

# PHYSICAL EDUCATION

Year	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
7	<p><b>NETBALL</b></p> <p>Develop hand eye co-ordination, agility, speed and confidence in performing skills such as, throwing and catching, dodging, moving into space, attacking and defending. Develop tactical awareness while developing attacking and developing skills. Gain a basic understanding of rules in NETBALL.</p>	<p><b>FOOTBALL</b></p> <p>Develop hand eye co-ordination, agility, speed and confidence in performing skills such as, ball control, passing, retaining possession, moving into space, attacking and defending. Develop tactical awareness while developing attacking and developing skills. Gain a basic understanding of rules in FOOTBALL.</p>	<p><b>BADMINTON</b></p> <p>Develop hand eye co-ordination, agility, speed, power and confidence in using the correct technique to perform skills such as, serving and receiving, to outwit an opponent. Develop tactical awareness while developing attacking and developing skills. Gain a basic understanding of rules in BADMINTON.</p>	<p><b>DANCE</b></p> <p>Focus on dance choreographic devices such as creating a motif, using levels/directions/tempo to develop their own dance whilst introducing cultural knowledge eg Street. Perform confidently with a group in front of an audience.</p>	<p><b>ROUNDERS</b></p> <p>Develop individual technique in batting, bowling and fielding whilst working on improving the quality of skills with the intention of outwitting opponents. Gain a basic understanding of rules in ROUNDERS.</p>	<p><b>TENNIS</b></p> <p>Develop hand eye co-ordination, agility, speed, power and confidence in using the correct technique to perform skills such as, serving and receiving, to outwit an opponent. Gain a basic understanding of rules in TENNIS.</p>
	<p><b>DANCE</b></p> <p>Focus on dance choreographic devices such as creating a motif, using levels/directions/tempo to develop their own dance whilst introducing cultural knowledge eg Bollywood. Perform confidently with a group in front of an audience.</p>	<p><b>GYMNASTICS</b></p> <p>Develop basic skills such as rolling, jumping, travelling and balancing using various shapes and performance skills. Working alone or with a partner in floor work or on basic gymnastic equipment develop performance confidence.</p>	<p><b>CRICKET</b></p> <p>Develop individual technique in batting, bowling and fielding whilst working on improving the quality of skills with the intention of outwitting opponents. Gain a basic understanding of rules in CRICKET.</p>	<p><b>HEALTH RELATED FITNESS</b></p> <p>Develop the knowledge, understanding, skills, capabilities and attributes needed for mental, emotional, social and physical wellbeing now and in the future. Develop an understanding of different components of fitness and how to measure them.</p>	<p><b>ATHLETICS</b></p> <p>Accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. Engage in performing and improving skills and personal bests in relation to speed, height and distances. Gain a basic understanding of rules in ATHLETICS. Develop goal setting strategies and analysis skills</p>	<p><b>ATHLETICS</b></p> <p>Accurately replicate running, jumping and throwing skills and learn specific techniques for events in order to improve performances. Engage in performing and improving skills and personal bests in relation to speed, height and distances. Gain a basic understanding of rules in ATHLETICS. Develop goal setting strategies and analysis skills</p>

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8	<p><b>NETBALL</b></p> <p>Develop team attacking and defending strategies and techniques required to take part in competitive games. Develop the basic netball skills to allow individuals to influence a game or pressurised situation. Use core skills, strategies and tactics to outwit the opposition.</p>	<p><b>FOOTBALL</b></p> <p>Develop team attacking and defending strategies and techniques required to take part in competitive games. Develop the basic football skills to allow individuals to influence a game or pressurised situation. Use core skills, strategies and tactics to outwit the opposition.</p>	<p><b>BADMINTON</b></p> <p>Focus on how to use basic principles of attack and defence to plan strategies and tactics for singles. Replicate the core skills necessary to outwit opponents with increasing pressure. Accurately score and officiate mini badminton games</p>	<p><b>DANCE</b></p> <p>Build upon performance, choreography and appreciation skills whilst developing knowledge of theatre eg Hair Spray. Choreograph their own phrases of dance. Further develop performance confidence in front of an audience.</p>	<p><b>ROUNDERS</b></p> <p>Focus on accurate replication &amp; further developing, implementing and refining techniques for batting, bowling and fielding to outwit opponents. Begin to accurately umpire rounders games</p>	<p><b>TENNIS</b></p> <p>Focus on how to use basic principles of attack and defence to plan strategies and tactics for TENNIS. Replicate the core skills necessary to outwit opponents with increasing pressure. Accurately score and officiate mini tennis games.</p>
	<p><b>DANCE</b></p> <p>Build upon performance, choreography and appreciation skills whilst developing knowledge of theatre eg Matilda. Choreograph their own phrases of dance. Further develop performance confidence in front of an audience.</p>	<p><b>GYMNASTICS</b></p> <p>Creating sequences with a partner or part of a group select, apply and perform gymnastics skills such as rolling, jumping, travelling and balancing. Develop performance skills while using various gymnastic equipment and when working with a partner or group.</p>	<p><b>CRICKET</b></p> <p>Focus on accurate replication &amp; further developing, implementing and refining techniques for batting, bowling and fielding to outwit opponents. Begin to accurately umpire games.</p>	<p><b>HEALTH RELATED FITNESS</b></p> <p>Develop the knowledge, understanding, skills, capabilities and attributes needed for mental, emotional, social and physical wellbeing now and in the future. Monitor, analyse and assess fitness changes as a result of physical activity, while further developing knowledge of fitness components and methods of training.</p>	<p><b>ATHLETICS</b></p> <p>Use knowledge of athletics events, strategies, and techniques to develop and enhance replication and performance. Develop understanding of fitness and its relationship to performance. Engage in performing and improving skills and personal and collective bests in relation to speed, height, distance and accuracy.</p>	<p><b>ATHLETICS</b></p> <p>Use knowledge of athletics events, strategies, and techniques to develop and enhance replication and performance. Develop understanding of fitness and its relationship to performance. Engage in performing and improving skills and personal and collective bests in relation to speed, height, distance and accuracy.</p>
9	<p><b>NETBALL</b></p> <p>Develop, implement and refine team and</p>	<p><b>FOOTBALL</b></p> <p>Implementing and refining core skills as a team</p>	<p><b>CRICKET</b></p> <p>Demonstrate consistency, timing and</p>	<p><b>HEALTH RELATED FITNESS</b></p>	<p><b>Rounders</b></p> <p>Demonstrate timing and fluency in the replication</p>	<p><b>ATHLETICS</b></p> <p>Further enhance replication and performance</p>

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	<p>individual game plans to outwit opponents. Use core skills and implement them in different competitive situations. Demonstrate an understanding of the games rules, be able to play a number of positions and physically exert themselves throughout.</p> <p style="text-align: center;"><b>DANCE</b></p> <p>Master performance, choreography and appreciation skills whilst developing knowledge of professional works eg Christopher Bruce – Swansong/ Nutcracker          Choreograph own phrases of dance. Master performance confidence in front of an audience.</p>	<p>and as individuals to outwit opponents. Plan strategies and implement them in competitive games. Opportunity to officiate and coach small groups and understand the importance of teamwork.</p>	<p>fluency in the execution of techniques for batting, bowling and fielding whilst outwitting opponents. Be able to accurately score, coach &amp; officiate games.</p> <p style="text-align: center;"><b>BADMINTON</b></p> <p>Focus on replicating and developing more advanced techniques as well as implementing and refining strategic play to outwit opponents in both singles and doubles. Further develop the essential elements of attack and defence. Independently be able to score and officiate badminton games.</p>	<p>Develop the knowledge, understanding, skills, capabilities and attributes needed for mental, emotional, social and physical wellbeing now and in the future.          Pupils to gain a more detailed understanding of fitness and its effect on performance.</p>	<p>of techniques for batting, bowling and fielding whilst improving the skill of outwitting opponents.          Be able to accurately score &amp; officiate games</p> <p style="text-align: center;"><b>TENNIS</b></p> <p>Focus on replicating and developing advanced techniques as well as implementing and refining strategic play to outwit opponents in both singles and doubles. Further develop the essential elements of attack and defence. Accurately score and officiate tennis games.</p>	<p>across all disciplines. Focus on planning, preparing for and competing in a range of athletic competitions. Perform core skills and record personal/collective bests. Develop knowledge of the immediate effects of exercise and physically exert themselves throughout.</p>
<p><b>GCSE PE 10</b>  AQA</p>	<p style="text-align: center;"><b>GCSE PE</b></p> <p><u>Physical Training</u></p> <ul style="list-style-type: none"> <li>- Health &amp; fitness</li> <li>- The components of fitness</li> <li>- Fitness Testing</li> </ul>		<p style="text-align: center;"><b>GCSE PE</b></p> <p><u>Health, Fitness &amp; well-being</u></p> <ul style="list-style-type: none"> <li>- Physical, emotional &amp; social health &amp; well-being, and fitness</li> <li>- Consequences of sedentary lifestyle</li> <li>- Somatotypes</li> </ul>		<p style="text-align: center;"><b>GCSE PE</b></p> <p><u>Applied anatomy &amp; physiology</u></p> <ul style="list-style-type: none"> <li>- The structure and function of the skeleton</li> <li>- The structure and function of muscular system</li> </ul>	

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	<ul style="list-style-type: none"> <li>- Measuring components of fitness &amp; how to set up the tests</li> <li>- The principles of training</li> <li>- Training thresholds</li> <li>- Types of training</li> <li>- Preventing injury</li> <li>- Training seasons</li> <li>- Warming up &amp; cooling down</li> </ul> <p><u>Activities</u> Netball      Football      NEA</p>	<ul style="list-style-type: none"> <li>- Energy use</li> <li>- Balanced Diet</li> <li>- Maintaining water balance</li> </ul> <p><u>Activities</u> Table Tennis Handball Badminton NEA</p>	<ul style="list-style-type: none"> <li>- The structure and function of cardio-respiratory system</li> <li>- Aerobic &amp; anaerobic exercise</li> <li>- The effects of exercise</li> </ul> <p><u>Movement Analysis.</u></p> <ul style="list-style-type: none"> <li>- Types of levers</li> <li>- Basic movements</li> <li>- Planes of movement and axes of rotation</li> </ul> <p><u>Activities</u> Athletics      Tennis</p>		
<p><b>GCSE PE 11</b></p> <p>AQA</p>	<p><b>GCSE PE</b></p> <p><u>Sport Psychology</u></p> <ul style="list-style-type: none"> <li>- Skill and ability</li> <li>- Goals &amp; targets</li> <li>- Information processing</li> <li>- Guidance &amp; feedback on performance</li> <li>- Arousal</li> <li>- Aggression</li> <li>- Personality types</li> <li>- Motivation</li> </ul> <p><u>Socio - cultural influences</u></p> <ul style="list-style-type: none"> <li>- Social groups &amp; factors affecting participation</li> <li>- The commercialisation of PA &amp; sport</li> <li>- The impact of technology on PA &amp; sport</li> <li>- Ethical conduct by performers</li> <li>- Spectator behaviour</li> </ul> <p><u>Activities</u> Netball Football</p>	<p><b>GCSE PE</b></p> <p><u>Socio - cultural influences continued</u></p> <ul style="list-style-type: none"> <li>- Social groups &amp; factors affecting participation</li> <li>- The commercialisation of PA &amp; sport</li> <li>- The impact of technology on PA &amp; sport</li> <li>- Ethical conduct by performers</li> <li>- Spectator behaviour</li> </ul> <p><u>Revision</u> Topics from Y10/11.</p> <p><u>Activities</u> Handball Table tennis Badminton NEA</p> <p><u>Practical Moderation</u></p>	<p><b>GCSE PE</b></p> <p><u>Revision &amp; Exam</u></p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>For more information on the AQA GCSE PE curriculum, please go to <a href="https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF">https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF</a></p> </div>		
	<p><b>CORE PE 10</b></p>	<p><b>Rationale</b></p> <p>Using the key skills, processes and concepts learned in Key Stage 3 students will use their understanding of physical competence, high-quality performance and balanced, healthy lifestyles to select the roles and activities they wish to get</p>	<p><b>LEADERSHIP PATHWAY</b></p> <p><b>Sports Leaders Qualification Level 2</b></p> <p>Building leadership skills</p>	<p><b>INDIVIDUAL PATHWAY</b></p> <p>Health and Wellbeing x 2</p> <p>Badminton</p>	<p><b>TEAM PATHWAY</b></p> <p>Netball</p> <p>Football</p>

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	involved in through making an informed choice about the pathway they wish to follow.  Focus on strategy, tactics, composition, choreography and leadership through a student centred approach. A positive and enjoyable experience, which will enable lifelong involvement.	Plan, lead, evaluate sport/ physical activity sessions Assist in planning and leading a sport / physical activity event Lead sports/ physical activity session in your community	Table Tennis  Squash  Rounders	Innovative Games  Hockey  Cricket  Rounders	Tag Rugby  Volleyball  Ultimate Frisbee  Softball
<b>CORE PE 11</b>	<p><b>Rationale</b></p> <p>Using the key skills, processes and concepts learned in Key Stage 3 students will use their understanding of physical competence, high-quality performance and balanced, healthy lifestyles to select the roles and activities they wish to get involved in through making an informed choice about the pathway they wish to follow.</p> <p>Focus on strategy, tactics, composition, choreography and leadership through a student centred approach. A positive and enjoyable experience, which will enable lifelong involvement.</p>		<p><b>INDIVIDUAL PATHWAY</b></p> <p>Health and Wellbeing x 2  Badminton  Squash  Rounders</p>	<p><b>TEAM PATHWAY</b></p> <p>Netball  Football  Hockey  Cricket  Rounders</p>	<p><b>ALTERNATIVE PATHWAY</b></p> <p>Pop Lacrosse  Basketball  Tag Rugby  Volleyball  Ultimate Frisbee  Softball</p>
<b>A LEVEL PE 12</b>  OCR	<p><u>Applied anatomy and physiology</u> Cardiovascular and respiratory systems</p> <p><u>Skill Acquisition</u> Classification of skills/ types and methods of practice</p>	<p><u>Applied anatomy and Physiology</u> Skeletal and muscular systems</p> <p><u>Skill Acquisition</u> Transfer of skills/Principles and theories of learning movement skills</p> <p><u>Sport and society</u></p>	<p><u>Biomechanics</u> Biomechanical principles, levers and the use of technology</p> <p><u>Skill Acquisition</u> Stages of learning /Guidance</p>	<p><u>Biomechanics</u> Biomechanical principles, levers and the use of technology</p> <p><u>Skill Acquisition</u> Feedback</p>	<p><u>Biomechanics</u> Linear motion, angular motion, fluid mechanics and projectile motion</p> <p><u>Skill Acquisition</u> Memory models</p> <p><u>Evaluating and Analysing Performance for Improvement</u>  This unit uses the knowledge, understanding and skills has learnt throughout the first year of and enables them to analyse and evaluate a</p>

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	<u>Sport and society</u> Emergence and evolution of sport	Global sporting events	<u>Contemporary issues in physical activity and sport</u> Ethics and deviance in sport / Commercialisation and media	<u>Contemporary issues in physical activity and sport</u> Routes to sporting excellence in the UK	<u>Contemporary issues in physical activity and sport</u> Modern technology in Sport	peer's performance in one activity
<b>A          LEVEL          PE          13</b>  <b>OCR</b>	<u>Applied anatomy and physiology</u> Energy for exercise Individual differences/ Group and team dynamics in sport / Goal setting in sports performance <u>Sports psychology</u> Environmental effects on body systems	<u>Exercise physiology</u> Diet and nutrition/ Ergogenic aids Preparation and training methods Attribution / Confidence and self-efficacy in sports performance.	<u>Evaluating and Analysing Performance for Improvement (H555/05)</u> This unit uses the knowledge, understanding and skills has learnt throughout the course and enables them to analyse and evaluate a peer's performance in one activity	<u>Sports psychology</u> Injury prevention and the rehabilitation of injury Leadership in sport <u>Exercise physiology</u> Stress management to optimise performance	<u>Revision</u>	

Please note that the A-level course is taught at Ermysted's Grammar School. For more information on the OCR A-Level PE curriculum, please go to:

<https://ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/>