> Components of fitness Testing methods	<u>Table Tennis</u> Forehand push Forehand serve
Summer Term		
<u>Athletics</u> Running Throwing Jumping	<u>Cricket</u> Throw & Catch Batting Bowling	<u>Rounders</u> Throw & Catch Batting Bowling

Impact

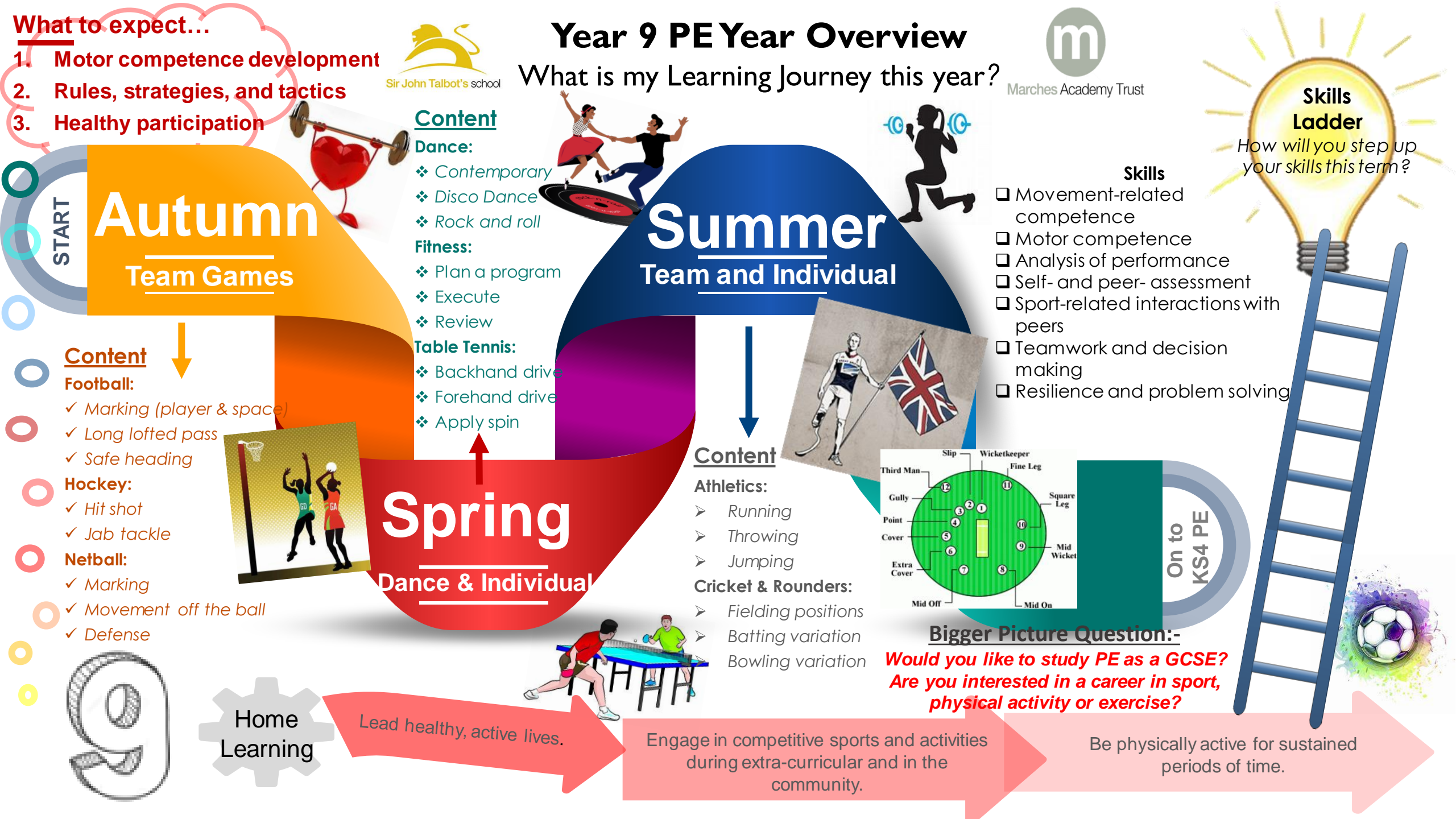
Pupils will have developed their competence and confidence in applying techniques to a breadth of sports in readiness for the year 9 curriculum

Pupils will have a greater understanding of rules, strategies and tactics as well as what makes an effective performance

Pupils will have taken part in hours of healthy participation and will know the short- and long-term impacts of participation in sport and physical activity.

Year 8 Curriculum Overview- P.E

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (Year 7)	Future learning (Year 9)
<u>Autumn</u> 1. Football 2. Hockey 3. Netball	1. Low driven pass - tackling – shooting 2. Slap pass – block tackle – reverse stick. 3. Dodging – going forward – shooting.	✓ Know how to pass and shoot ✓ Know how to create space when maintaining possession of the ball ✓ Know how and why pressing is important when defending	• Ball control • Running with the ball • Short passing • Grip & stance • Stick stop • Push pass • Footwork • Catch and pass • Obstruction	➤ Marking (player & space) - long lofted pass - safe heading ➤ Hit shot - jab tackle ➤ Marking - movement off the ball - defence
<u>Spring</u> 1. Dance 2. Fitness 3. Table Tennis	1. Bhangra - street dance - haka 2. Components of fitness - testing methods 3. Forehand push - forehand serve	✓ Appreciate and experience dance styles and cultures from across the world ✓ Understanding components of fitness and associated testing method ✓ Understand the scoring system in table tennis	• Body control • Movement memory • Time • Musicality • Reps and sets • Cardio • Grip and stance • Backhand push • Backhand serve	➤ Contemporary - disco dance - rock and roll ➤ Plan a programme - execute -review ➤ Backhand drive – forehand drive – applying spin
<u>Summer</u> 1. Athletics 2. Cricket & Rounders	1. Running – throwing - jumping 2. Throwing - catching (long distance/height) - batting strokes - bowling	✓ Understand the correct teaching points to sprint technique ✓ Understand the 4 phases of all athletics jumps (approach, take-off, flight and landing) ✓ Understanding how to play a drive and pull shot ✓ Understand correct bowling technique	• Running • Throwing • Jumping • Throwing and catching • Grip and stance • Long barrier	➤ Running – throwing - jumping ➤ Fielding positions ➤ Batting variations ➤ Bowling variations



The Big Picture

Pupils will develop their competence and confidence in applying techniques to a breadth of sports

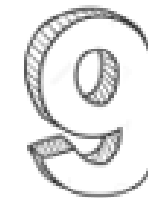
Pupils will understand what makes an effective performance and will learn through physically and intellectually challenging activities

Pupils will develop resilience and interpersonal behaviours to make informed choices

Intent

Pupils will continue to develop knowledge of:

1. **Motor competence** - accurate movements, movement patterns, movement techniques and sequences
2. **Rules, strategies and tactics** - conventions, regulations, strategies that are specific to participation in an activity/sport
3. **Healthy participation** - safe practice, how to participate, short- and long-term impacts of participation



Implementation

- ✓ 4 lessons per fortnight of PE
- ✓ 50 - 80% of this time will be spent on pupils being physically active (*active children make strong students*)
- ✓ Co-education and fully inclusive for pupils with SEND
- ✓ Carousel model of delivery as pupils rotate around expert teachers in their field.

WOW Moments:

- Developing tactical awareness when out of possession within team games
- Appreciating, creating and performing high energy dance
- Creating and executing a personalised fitness plan
- Applying spin to outwit opponent in competitive table tennis
- Playing full format cricket and rounders in the Summer term
- Opportunities to represent the school team in competitive fixtures

Assessment:

- ❖ Pupils will complete a multiple-choice test at three pillar points during the year (both declarative and procedural)
- ❖ Ongoing formative assessment that focuses on identifying progress in competence per activity/sport
- ❖ Some assessment could happen during competitive situations
- ❖ Pupils will develop both self- and peer- assessment skills
- ❖ Assessment approaches for pupils with SEND may vary

Autumn Term		
<u>Football</u> Marking (player & space) Long lofted pass Safe heading	<u>Hockey</u> Marking Hit shot Jab tackle	<u>Netball</u> Marking Movement off the ball Defense
Spring Term		
<u>Dance</u> Contemporary Disco dance Rock and roll	<u>Fitness</u> Plan a program Execute Review	<u>Table Tennis</u> Backhand drive Forehand drive Apply spin
Summer Term		
<u>Athletics</u> Running Throwing Jumping	<u>Cricket</u> Fielding positions Batting Bowling	<u>Rounders</u> Fielding positions Batting Bowling

Impact

Pupils will have developed their competence and confidence in applying techniques to a breadth of sports in readiness for the year 9 curriculum

Pupils will have a greater understanding of rules, strategies and tactics as well as what makes an effective performance

Pupils will have taken part in hours of healthy participation and will know the short- and long-term impacts of participation in sport and physical activity.

Year 9 Curriculum Overview- P.E

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (Year 8)	Future learning (KS4)
<u>Autumn</u> 1. Football 2. Hockey 3. Netball	1. Marking (player & space) - long lofted pass - safe heading 2. Hit shot - jab tackle 3. Marking - movement off the ball - defence	✓ Know how to perform longer passing styles ✓ Know how to mark players and space when defending ✓ Understand the term transition and can give a sporting example	• Low driven pass • Tackling • Shooting • Slap pass • Reverse stick • Dodging • Going forward	
<u>Spring</u> 1. Dance 2. Fitness 3. Table tennis	1. Contemporary - disco dance - rock and roll 2. Plan a programme – execute - review 3. Backhand drive - forehand drive -applying spin	✓ Understanding formations, directions and levels of dance. ✓ Understanding the term 'intensity' ✓ Understanding the concept of spin.	• Bhangra • Street dance • Haka • Components of fitness • Testing methods • Forehand push • Forehand serve	
<u>Summer</u> 1. Athletics 2. Cricket/rounders	1. Running - throwing - jumping 2. Fielding positions - batting variations - bowling variations	✓ Understanding sprint start. ✓ Understanding the process of the baton change over in a relay race. ✓ Know and can label fielding positions. ✓ Know how to vary line and length of a bowl.	• Running • Throwing • Jumping • Throwing and catching (long distance) • Batting strokes • Bowling	

What to expect...

1. Competitive situations
2. Evaluation of performance
3. Personal fitness

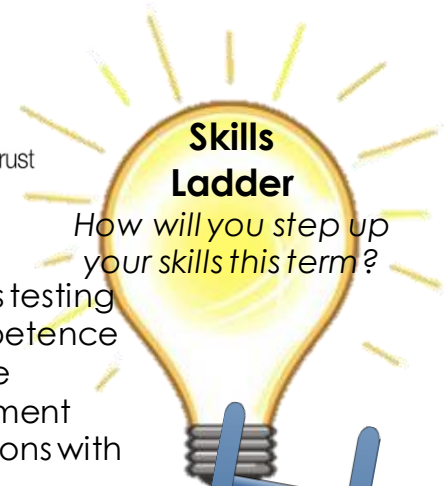


Key Stage 4 Core PE Year Overview



Marches Academy Trust

What is my Learning Journey this year?



Skills

- ☐ Components of fitness testing
- ☐ Complex motor competence
- ☐ Evaluate performance
- ☐ Self- and peer- assessment
- ☐ Sport-related interactions with peers
- ☐ Teamwork and decision making
- ☐ Resilience and problem solving



On to a healthy, active life



START

Autumn Team & Fitness

Content

Autumn 1

- ✓ Football
- ✓ Netball
- ✓ Fitness

Autumn 2

- ✓ Dodgeball
- ✓ Hockey
- ✓ Fitness



Content

Spring 1

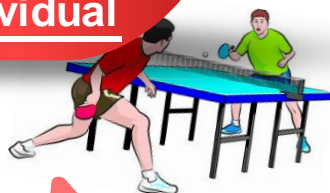
- ❖ Badminton
- ❖ Dance
- ❖ Fitness

Spring 2

- ❖ Basketball
- ❖ Table Tennis
- ❖ Fitness

Spring

Dance, fitness & individual



Summer Team and Individual

Content

Summer 1

- Athletics
- Cricket
- Fitness

Summer 2

- Rounders
- Softball
- Fitness



Bigger Picture Question:-

How will you lead an active and healthy life beyond secondary school?

Lead healthy, active lives.

Engage in competitive sports and activities during extra-curricular and in the community.

Be physically active for sustained periods of time.

10

Home Learning

10

The Big Picture

Pupils will learn to embed physical activity habits and make lifestyle choices that prepare them for further learning
 Pupils will continue to develop motor competence and improve their performance in competitive sports and physical activities
 Pupils will understand the importance of sport, physical activity and exercise on mental health and wellbeing.



Intent

Pupils will develop knowledge of:

1. **Competitive situations** - decision making, managing pressure, self motivation, accepting outcomes (winning, losing and drawing)
2. **Evaluation of performance** - strengths, areas for improvement, technical and tactical analysis
3. **Personal fitness** - safe practice, how to prepare and implement, promote an active, healthy lifestyle

Implementation

- ✓ 2 lessons per fortnight of PE
- ✓ 50 - 80% of this time will be spent on pupils being physically active (*active children make strong students*)
- ✓ Co-education and fully inclusive for pupils with SEND
- ✓ Pupils will choose one activity to study per block of work
- ✓ Fitness is always a choice throughout the year

WOW Moments:

- Using an array of top-quality fitness equipment in the newly refurbished fitness suite
- Significantly greater opportunities to be involved in competitive situations (small sided, full format, singles and doubles)
- Whole class and small group discussions on tactics and strategies for improved performance
- Opportunities to represent the school team in competitive fixtures

Assessment:

- ❖ Ongoing formative assessment that focuses on identifying progress in competence per activity/sport
- ❖ Pupils will develop both self- and peer- assessment skills
- ❖ Assessment approaches for pupils with SEND may vary
- ❖ Opportunities for video assessment
- ❖ Opportunities throughout the year to assess levels of fitness

Autumn Term	
<u>1</u> Football Netball Fitness	<u>2</u> Dodgeball Hockey Fitness
Spring Term	
<u>1</u> Badminton Dance Fitness	<u>2</u> Basketball Table tennis Fitness
Summer Term	
<u>1</u> Athletics Cricket Fitness	<u>2</u> Rounders Softball Fitness

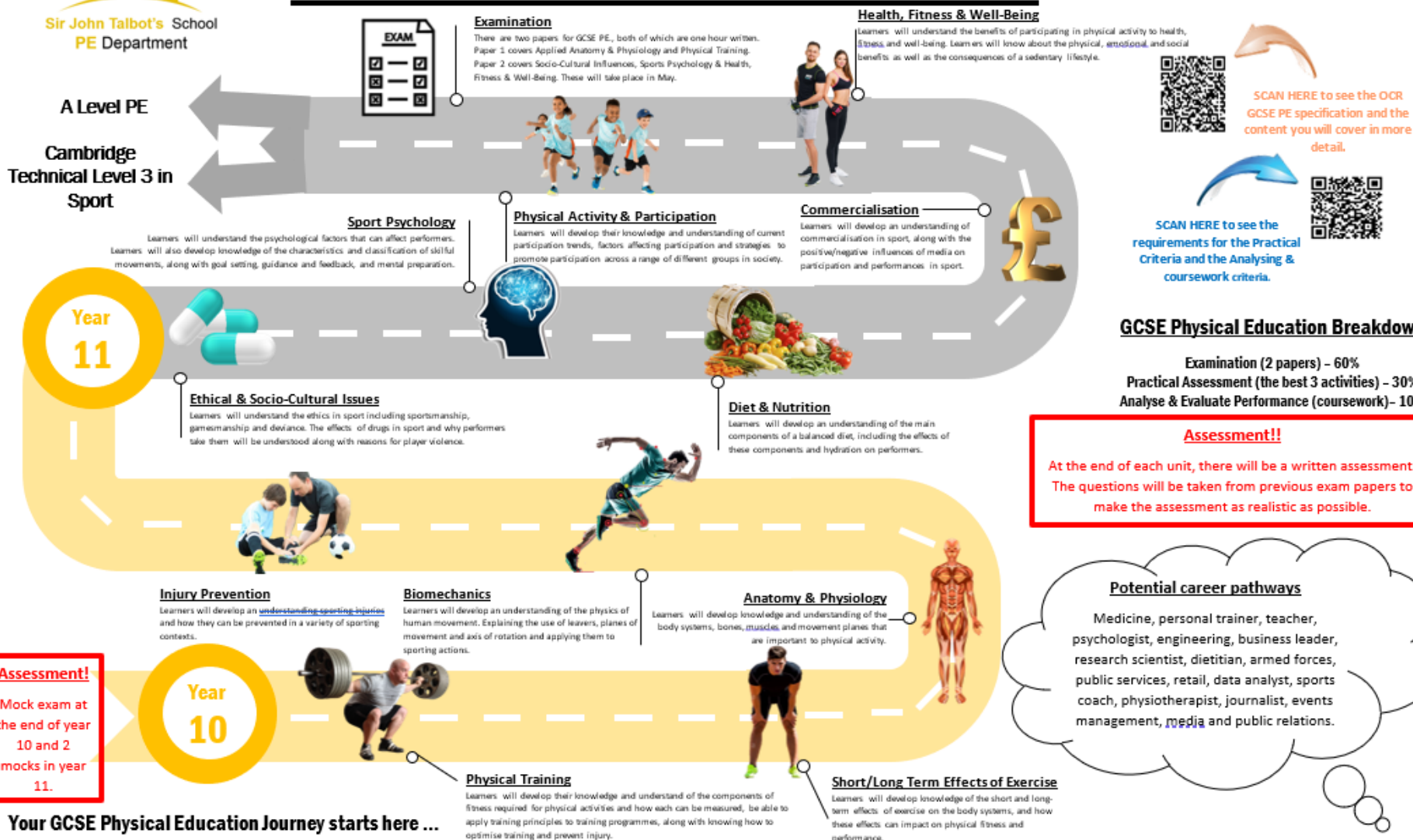
Impact

Pupils will have developed their competence and confidence in applying techniques to a breadth of sports in readiness for performance beyond secondary school
 Pupils will have a greater understanding of rules, strategies and tactics as well as what makes an effective performance
 Pupils will have a greater awareness of the importance of sport, physical activity and exercise on mental health and wellbeing

The Sir John Talbot's School PE Journey

GCSE Physical Education – OCR Exam Board

Assessment!! Practical performance will be marked out of 20. 1 team game, 1 individual activity and 1 other.



The Big Picture. Year 1/2 of the GCSE PE course – working through the specification and mapping of content. Pupils need to have knowledge of the content, understand how it can be applied and be able to give appropriate examples where needed. The key is to stay up to date with learning and be at minimum at each data point. They will also be working on practical activities to grow their practical grade.

Intent:

Pupils will be guided through the course content lesson by lesson. Some lessons will be isolated for smaller topics, others will link more broadly to the other topics. Pupils will grow their knowledge of how the body works to create movement and apply concepts with movement terminology. Emphasis on knowledge in the first instance with pursuit of all AO1 marks as a banker for pupils. Beyond this pupils will need deeper understanding and ability to apply examples to the content. For AO3 pupils will need to explain and justify their knowledge.

Implementation

2 lessons per week will be dedicated to classroom learning and the third lesson in the week will be used to develop the student's practical assessment where three different sports are required (must be listed on the specification).

low stakes testing with interleaving of knowledge from previous work. Group and pair work where it can be relevant, mixed with class teaching as appropriate. Lots of content needs delivering – fact based. Methods of revising shown and implemented through class and home learning tasks. Units are grouped where appropriate and they compliment each other. Most units are 4-6 lessons long and more formally examined at the end of each unit using questions from the exam board. Some items are more discrete. Learning through practical for some topic items where content allows. Lots of opportunities built to see progress against minimum grade and across the full course including practical marks.

Autumn Term
Unit tests in Y10 .
Formal assessment in
Y11 – mocks.

Spring Term
Unit tests in Y10
. Formal assessment
in Y11 – mocks.

Summer Term
Unit tests in Y10
. Formal assessment
in Y11 – mocks.

Impact:

Pupils will need detailed knowledge of the topic areas covered and understanding of how to apply concepts to sport specific examples. Recall is key to success at GCSE. Pupils need to build their knowledge base through the 2 years working continually to add to their knowledge bank – starter tasks will keep the topics fresh and form links to the older materials. A greater emphasis on the ability to answer questions at AO2/ AO3 will be brought through Y10 into Y11



Cambridge National SPORT STUDIES – OCR Exam Board

Next stop:

Vocational sports course, sports coaching, or sports apprenticeship scheme.

Contemporary issues in sport

TA1: Issues which affect participation in sport
TA2: The role of sport in promoting values
TA3: The implications of hosting a major sporting event for a city or country
TA4: The role national governing bodies play in the development of their sport
TA5: The use of technology in sport

40%



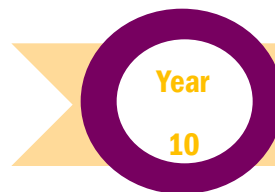
Sport in the media

20%

TA1: The different sources of media that cover sport
TA2: Positive effects of the media in sport
TA3: Negative effects of the media in sport

Performance and leadership in sports activities

TA1: Key components of performance
TA2: Applying practice methods to support improvement in a sporting activity
TA3: Organising and planning a sports activity session
TA4: Leading a sports activity session
TA5: Reviewing your own performance in planning and leading a sports activity session



40%

Future careers in sport...

Personal trainer, teacher, psychologist, business leader, sports scientist, dietitian, armed forces, public services, retail, data analyst, sports coach, physiotherapist, journalist, events management, media and public relations.

Your GCSE SPORT STUDIES Journey starts here ...

Scheme of Learning OVERVIEW

The Big Picture:

Students can apply theoretical knowledge about different types of sport and physical activity, skills development, and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Subject: Sport Studies

Intent

This qualification offers learners the chance to develop different types of skills through largely practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation.

Implementation

Students complete 3 units over the course of the qualification.

Contemporary Issues in Sport 1-hour and 15-minute written exam Worth 40% of the overall mark	Performance and leadership in sports activities Set assignment Worth 40% of the overall mark	Sport and the media Set assignment Worth 20% of the overall mark
TA1: Issues which affect participation in sport	TA1: Key components of performance	TA1: The different sources of media that cover sport
TA2: The role of sport in promoting values	TA2: Applying practice methods to support improvement in a sporting activity	TA2: Positive effects of the media in sport
TA3: The implications of hosting a major sporting event for a city or country	TA3: Organising and planning a sports activity session	TA3: Negative effects of the media in sport
TA4: The role national governing bodies play in the development of their port	TA4: Leading a sports activity session	
TA5: The use of technology in sport	TA5: Reviewing your own performance in planning and leading a sports activity session	

Term	Year 10	Year 11
Autumn 2022/23	Performance and leadership	Sport and the media
Spring 2023/24	Sport and the media	Contemporary Issues in Sport
Summer 2023	Performance and leadership	Written exam

All work produced in lessons count towards the final qualification grade. Assessments include:

- Low stakes testing / Deep marking points / end of unit tests, mock exams, external exams
- MAD time/ Written coursework/ Practical coursework

Impact

Gives students skills and knowledge that will enable them to choose the most appropriate progressive routes for their needs (further study/employment)

The Sir John Talbot's School PE Journey

A Level PE – OCR Exam Board

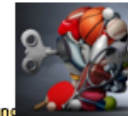
Apprenticeship in sport
Work
University
Sports Coaching
Sports Development

Year 13

Biomechanics:
Newton's Laws of motion, force and the use of technology
Biomechanical principles: stability and lever systems.



Sports Psychology:
5.1 Individual differences
5.2 Group and team dynamics and goal setting in sport.



Exercise Physiology:
2.1 Diet and nutrition and their effect on PA and performance
2.2 Preparation and training methods

Contemporary issues in physical activity and sport:
12.1 Ethics and deviance in sport
12.2 Commercialisation and media
12.3 Routes to sporting excellence in the UK
12.4 Modern technology in sport



Sport and Society:
6.1 Emergence and evolution of modern sport
6.2 Sport in the 21st century
6.3 Global sporting events

Skill Acquisition:
4.1 Classification of skills
4.2 Types and Methods of practice
4.3 Transfer of skills
4.4 Learning Theories
4.5 Stages of learning, guidance and feedback

Applied Anatomy and Physiology:
1.1 Skeletal and Muscular systems
1.2 Cardiovascular and respiratory systems



Year 12

Desirable candidates:
Someone who has achieved a Grade 6 or above in GCSE PE
Someone who participates/coaches regularly in a club outside of school
Hardworking and dedicated student (lots of revision required)

You're A Level PE starts here ...



Exams:

- Paper 1: Physiological factors affecting performance (2 hours 90 marks)
- Paper 2: Psychological factors affecting performance (1 hour 60 marks)
- Paper 3: Sociocultural factors affecting performance (1 hour 60 marks)

Non-Exam Assessment (NEA)

- Coursework: Evaluating and Analysing Performance for Improvement – consists of observing a live or recorded performance by a peer and then providing an oral response analysing and critically evaluating the performance.
- Practical assessment: Core and advanced skills in performing or coaching one activity.

Potential career pathways

Medicine, personal trainer, teacher, psychologist, engineering, business leader, research scientist, dietitian, armed forces, public services, retail, data analyst, sports coach, physiotherapist, journalist, events

The Big Picture. To develop a holistic understanding of all aspects of physical education and be able to apply it a confident and analytical method of writing. The course includes exam-based assessment on anatomy and physiology, exercise physiology, biomechanics, sports psychology, acquiring movement skills and sociocultural issues within sports. The course also includes none exam assessments in a sport the student should have mastered and an EAPI (video analysis) of a chosen sport.

**KS5 A-Level
PE**

Intent:

Pupils will be guided through the course content lesson by lesson. Some lessons will be isolated for smaller topics, others will link more broadly to the other topics. Pupils will grow their knowledge of how the body works to create movement and apply concepts with movement terminology. Emphasis on knowledge in the first instance with pursuit of all AO1 marks as a banker for pupils. Beyond this pupils will need deeper understanding and ability to apply examples to the content. For AO3 pupils will need to explain and justify their knowledge.

Implementation

Students will have four 55-minute lessons per week in both year 12 and 13. There is no practical lessons on this course, this is independent and should be mastered in students' own time. LORIC is developed through a range of tasks and activities in lessons, ranging from discussions and debates, to student lead presentations leading to the delivery of their recorded EAPI of a sporting performance which requires all skills of LORIC. Independent learning is vital for the course and called upon regularly to consolidate knowledge and concepts learned in lessons. Exam technique is developed and championed to allow students to access the top band of marks and begin to write critically within 10- and 20-mark essay answers. WOW moments are incorporated into the course with external speakers and the ability to apply the course to the students own training, performance and life experiences.

Summative Assessment:

Mock exams to be completed in year 12.
None exam assessment completed by Spring year 13. Exam assessments all completed in summer term year 13.

Impact: By the end of year 13 students will be able to display transferable skills including decision making, psychological understanding, independent thinking, problem solving and analytical skills as well as thinking and acting under pressure. The course will link sporting ideas and theory with practical performance. The study of A level physical education will open a range of possibilities for further study and careers associated with the subject.