

TRINITY LEWISHAM
All Through School



PHYSICAL EDUCATION

Department Handbook

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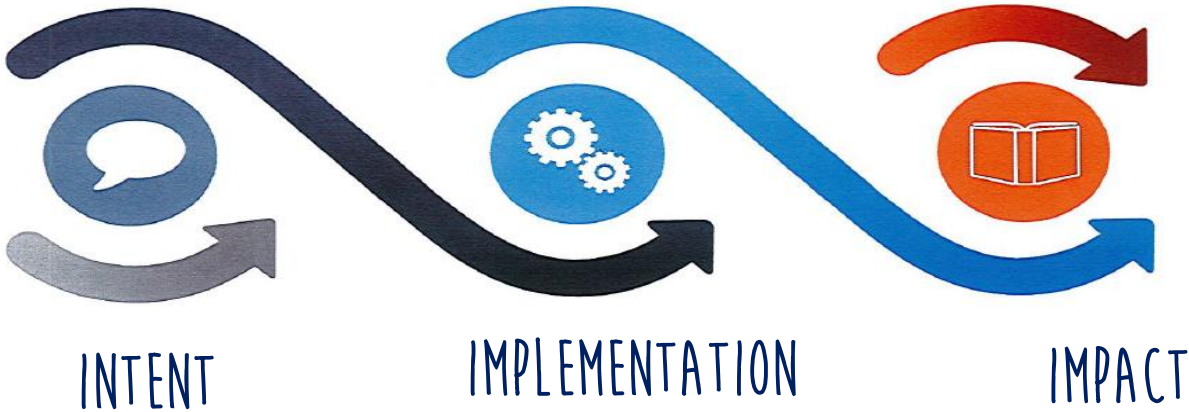


Victoria Wright (Director of Learning KS3), I/C Netball

1. Trinity Department Intent, Implementation and Impact



PE Curriculum



INTENT

- For every child to have a healthy and active lifestyle.
- For all students to understand the importance of a health and fitness and the role physical activity plays in this.
- For every child to have the opportunity to be involved in competitive physical activities both in and out of school.
- For every child to have the opportunity to try a variety of different sports and physical activities.

IMPLEMENTATION

- Ensuring that PE lessons are aimed to be inclusive, challenging and not repetitive.
- Give regular opportunities for students to apply their skills in full context by organise competitions and tournaments in and out of school.
- Allow opportunities for students to be reflective on their own performance and develop evaluative skills.

IMPACT

- Students enjoy a variety of physical activities while developing a lifelong love for sport and healthy active lifestyles.
- Students become confident learners and are engaged in a range of activities
- All students, including PP children have had access to varied sports in and out of school.
- Students are able to communicate effectively about their strengths and areas for improvement.

LEARNING- LOVING- LIVING

2.Trinity Vision in Physical Education

PHYSICAL EDUCATION

Trinity Vision:

The Trinity community will live “life in all its fullness” by:

- Establishing a unique and personalised learning journey through Trinity and beyond
- Continuing to nurture our warm and caring family environment to support all to flourish
- Inspiring all to achieve and celebrate ongoing and future successes.

<p>Our subject vision</p>	<p>For our pupils to:</p> <ul style="list-style-type: none"> • Enjoy a variety of physical activities while developing a lifelong love for sport and healthy active lifestyles. • Become confident learners and engage in new activities. • To allow (pp) children to access varied sports in and out of school. • To experience different roles in sport and be involved in competition. • All students to access blended learning efficiently and effectively.
<p>Content of our curriculum</p>	<ul style="list-style-type: none"> • The PE curriculum consist of many different sports being taught throughout the years for all students and includes some of the most popular activities in UK such as netball, football, badminton, volleyball, basketball, table tennis, rugby, cricket and athletics. We have also added some emerging sports to the curriculum such as wallball, outdoor activities and problem solving and trampolining. • During KS4 students will have a choice of two different qualifications; PE GCSE and also the vocational course OCR Cambridge National in Sports Studies Level 2. In KS4 students will take ownership of their own curriculum by having options in PE where they choose their own pathways of activities, with a wider variety including fitness activities.
<p>Sequence of our curriculum</p>	<ul style="list-style-type: none"> • Progressing from EYFS learning goals of PE we have developed a sequence of learning building on the aims of the NC throughout their time at Trinity. We aim to use standardised vocabulary all the way through. Displays in PE department emphasizing key vocabulary for KS3 and 4 students. • Curriculum published on website WEDUC so parents can help student learning at home. • Curriculum updates all on TEAMS and WeDUC + use of online platforms such as Seneca to assist blended learning. • The curriculum changes every year for each year group to offer a variety of activities throughout their time at Trinity, ensuring they participate in the widest variety of activities. • Students follow schemes of learning for each activity area to ensure consistency between classes and to ensure progression throughout the key stage.

<p>Ambitious Curriculum</p>	<ul style="list-style-type: none"> • Reading in cluster time about relevant case studies. • A level questions for HA GCSE pupils. • GCSE and OCR Sport Studies offered at KS4. • Rugby offered by Colfes Rugby club to develop skills. Coached by professional coaches. • Through a range of tournaments and fixtures students have the opportunity to improve skill, knowledge, resilience and teamwork. The end goal is to improve overall skills and performance in PE. • Many opportunities for international residential experiences including Wall Ball in Holland, Football in Belgium and Holland. Local residential experiences including Kingwoods. • All students develop resilience and teamwork by taking part in sports day and inter house competitions at the end of each term. • KS4 pupils running sessions at Trinity Primary. • Link to Crystal Palace Football club with a focus on KS4. • Students assessed by GCSE PE practical success criteria. • GCSE PE and OCR Sport Studies terminology and themes are introduced in Year 7 and 8 to support those and give a head start to anyone who selects to study these subjects in KS4.
<p>Implementation of our Curriculum</p>	<ul style="list-style-type: none"> • K/O's are standardized for all year groups showing progression through KS3 – 4. Students use K/O's at home and should be tested regularly. The Kos support the activities they are doing. • All lessons have a set format with review of previous learning and a mini plenary at the end. AFL strategies applied by all teachers to check understanding and progress ready for next lessons. Thinking hard questioning used to target all pupils. • Booklet learning for GCSE and OCR qualifications. All students have the same booklet and teachers differentiate where necessary through scaffolded questions. • GCSE exam practice questions at the end of all topics to check understanding and progress using past papers set by the exam board. Students self-mark / peer mark to see errors. Exemplar answers modeled to all students. • GCSE mock moderation to occur in Lent term. Will be able to see what needs improvement to enable students to achieve the best grades. • All students have GCSE Revision workbooks that are used for HW and assessment in class (AQA past questions)
<p>Consistency in delivery</p>	<ul style="list-style-type: none"> • CPD for all department staff to ensure improvements and developments to become better teachers. Use of Seneca learning tasks to improve teams subject knowledge. • QA cycle set by PE department including scheduled learning walks, book looks and discussion with pupil voice groups, emailed out every Monday. • External consultant and advisers (GCSE PE consultant to advice in lent term). • Schemes of learning used in KS3 CORE PE lessons to ensure all students have access to the same curriculum and for consistency. • GCSE PE and OCR Sport Studies all taught using the same resources and booklets. • All powerpoints for GCSE on PE share so that all teachers can assess

	<ul style="list-style-type: none"> • Cluster time used to review practice.
CPD within the team	<ul style="list-style-type: none"> • At primary phase all PE is taught by an external coach and overseen by teacher in charge of PE to ensure regular communication with secondary phase. • In secondary all teachers are qualified to degree level with additional qualifications (I.E coaching qualifications) where required. • In our cluster time we review subject knowledge and learning in lessons to develop understanding of related topics for GCSE course. • QA cycle developed for PE to ensure collaboration and best practice. • Mock GCSE moderation to help build teams confidence in assessing GCSE PE practical and coursework. • Sharing good practice, mock moderations with Sedgehill School for standardization and collaboration. • 4x courses for Sport Studies per year with OCR. • Weekly Seneca learning tasks for all department.
Assessment practices and feedback	<ul style="list-style-type: none"> • Students practice their skills every lesson • Teacher assessment of skill development is done throughout the unit, with a competition element at the end of each sport for full context grade. • Oral feedback given during the lesson. • Written and verbal feedback given in theory lessons. • Peer-assessment during practical lessons
Homework	<ul style="list-style-type: none"> • Regular use of WEDUC to inform parents/students of deadlines and work they should be completing in KS4 courses. • Interventions before school, lunchtime, after school and during half-term for GCSE and Cambridge National. • All HW set on TEAMS for OCR + GCSE. • HW for GCSE students use their GCSE Revision workbooks • Knowledge organiser used to help improve key terminology in KS3 and KS4 learning.
Pupil voice	<ul style="list-style-type: none"> • Regular feedback given by students on issues such as changing, PE kit and sport options.
Impact of our curriculum	<ul style="list-style-type: none"> • Students have the opportunity to participate in different sports and competitions. • They can also represent Trinity, Lewisham, London or even Great Britain in different competitions against other schools, boroughs, cities or countries. • Develop different key physical, social and mental skills of participating in Physical Activity. • Development of physical fitness to improve overall health • Knowledge about physiology, anatomy and biomechanics. • Students can make decisions about the sports they are interested. • Developed confidence to evaluate themselves in their own and in others performances. • Developed confidence to manage others through officiating and coaching.
Personal Development	<ul style="list-style-type: none"> • Fixtures are organised thought out the year away from Trinity. • Different activities at different levels such as borough and London level has been arranged for a range of different sports.

	<ul style="list-style-type: none"> • Many students has qualified from borough championships to compete at higher levels representing Trinity. • Trip to Barcelona and OAE centre covering sports activities. • PD days organised and run by PE department to develop team work skills for all students. • Sports days organised and run for both primary and secondary schools. • Inter house competitions run at end of each term. • KS4 have a choice of 3 options per half term during their PE lesson to offer a wide range of sports and lifelong enjoyment for PE / sport.
<p>Behaviour and Attitudes to Learning expectations</p>	<ul style="list-style-type: none"> • Department works together assisting each other to manage behaviour at the beginning and end of lesson when groups are together. • 'Fit or not fit, Bring your PE Kit' is our department policy. Regardless of illness or injury students are required to bring their PE ki (equipment) to every lesson and get changed. This is to help encourage those students who are less engaged to at least participate in lessons in other ways. • Challenging lack of PE kit as a team, sanctioning students following Trinity policy using behaviour watch. • Following Trinity school policy regarding behaviour at all times during lesson, using the parking system and the Trinity Centre when student's behaviour falls short of our expectations. • Communication with parents with students who fall short of expectations on a regular or more persistent basis. • To motivate students so that they are open to giving all activities a go, and giving them the option of participating in a range of ways to ensure full engagement.

3. PE Department Long Term Planning – OCR / CORE / GCSE

Below you will see the content and planning for the 3 elements below;

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Year 9 OCR	<p>RO52 - Developing Sport Skills</p> <p>Learning Outcome 2 – Team Sports</p> <p>Students will be performing table tennis and developing their skills for an assessment.</p> <p>Blended Learning during LO1:</p> <p>Students will receive on TEAMS, table tennis resources such as rules and regulations, drills to improve performance and videos regarding modelling certain skills.</p>	<p>RO52 - Developing Sport Skills</p> <p>Learning Outcome 2 – Team Sports</p> <p>Students will be performing table tennis and developing their skills for an assessment.</p> <p>Learning Outcome 4 – Evaluation of Performance</p> <p>Once LO2 lessons are complete, students will evaluate their performance in either netball or football.</p>	<p>RO52 - Developing Sport Skills</p> <p>Learning Outcome 1 – Individual Sports</p> <p>Students will be performing badminton and developing their skills for an assessment.</p> <p>Blended Learning during LO2:</p> <p>Students will receive on TEAMS, badminton resources such as rules and regulations, drills to improve performance and videos regarding modelling certain skills.</p>	<p>RO52 - Developing Sport Skills</p> <p>Learning Outcome 1 – Individual Sports</p> <p>Learning outcome 4 – Evaluation in Sport.</p> <p>Students will be performing badminton and developing their skills for an assessment.</p>	<p>RO52 - Developing Sport Skills</p> <p>Learning Outcome 3 – Rules and Regulations.</p> <p>Students will take part in rounders, learning the rules of the game. Each student will umpire a game in an assessment for the outcome.</p> <p>Blended Learning during LO3:</p> <p>Students will receive on TEAMS, table tennis or badminton resources to learn how to officiate, including rules and regulations and hand signals.</p>	<p>RO52 - Developing Sport Skills</p> <p>Learning Outcome – 1,2,3, 4</p> <p>Complete any outstanding work from previous learning outcomes and use Teacher feedback to improve work for a final deadline.</p> <p>Blended Learning during LO4:</p> <p>Students will receive on TEAMS, resources regarding how to evaluate own performance including examples of strengths and weaknesses.</p>
Year 10 OCR	<p>RO56 – Outdoor Activities</p> <p>LO1 – Know about different types of outdoor activities and their provision</p> <p>LO2 – Understand the value of participating in outdoor activities</p> <p>Blended Learning during LO1/2:</p> <p>Students will receive on TEAMS, resources regarding different types of outdoor</p>	<p>RO56 – Outdoor Activities</p> <p>LO3 - Be able to plan an outdoor activity</p> <p>LO4 - Be able to demonstrate knowledge and skills during outdoor activities</p> <p>Orienteering and Rock Climbing sessions to be completed.</p> <p>Blended Learning during LO3/4:</p>	<p>RO51 Contemporary Issues</p> <p>LO1 – Understand the issues that affect participation</p> <p>LO2 – Know about the role of sport in promoting values</p> <p>Blended Learning during LO1/2:</p> <p>Students will receive on TEAMS, a copy of the R051 booklet, resources regarding issues affecting participation and also the role of sport promoting</p>	<p>RO51 Contemporary Issues</p> <p>LO3 – Understand the importance of hosting major sporting events</p> <p>LO4 - Know about the role of national governing bodies in sport</p> <p>Blended Learning during LO3/4:</p> <p>Students will receive on TEAMS, resources regarding the importance of hosting major events and the roles of national governing bodies in</p>	<p>RO51 Contemporary Issues</p> <p>Exam in May</p>	<p>RO56 – Outdoor Activities Learning outcomes 1, 2 and 3</p> <p>Complete any outstanding work from previous learning outcomes and use Teacher feedback to improve work for a final deadline.</p>

	activities, provision and the value of participating in outdoor activities. Coursework questions will be included.	Students will receive on TEAMS, resources regarding rock climbing and orienteering. Coursework questions will be included.	values. Coursework questions will be included.	sport. Coursework questions will be included.		
Year 11 OCR	<p>RO53 Leadership – LO1 - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership LO2 - Be able to plan sports activity sessions LO3 – Be able to deliver a sports activity session LO4 – Be able to evaluate own performance in delivering a session</p> <p>Blended Learning during LO1/2:</p> <p>Students will receive on TEAMS, resources regarding personal qualities, styles, roles and responsibilities associated with effective sports leadership. Instructions and guidance about how to plan a sports session will also be given.</p>	<p>RO53 Leadership</p> <p>LO3 – Be able to deliver a sports activity session LO4 – Be able to evaluate own performance in delivering a session</p> <p>Blended Learning during LO4:</p> <p>Students will receive on TEAMS, resources to evaluate own performance including an OCR template to complete the task.</p>			EXAM SEASON.	

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
Year 7 CORE	<p>BOYS</p> <p>Two groups will choose from the following:</p> <p>Basketball Basic rules, passing, shooting and defending.</p> <p>Table Tennis Rules, handling of the bat, serve, basic skills such as backhand and forehand push.</p> <p>Wall Ball Basic rules, serve, forehand and positioning on court.</p> <p>Inter-house competition: Basketball</p> <p>GIRLS</p> <p>Tag Rugby Ball handling, passing, scoring, variation games.</p> <p>Inter-house competition: Tag Rugby</p>	<p>BOYS</p> <p>Both groups will take part in:</p> <p>Rugby: Ball handling, passing backwards, tag rugby development and introduction to basic contact.</p> <p>Inter-house competition: Tag Rugby</p> <p>GIRLS</p> <p>Trampoline Introduction to safety rules, basic shapes: Straight jump, half turn, full turn, tuck, straddle and pike and seat drop. Looking at technique and control and linking skills together.</p> <p>Inter-house competition: Trampoline</p>	<p>BOYS</p> <p>Both groups will take part in:</p> <p>Football: Passing technique, shooting technique, defending and tackling, small sided games.</p> <p>Inter-house competition: Football</p> <p>GIRLS</p> <p>Netball Chest, shoulder and bounce pass technique, footwork skills, introduction to dodging and variation sports ie. End ball.</p> <p>Inter-house competition: Netball</p>	<p>BOYS</p> <p>Two groups will choose from the following:</p> <p>Basketball Basic rules, passing, shooting and defending.</p> <p>Table Tennis Rules, handling of the bat, serve, basic skills such as backhand and forehand push.</p> <p>Wall Ball Basic rules, serve, forehand and positioning on court.</p> <p>Inter-house competition: Table Tennis</p> <p>GIRLS</p> <p>Fitness/Orienteering Basic introduction to fitness components, testing. Circuit training and HIIT. Basic team building exercises.</p> <p>Inter-house competition:</p>	<p>BOYS & GIRLS</p> <p>Athletics</p> <p>Track events – 60mts, 100mts, 200mts, 1500mts and 4x100mts relay.</p> <p>Field events – shot-put, discus and javelin.</p> <p>Development of technique and opportunity to practice for sports day!</p> <p>No Inter-house competition due to short half term.</p>	<p>BOYS & GIRLS</p> <p>Choice of the following activities:</p> <p>Kwik Cricket Catching, throwing underarm and overarm technique, basic batting skills. Variation games: non stop cricket, diamond cricket, pairs cricket.</p> <p>Rounders Catching, throwing underarm and overarm technique, basic batting skills. Variation games: all on the run, 1,2,3,4 scoring.</p> <p>Softball Basic rules, batting catching and variation of rules.</p> <p>Tennis Introduction to racket grip, hand to eye coordination, forehand, backhand and improving control and power over the ball. Variation games focusing on longer rallies.</p> <p>Inter-house competition</p>
Year 8 CORE	<p>BOYS</p> <p>Two groups will choose from the following:</p> <p>Basketball Passing on the move, lay-up shooting and positioning and zone defending.</p>	<p>BOYS</p> <p>Both groups will take part in:</p> <p>Rugby: Passing technique, tackling with safety, attacking on diagonal and defending on</p>	<p>BOYS</p> <p>Both groups will take part in:</p> <p>Football: Passing from different distances, shooting from different angles attacking, ball</p>	<p>BOYS</p> <p>Two groups will choose from the following:</p> <p>Basketball Passing on the move, lay-up shooting and positioning and zone defending.</p>	<p>GIRLS & BOYS</p> <p>Athletics</p> <p>Track events – 60mts, 100mts, 200mts, 1500mts and 4x100mts relay.</p>	<p>BOYS & GIRLS</p> <p>Choice of the following activities:</p> <p>Kwik Cricket Catching, throwing underarm and overarm technique, introduce forward drive and legside batting, introduce bowling</p>

	<p>Table Tennis Rules, variation of serve, top spin, back spin, introduction to doubles games</p> <p>Wall Ball Basic rules, serve, forehand and positioning on court, strategies and tactics.</p> <p>Inter-house competition: Basketball</p> <p>GIRLS</p> <p>Tag Rugby Ball handling, passing behind on diagonal, scoring a try, defending in straight lines.</p> <p>Inter-house competition: Tag Rugby</p>	<p>the straight, try scoring.</p> <p>Inter-house competition: Full Contact Rugby/Tag Rugby</p> <p>GIRLS</p> <p>Trampoline Recap on basic shapes in year 7, introduction to swivel hips progressions, focus on linking skills together and fluency of performance routines, evaluating performance of selves and peers.</p> <p>Inter-house competition: Trampoline</p>	<p>control and defending strategies</p> <p>Inter-house competition: Football</p> <p>GIRLS</p> <p>Netball Recap Chest, shoulder and bounce pass technique, passing on the move and placement of ball, different types of dodging, intro to defence strategies marking a player and interception, intro to full 7 aside games and positions</p> <p>Inter-house competition: Netball</p>	<p>Table Tennis Rules, variation of serve, top spin, back spin, introduction to doubles games</p> <p>Wall Ball Basic rules, serve, forehand and positioning on court, strategies and tactics.</p> <p>Inter-house competition: Table Tennis</p> <p>GIRLS</p> <p>Fitness/Orienteering Recap on fitness components, HR and short term effects of exercise. Introduction to orienteering skills.</p> <p>Inter-house competition: Dodgeball</p>	<p>Field events – shot-put, discus and javelin.</p> <p>Development of technique and opportunity to practice for sports day!</p> <p>No inter-house due to short half term</p> <p>Rounders Catching, throwing underarm and overarm technique, positioning of fields, basic batting skills, introduction to full 9 aside rules and tactics and strategies.</p> <p>Softball Basic rules, batting catching and variation of rules.</p> <p>Tennis Introduction to racket grip, hand to eye coordination, forehand, backhand and improving control and power over the ball. Serve technique and drop shot. Introduce tactics and strategies to outwit opponent. Introduce scoring system.</p> <p>Inter-house competition Boys: Dodgeball</p> <p>Girls: Rounders</p>	
Year 9 CORE	<p>BOYS</p> <p>Two groups will choose from the following:</p> <p>Basketball Varying passing, fluency of play, improving accuracy of set shots and lay-up shooting, tactics and strategies of attack and defence, refereeing games.</p> <p>Table Tennis Improving game play, using strategies and tactics to outwit opponent, using a full variety of different shots with accuracy,</p>	<p>BOYS</p> <p>Both groups will take part in:</p> <p>Rugby: Passing technique recap, tackling with safety, attacking on diagonal and defending on the straight, try scoring, team work and positioning on the pitch.</p> <p>Inter-house competition: Full Contact Rugby/Tag Rugby</p> <p>GIRLS</p> <p>Trampoline Recap on basic</p>	<p>BOYS</p> <p>Both groups will take part in:</p> <p>Football: Improving control and fluency of ball handling skills, moving quickly off the ball. Developing attacking and defending strategies and improving team work and application of skills in a game.</p> <p>Inter-house competition: Football</p> <p>GIRLS</p> <p>Netball Focus on game</p>	<p>BOYS</p> <p>Two groups will choose from the following:</p> <p>Basketball Varying passing, fluency of play, improving accuracy of set shots and lay-up shooting, tactics and strategies of attack and defence, refereeing games.</p> <p>Table Tennis Improving game play, using strategies and tactics to outwit opponent, using a full variety of different shots with accuracy, umpiring singles and doubles games.</p>	<p>BOYS & GIRLS Athletics</p> <p>Track events – 60mts, 100mts, 200mts, 1500mts and 4x100mts relay.</p> <p>Field events – shot-put, discus and javelin.</p> <p>Development of technique and opportunity to practice for sports day!</p> <p>No inter-house due to short half term</p>	<p>BOYS & GIRLS</p> <p>Choice of the following activities:</p> <p>Kwik Cricket Catching, throwing techniques. Further development of bowling technique, batting communication and running between the wickets. Strategies to outwit opponent. Full Pairs cricket with official rules.</p> <p>Rounders Catching, throwing underarm and overarm technique, positioning of fields, bowling and batting technique, recap on official rules and improving tactics and strategies in the game.</p>

	<p>umpiring singles and doubles games.</p> <p>Wall Ball Basic rules, serve, forehand and positioning on court, strategies and tactics and umpiring.</p> <p>Inter-house competition: Basketball</p> <p>GIRLS</p> <p>Tag Rugby Ball handling, passing behind on diagonal with correct technique, set pay after a tag, defending in straight lines and positioning on the field. Outwitting strategies and full 9v9 matches</p> <p>Inter-house competition: Tag Rugby</p>	<p>shapes and swivel hips progressions, introduction of front drop progressions. Focus on linking skills together and fluency of performance routines, evaluating performance of selves and peers. Judged performance based on GCSE criteria.</p> <p>Inter-house competition: Trampoline</p>	<p>play, improving understanding of positions and roles on the court, demonstrating accuracy and control of skills and applying tactics and strategies to both attack and defence.</p> <p>Inter-house competition: Netball</p>	<p>Wall Ball Basic rules, serve, forehand and positioning on court, strategies and tactics and umpiring.</p> <p>Inter-house competition: Table Tennis</p> <p>GIRLS</p> <p>Fitness/Orienteering Fitness testing, circuit training and yoga. Orienteering and problem solving.</p> <p>Inter-house competition: Table Tennis</p>		<p>Softball Basic rules, batting catching. Playing to full rules of the game, developing tactics and strategies of fielding and batting.</p> <p>Tennis Introduction to racket grip, hand to eye coordination, forehand, backhand and improving control and power over the ball. Serve technique and drop shot. Introduce tactics and strategies to outwit opponent. Opportunity to practice techniques, tactics and strategies through games via tournaments.</p> <p>Inter-house competition Boys: Dodgeball</p> <p>Inter-house competition Girls: Rounders</p>
Year 10 and 11	<p>Options Football Netball Table Tennis</p>	<p>Options Basketball Fitness Badminton</p>	<p>Options Table Tennis Trampoline Volleyball</p>	<p>Options Netball Football Fitness</p>	<p>Options Athletics Tennis Yoga</p>	<p>Options Athletics Cricket Tennis</p>

- OCR Cambridge National in Sport Studies (9-11)
- Core PE (7-11)
- AQA GCSE PE (9-11)

GCSE PE

<p>YEAR 9 GCSE</p>	<p>M1 Theory 60%</p> <p>(Double lesson practical single theory)</p> <p><u>Paper 1</u> Applied Anatomy and Physiology</p> <p>Students will focus on the following topics; Bones / muscles / heart / lungs / joints Science link - Biology Links taught through practical</p> <p>End of unit test – Exampro</p> <p><u>Practical 40%</u></p> <p>Students will establish their strengths and weaknesses during this year</p> <p><u>Sports</u> Netball + Table Tennis Tactics / Rules – Main Focus Game play (15 marks)</p>	<p>M2 Theory 60%</p> <p>(Double lesson practical single theory)</p> <p><u>Paper 1</u> Applied Anatomy and Physiology</p> <p>Students will focus on the following topics; Bones / muscles / heart / lungs / joints Science link - Biology Links taught through practical</p> <p>End of unit test – Exampro</p> <p><u>Practical 40%</u></p> <p>Students will establish their strengths and weaknesses during this year</p> <p><u>Sports</u> Netball + Table Tennis Tactics / Rules – Main Focus Game play (15 marks)</p>	<p>L1 Theory 60%</p> <p>(Double lesson practical single theory)</p> <p><u>Paper 2</u> Health Fitness and Well being</p> <p>Students will focus on the following topics; Diet / Nutrition / body shape / obesity / mental health Links taught through practical</p> <p>End of unit test – Exampro</p> <p><u>Practical 40%</u></p> <p><u>Sports</u> Football + Trampoline Tactics / Rules – Main Focus Game play (15 marks)</p>	<p>L2 Theory 60%</p> <p>(Double lesson practical single theory)</p> <p><u>Paper 2</u> Health Fitness and Well being</p> <p>Students will focus on the following topics; Diet / Nutrition / body shape / obesity / mental health Links taught through practical</p> <p>End of unit test – Exampro</p> <p><u>Practical 40%</u></p> <p><u>Sports</u> Football + Trampoline Tactics / Rules – Main Focus Game play (15 marks)</p>	<p>T1 Theory 60%</p> <p>(Double lesson practical single theory)</p> <p><u>Paper 1</u> Applied Anatomy and Physiology</p> <p>Students will focus on the following topics; Bones / muscles / heart / lungs / joints Links taught through practical</p> <p><u>Practical 40%</u></p> <p><u>Sports</u> Athletics</p> <p>Safety – Round robin events – Focus - Technique</p>	<p>T2 Theory 60%</p> <p>(Double lesson practical single theory)</p> <p><u>Paper 1</u> Applied Anatomy and Physiology</p> <p>Students will focus on the following topics; Bones / muscles / heart / lungs / joints Links taught through practical</p> <p><u>Practical 40%</u></p> <p><u>Sports</u> Athletics Safety – Round robin events – Focus - Technique</p>
<p>YEAR 10 GCSE</p>	<p>Paper 1 - Theory Physical Training</p> <p>Double theory single practical</p> <p>Students will focus on the following topics; Components of fitness/ methods of training / fitness</p>	<p>Paper 1 - Theory Physical Training</p> <p>Double theory single practical</p> <p>Students will focus on the following topics; Components of fitness/ methods of training / fitness</p>	<p>Paper 2 – Theory Sports Psychology</p> <p>Double theory single practical</p> <p>Students will focus on the following topics; Feedback / arousal / guidance/ goal setting/ stress</p>	<p>Paper 2 – Theory Sports Psychology</p> <p>Double theory single practical</p> <p>Students will focus on the following topics; Feedback / arousal / guidance/ goal setting/ stress</p>	<p>Paper 2 – Theory Social – cultural influences</p> <p>Double theory single practical</p> <p>Students will focus on the following topics;</p>	<p>Paper 2 – Theory Social – cultural influences</p> <p>Double theory single practical</p> <p>Students will focus on the following topics;</p>

	<p>Testing / principles of training</p> <p>Data Analysis Graphs (various types) Maths Link</p>	<p>Testing / principles of training</p> <p>Data Analysis Graphs (various types) Maths link</p> <p>EOY 10 EXAM – MIX OF PAPER 1 + PAPER 2 (1 HOUR 15 MIN)</p>	<p>management/ information processing model</p> <p>Data Analysis Graphs (various types) Maths link</p>	<p>management/ information processing model</p> <p>Data Analysis Graphs (various types) Maths link</p>	<p>Social groups/ gender / race / religion/ commercialisation / drugs in sport/ spectator behaviour/ hooliganism/ conduct of performers</p> <p>Data Analysis Graphs (various types) Maths link</p>	<p>Social groups/ gender / race / religion/ commercialisation / drugs in sport/ spectator behaviour/ hooliganism/ conduct of performers</p> <p>Data Analysis Graphs (various types) Maths link</p>
<p>YEAR 11 GCSE</p>	<p>Paper 1 - Theory Movement Analysis + Coursework</p> <p>Double theory single practical</p> <p>Students will focus on the following topics;</p> <p>Lever / planes and axes of movement / lung volumes / EPOC</p> <p>Coursework on strengths and weakness will be completed by Christmas (10%)</p> <p>Data Analysis Graphs (various types) Maths Link</p> <p>End of topic test</p>	<p>Paper 1 - Theory Movement Analysis Coursework</p> <p>Double theory single practical</p> <p>Students will focus on the following topics;</p> <p>Lever / planes and axes of movement / lung volumes / EPOC</p> <p>Coursework on strengths and weakness will be completed by Christmas (10%)</p> <p>Data Analysis Graphs (various types) Maths Link</p> <p>End of topic test</p> <p>Practical</p> <p>Prep for moderation</p> <p>All students learning moderation skills and assessment criteria</p>	<p>Paper 1 + 2 - Theory Movement</p> <p>Double Practical single theory – preparation for practical moderation</p> <p>Students will focus on the following topics;</p> <p>Lever / planes and axes of movement / lung volumes / EPOC</p> <p>Data Analysis Graphs (various types) Maths Link</p> <p>End of topic test</p> <p>Practical</p> <p>Prep for moderation</p> <p>All students learning moderation skills and assessment criteria</p>	<p>Paper 1 + 2 - Theory Movement Analysis</p> <p>Double theory single practical</p> <p>Students will focus on the following topics;</p> <p>Lever / planes and axes of movement / lung volumes / EPOC</p> <p>Data Analysis Graphs (various types) Maths Link</p> <p>YEAR 11 MOCK EXAM</p>	<p>Paper 1 - Theory Movement Analysis</p> <p>Double theory single practical</p> <p>Students will focus on the following topics;</p> <p>Lever / planes and axes of movement / lung volumes / EPOC</p> <p>Data Analysis Graphs (various types) Maths Link</p>	

GCSE – Subject Content

Paper 1

- ✓ Musculoskeletal System
- ✓ Cardio-Respiratory System
- ✓ Physical Training
- ✓ Movement Analysis

Paper 2

- ✓ Health, fitness and well-being
- ✓ Social –Cultural influences
- ✓ Sports Psychology

LONG TERM PLAN FOR QUALIFICATION CLASSES

2020/21

Year / Qualification	Mixed / male / female
Year 9 OCR	1 x mixed
Year 9 GCSE	1 x mixed
Year 10 OCR -	1 x mixed
Year 10 GCSE	1 x mixed
Year 11 OCR	2 x boys , 2 x girls
Year 11 GCSE	

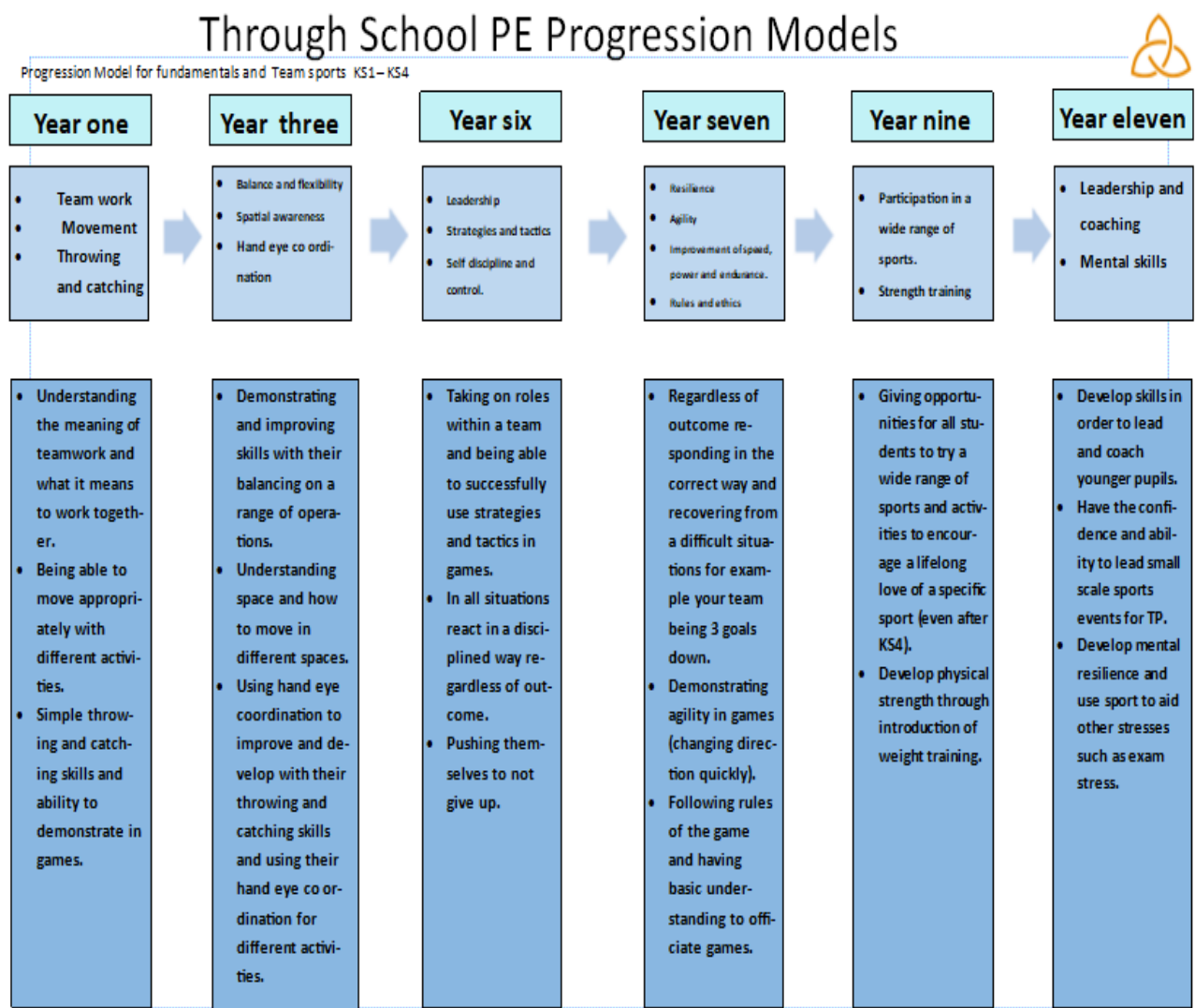
2021/22

Year / Qualification	Mixed / male / female
Year 9 OCR	1 x mixed
Year 9 GCSE	1 x girls 1 x boys
Year 10 OCR -	1 x mixed
Year 10 GCSE	1 x girls , 1 x boys
Year 11 OCR	1 x mixed
Year 11 GCSE	1 x mixed

2022/23

Year / Qualification	Mixed / male / female
Year 9 OCR	1 x mixed
Year 9 GCSE	1 x girls 1 x boys
Year 10 OCR -	1 x mixed
Year 10 GCSE	1 x girls , 1 x boys
Year 11 OCR	1 x mixed
Year 11 GCSE	1 x girls , 1 x boys

4. PE all through progress model



5. Key Stage 3 PE National Curriculum

Aims

The national curriculum for physical education aims to ensure 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.

Subject content

Key stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- 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, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

6. PE Department Medium Term Planning

Example of Key Stage 3: Netball

All schemes of work can be found on Staff Share:

S:\PE\KS3 Data Assessment Grades\Key Stage 3 Schemes of Work

Scheme of Work: Netball		
Key Stage: 3	YEAR: 7	DURATION: 6 LESSONS
AIM: In this unit pupils focus on how to use basic principles of attack and defence to plan strategies and tactics for hockey. Pupils will work on improving the quality of their skills with the intention of outwitting opposition. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.		
PRIOR LEARNING It is helpful if the pupils have: <ul style="list-style-type: none"> ➢ 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 	LANGUAGE FOR LEARNING/ICT/CITIZENSHIP Through the activities in this unit pupils will be able to understand and use words related to netball. Example; principles of attack and defence, court positions, marking, covering and interception. Opportunities for pupils to record rules and tactics. Watch video/compare professional game. Communication. Speaking and Listening. Cooperation & Working together.	RESOURCES <ul style="list-style-type: none"> ➢ Netballs ➢ Bibs ➢ Cones/spots Information on local clubs
Key Concepts and Processes:		
Outwitting an opponent: Throughout this scheme pupils will develop the fundamental skills necessary to outwit opponents. Pupils will learn to choose, combine and perform netball skills with fluency, consistency, accuracy and quality. A continual development and refinement of the necessary skills will contribute to producing a successful performance and outwit opposition more frequently.	Developing Physical and Mental Capacity Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use netball to develop observation skills on peer performances, skills and techniques. To extend knowledge of netball rules and umpire signals.	Developing Skills/Performance Pupils will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Pupils will develop the skills necessary to outwit opponents. Passing, receiving, shooting, intercepting and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.
Making and Applying Decisions Pupils will learn to identify and recognise similarities in principles of attack and defence. Pupils will implement strategic and tactical decisions based on movement of the ball into space and choice of skill execution. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills.	Making Informed Choices About Healthy, Active Lifestyle Highlight the benefits of taking part in netball to your long term health. Suggest any netball clubs within the school timetable and promote community links. Discuss the benefits of being healthy and active. To understand the type of fitness netball players need to perform at a high level.	Evaluating and Improving Pupils will evaluate their own and others strength and weaknesses in netball and suggest areas for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning).
Cross Curricular Links: Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)		Assessment: Q & A, Formative and summative assessment.

Extension & Enrichment Out of lessons, at home and in the community, pupils could be encouraged to: <ul style="list-style-type: none"> • practise skills at home • take part in school sport, either competitively or socially • join clubs in the community and/or use local facilities • watch live and recorded matches, to appreciate high-quality performance • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 	Expectations After carrying out the activities and core tasks in this unit. most pupils will: choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise weaknesses; suggest how a performance could be improved. some pupils will not have made so much progress and will: choose and use skills that suit the games they play, showing greater strengths in some of the games than others; work with others in small teams to attack and defend; take on specific roles that suit their abilities; contribute to the organisation of a team; know that they need to prepare safely for games; follow warm-up routines they are given with some care; describe what they do best; work on ideas that they are given to improve their performance. some pupils will have progressed further and will: choose and apply complex skills and techniques that are suited to games; use these skills and techniques fluently and precisely; plan and adapt team and individual tactics, varying them as the need arises; take a leading role in teams and have a significant impact on the games played; recognise the similarity in approaches between the games and adapt ideas and approaches willingly and easily; prepare for games, devising effective warm-up routines; understand the importance of cooling down; describe quality in performance clearly and precisely; decide how to improve different aspects of performance.
Language for learning Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to: <ul style="list-style-type: none"> • tactics, eg principles of attack and defence, finding and using space, changing speed, being direct, marking, covering, delaying, moving feet, watching the ball, following through • preparation, eg warming up, cooling down • assessment, eg collecting and analysing data Speaking and listening – through the activities pupils could: <ul style="list-style-type: none"> • collaborate with others to share information and ideas, and solve problems 	
By the end of this unit a pupil will reach level:	
3 Can pass and shoot with reasonable accuracy and demonstrate a developing technique usually applied with coordination and control. Can demonstrate techniques usually applied with coordination and control to gain an advance over an opponent. Tactically awareness is improving and response to situations has started to vary. Can see the differences between their performances and others. Understands the need to warm up.	
4 Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Can catch and pass a ball successfully. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance.	
5 Can consistently replicate skills with control and in response to opposition pressure. Able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can select a very good range of skills to outwit an opponent. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health.	

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	Passing & foot work rule To be able to perform fundamental netball passing and handling skills. To be able to perform these in a small sided game to maintain ball possession & begin to outwit opponents. To develop an understanding and knowledge of the basic footwork rule of netball.	Warm up – Student led. In the river on the bank 'fast feet' drill. Players stand opposite partner and on command jump forward and back – balance and co-ordination task. Highlight various passes-perform static and on the move – chest, bounce, shoulder, overhead. T.P's; Elbow out, step in to pass. Receiving = provide target for passer to aim at, landing on 1 or 2 feet – pivoting. Discuss court markings + positions. Small sided games. Footwork + contact rule.	All lessons start with netball related warm-up and re-cap work of previous lesson. Make learning as active as possible
2	Creating space/outwitting opponents To be able to outwit opponents using learnt skills and techniques. To understand the importance of 'getting free' order to attack. To develop their understanding of strategic and tactical play to beat and outwit an opponent. To develop understanding of netball rules and court positions.	Warm up – Student led. SAQ ladders and hurdles –work in teams of 4. encourage fast feet / dodging drills (kky, shuffle, sprint off sideways to cones etc.) Recap of passes and footwork. 3's- 1 feeder + move away from marker to receive the ball (sideways/backwards & forwards) Highlight importance of moving into space to receive the ball. 7 v 7 game define positional roles (GK-GD-C-WA-WD-GA-GS). Obstruction and contact rules. Players to officiate.	Give opportunities to plan tactics Research rules on internet
3	Attacking play/dodging To be able to move accurately into a space to receive a well timed pass. To perform skills in a small sided game making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and with ball possession. Identify individual and team strengths and areas for improvement.	Warm up – Student led. Partner shadow using lines on netball court. Choose individual students to lead e.g. side stepping, high knees, sprint and jog. Vary speed and direction. Recap prior learning – discuss ways a player may get free. 4's- 1 feeder 1 observer = 1v1. Demo sprint dodge + introduce Run, stop, run again. demo feint: move one way and run another. Rotate positions. More able students to set up on own. Focus on roles of each player. 7 v 7 game. Recap positions.	Tasks set to cater for levels of ability Number of touches Distance from target
4	Shooting To develop their understanding and knowledge of where on the court shooting can take place. To accurately replicate the technique for a correct shooting action. To be able to evaluate pupils shooting technique and suggest ways to improve.	Warm up – Student led. Crows and Cranes – in pairs, two lines. On command run to nearest line, partners chase. 2min shoot out. In 2's passing ball up and down court (recap footwork rule) & shoot when in goal circle. 6 shooting stations, players to experiment with shooting from various angles into netball post. 7 v 7 game. Recap positions & rules. Non-participants to umpire.	Size of practice area Size of target
5	Defending/positional awareness To be able to identify the distinct roles of each playing position and the areas permitted. To confidently describe the rules and laws regarding contact. To be able to outwit opponents using learnt defending skills and techniques. To develop the skill of anticipation in a game situation.	Warm up – Student led. SAQ ladders and hurdles – work in teams of 4. Practice around court to identify positional areas of play – eg. 3v3 game in WA area or in GD area. Man to man marking to achieve an interception. In 3's straight line (shadow marking) then angled.(to reduce contact). Players should be able to see and avoid challenging opponents without losing possession. 7 v 7 game defines rules governing marking – 3 feet, hands close to body (not across player).	
6	Assessment To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball. To demonstrate the ability to evaluate performances and suggest ways to improve. Further development - Inter house/netball comp.	Warm up – Student led. SAQ ladders and hurdles. Recap prior learnt skills. 3's Passing, receiving on the move. Set up 1 v 1 dodging drill. Demonstrate the ability to outwit defenders. Pupils to describe netball rules. 7 v 7 game Discuss assessment criteria and what to expect. Teacher grades against NC levels	

Insert GCSE and OCR schemes of work here when completed

7. Qualifications in PE

AQA GCSE PE

Assessment Breakdown

Exams

- ✓ Students take 2 theory exam papers at the end of year 11 and these are externally assessed.
 - **Paper 1** - The human body and movement in physical activity and sport (30%)
 - **Paper 2** - Socio-cultural Influences and well-being in physical activity and sport (30%)

Each paper is marked out of 78 and is 1hr 15 minutes. The questions range from A01, A02 and A03 and have a mixture of multiple choice / short answer (1-4 marks) / long answer (9-mark questions) on each paper. Exams are marked externally and results given on August results day. Access to previous exams can be found on exampro where questions and answers are available and staff can create their own questions and mark scheme. Previous official papers and mark schemes are available on the AQA website.

Example of GCSE Assessment for both theory and practical;

	4	5	6	7
	C	B-	B+	A
Skill	The quality of technique is maintained for some skills but may deteriorate in the most challenging practices. When faced with opposition, decision making is only occasionally effective in both pre-determined and spontaneous situations.	Can safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance	The quality of technique is maintained for all skills but may start to deteriorate in challenging practices. Decision making is usually effective although occasional minor errors may occur.	The quality of technique is maintained for all skills. When faced with opposition, decision making is consistently effective in all situations. Very few errors and then student is adaptive when faced with challenging situations.
Theory	Can independently describe in part some key terms. Examples are talking in clarity and detail. Is able to give information regarding the 'what' aspect of a question.	Is able to demonstrate mostly accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using mostly accurate specialist terminology.	Can independently explain answers using the correct key words and phrases. Is able to provide relevant examples which are linked to sport. Can give detailed information regarding the 'why/how' aspect of a question.	Can confidently and independently link prior knowledge to a topic and explain answers using key words and phrases, giving relevant examples. Is able to justify a response selecting concise and correct terminology.
Analysis of	Can identify most areas of	Is able to analyse and	Can confidently identify the	Can consistently and confidently

Controlled Assessment

- ✓ Written Coursework - Students will complete a piece of coursework that evaluates your own or someone else's performance. Students work through their coursework using a booklet to help them understand the structure and quality required for full marks 25/25

Below is screen shot from the coursework booklet

GCSE PE Coursework

Analysis of Performance (15 marks)

Strength / Weakness 1 – Component of Fitness (Choose from Agility, Balance, Cardiovascular Endurance, Co-ordination, flexibility, muscular Endurance, Power, Reaction Time, Speed, Strength (maximal, static, dynamic, explosive))

In this section you must justify how your component of fitness has benefited your performance

- What is the definition of your component?
- What role do you play within your sport / position (Team game or individual sport e.g. if choosing swimming choose a stroke to focus on)?
- Why does your role or position require this component of fitness? How does it improve your performance? How does this being your weakness have a negative impact on your performance in this role?
- Is there a technique you use to make this component your strength?
- How do you know this is your strength/ weakness? Have you completed a fitness test? Got teacher feedback? A high % recorded of success?
- Can you give **2 examples** of where your strength / weakness has benefitted / negative impact on the individual / teams performance in a competitive situation (Paragraph for each example)

Eg: In a school football match against Cantell my speed proved to be exceptional when dribbling the ball past several players down the wing. This then creating an opening for my teammates to score. Without this speed the ball could have been intercepted.

Students are allowed to complete the coursework in lessons and at home. For full guidelines go to AQA NEA controlled assessment section. A grading criteria is provided for staff to use to mark the work, and an internal feedback sheet is available on staff share. The coursework is split into two sections – Analysis of Performance (15marks) and Evaluation of Performance (10 marks). A sample of student's work is selected by an external moderator and this is to be given on moderation day.

Practical – Students are assessed in three different sporting activities as a performer.

- These can be individual sports, or team sports. But you must have at least one of each. (30%)

Students are assessed in three sports and grading criteria can be found in the specification for individual sports. Each sport is assessed out of 25, and divided into two sections. Skills (10 marks) and the specification outlines which skills are to be included in assessment, and full context (15 marks) of how effective these skills are performed in a competitive situation. Teacher will submit grades for three sports to an AQA moderator, and they will then select a sample and come in and watch these sports being performed on what is called a PE Moderation.

OCR Sport Studies

Assessment Breakdown

There are 4 units in total.

RO52, 53 and 56 are written coursework based units and are internally assessed and submitted in year 11. A marking criteria is provided from OCR and can be found on staff share. Students are graded on each Learning objective (the number of marks for each LO vary between units) with a total of 60 marks awarded per unit. Grades are submitted via OCR interchange (an online grade submission process) where a selection of work is requested as a sample to verify marks. Students are then awarded their overall grade on results day.

RO51 is an externally assessed unit and is a written exam in May of year 10.

RO52 Developing Skills (25%)

LO1 - Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity

LO2 - Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity

LO3 - Be able to officiate in a sporting activity

LO4 - Be able to apply practice methods to support improvement in a sporting activity

RO56 Outdoor activities (25%)

LO1 – Know about different types of outdoor activities and their provision

LO2 – Understand the value of participating in outdoor activities

LO3 - Be able to plan an outdoor activity

LO4 - Be able to demonstrate knowledge and skills during outdoor activities

RO53 Leadership (25%)

LO1 - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership

LO2 - Be able to plan sports activity sessions

LO3 – Be able to deliver a sports activity session

LO4 – Be able to evaluate own performance in delivering a session

RO51 Contemporary Issues (25%)

LO1 – Understand the issues that affect participation

LO2 – Know about the role of sport in promoting values

LO3 – Understand the importance of hosting major sporting events

LO4 - Know about the role of national governing bodies in sport

8. PE Short Term Plans

The PE department use a range of different strategies to plan each lesson. Schemes of work and medium term plans are used to inform short term planning and as a way to ensure learning is consistent. The department share all plans on staff share, and work from the same powerpoints and mastery booklets to ensure consistency across lessons for each student. However the style in which it is delivered will vary. Teachers use their teacher planners, whiteboards, powerpoints, pre-prepared questions, worksheets and mastery booklets to plan and inform their week to week lessons.

Examples of booklets used for GCSE PE in all lessons;

GCSE PE

Trinity School Lewisham

GCSE PE

Paper 1 – The human body and movement

Unit 2 – Movement Analysis

Booklet

Name:

Teacher

Trinity School Lewisham

GCSE PE

Paper 1 – The human body and movement

Unit 2 – The Musculoskeletal system

Booklet

Name:

Trinity School Lewisham

GCSE PE

Paper 1 – The human body and movement

Unit 2 – Cardio-respiratory system

Booklet

Name:

Teacher

Trinity School Lewisham

GCSE PE

Paper 1
Unit – Physical Training

Booklet

Name:

Teacher



All GCSE booklets can be found on staff share – PE – Booklets and Holiday Packs – GCSE Booklets

OCR – Sports Studies

EVALUATION:

- How accurate were your clues?
- How confident are you with a compass?
- Did you hide the clues in a good area?
- Do you think you had considered ALL the H&S issues?
- How were your team work/communication skills when setting up?
- Did anyone take on a leadership role? How did this impact on group dynamics?
- Did anyone go off task?
- How was your time management?
- Is there anything you would do differently next time?

1. Booklet 1
2. Extension Task
3. Booklet 2
4. Booklet 3
5. Session Plan
6. Task Sheet for others
7. Map with markings
8. Answer Sheet
9. Completed task Sheet (by You)

OCR  Sport Level 1/2 

Unit R051 Contemporary Issues In Sport

Barriers to participation

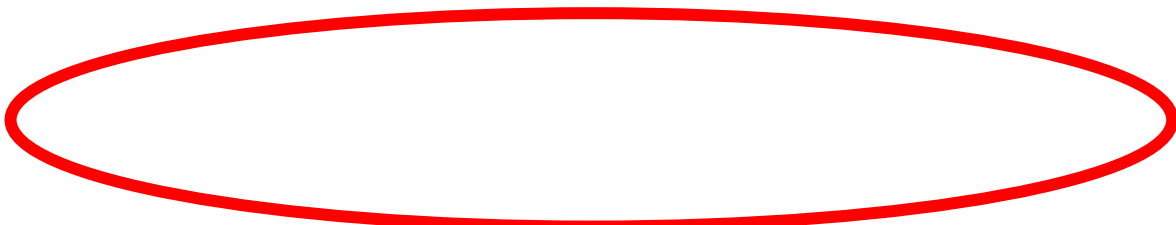
Many people enjoy the benefits of participation in sport or physical activity. Others may not be able to participate in sport for a variety of reasons. These tasks will help you identify different barriers to involvement in sport and some of the possible solutions.

Task 1

For the user groups in the table below, list the potential barriers that might prevent regular participation in sport.

User Group	Barriers to participation
Unemployed/economically disadvantaged	
Retired people/people over 50	

CORE PE



WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	Introduce the Grip & backhand push To be able to demonstrate & use the correct grip and understand the ready position. To be able to accurately replicate a basic backhand push shot. To understand the basic scoring and rules of double game play. To begin to outwit opponents with the movement of the ball.	Warm up – Student led. Pairs; demo grip and ready position. Rally ½ table each with backhand push. Teaching points: Shake hands, V of hand down side of bat, bend knees, on toes, flat bat face (neutral) & pushing action away from body. How many backhand pushes in a row? Progression; backhand push to try to beat opponent. Double games basics-teacher demo; basic rules & scoring i.e. alternate shots. Possible condition; extra point for winning backhand push.	All lessons start with table tennis related warm-up and re-cap work of previous lesson.
2	Serve To perform and replicate a legal table tennis serve with control and accuracy. To develop the skill of outwitting an opponent using a combination of shots. To be able to accurately replicate a variety of shots in a small sided game implementing basic strategies and tactics. To understand the scoring and rotation needed for doubles games.	Warm up – Recap grip and backhand push in a 3 min ½ table rally. Intro service rules- T.P's; present ball, (no disguise), must be behind line, 6 inch throw up, diagonal & bounce on each side. 1 vs 1 – experiment with serves. Progression- add spin, backhand serves. Double games-teacher demo; Recap rules & scoring. i.e. service order (A serves two diagonally to C, C serves two to B, B serves two to D, D serves two to A etc) King of the court-winners up, losers down.	Make learning as active as possible Give opportunities to plan tactics & strategies
3	Introduce forehand push/topspin To be able to outwit opponents using a forehand drive with topspin. To describe and understand the effect of topspin on the balls flight. To understand the importance of movement and ball	Warm up in 4's – Recap prior learning in a 3 min rally. Discuss topspin bat position (closed bat faced). Highlight the physics of topspin. What type of shot it is? Attacking, Pairs. 1-1 cross court – forehand topspin rally + partner push feeds. Teaching points; bat face, action = low to high (over shoulder). Place A3	Research rules on internet Tasks set to cater for levels of ability

9. Rosenshine's principles in PE

Rosenshine's Principles: Tom Sherrington's reordering

How does this apply in PE?

Reviewing Material

- In PE, we only have a double lesson per week to deliver our curriculum and we change the activity/sport every half-term.
 - Previous lesson re-cap will happen in the first 5-10min of the lesson but constantly retrieval questioning and practical examples will occur throughout the lesson.
 - The initial questioning will be directed to the lower ability students to retrieve their knowledge whilst the more difficult question related to the topic will be open to any students, the HA students usually answer those questions and they are also required to do a practical demonstration and relate to a professional sporting example that he/she might remember from watching an live event or even on TV.
 - Students are encouraged to attend different matches or watch a game on TV or YouTube to enrich their knowledge.
- Homework for PE GCSE and Core PE lessons
 - Students receives specific homework which test their knowledge on previous lessons.
 - Students are required to use their knowledge organisers at home and are tested on lessons.
 - Students who are unable to participate in a practical lesson are also required to study their knowledge organisers before the teacher questioning at the end of lesson.
- Wherever possible, staff make links to previous learning when presenting, discussing or questioning content.

Questioning

- Questions should be spread across as many students as possible.
- We use targeted questions according to student's knowledge and experience during practical lessons. Basic questions regarding techniques and skills for those students who are learning the game for the first time or more advanced questions including tactical knowledge when dealing with more able students on a particular sport or activity.
- Teachers ask more able students to demonstrate different skills or techniques when required, being a role model for others.
- Thinking Hard Strategies:
 - 'Think-Pair-Share' (Listen)

- 'Think-Pair-Silent Share'
 - Reduce the paragraph into 3 key points
 - Explain... in a maximum of 12 words
- 5) Many open questions including different scenarios of game situation
 - 6) Where appropriate, students will be asked higher order questions to stretch their thinking.

Sequencing Concepts and Modelling

- 1) We present new material by breaking down the skills in several parts, practical demonstration is also included and peer coaching plus assessment is used.
- 2) They often works in small groups where they can analyse each other practice, apply the coaching points to different situation and be an opponent to make the student work hard close to a game situation.
- 3) Scaffolding questions are applied at the end of practice and also during game situation, the longer the students play, teachers can ask more in depth questions to test their knowledge and understanding of when and how to apply different skills and techniques.

Stages of Practice

- 1) New content is always taught explicitly with a visual live example (teacher or student demonstration), if not possible, a video or picture will be used for the students to have a real picture of what the teacher is referring to.
- 2) Student success rates should be consistently high (80%).
- 3) Practice may look nothing like performance: decontextualized, restrictive drills are optimum for novices.
- 4) If students have failed, the instruction is not appropriate or enough and needs adjusting. Beginners will be instructed to have a more expert student as partner or a coach to assist on their learning.
- 5) Broad convergence across 3 theoretical frameworks:

Broad starting point according to perceived level of learner expertise	Direct Instruction/explicit instruction	Cognitive Load Theory	Rosenshine's Principles of Instruction
1 NOVICE LEARNERS	I Teacher demonstrates via an explicit instruction approach, including practical demonstration, if not possible, a picture or video will be used.	Worked example <ul style="list-style-type: none"> • Reduces cognitive load for novices who lack sufficiently developed background knowledge • They will practice for longer the basic skills of a sport with a peer of similar level. • Exemplifies success criteria or goal 	Provide Models <ul style="list-style-type: none"> • Clarify and exemplify specific steps, breaking down the skill in three to 5 steps. • Alternatively, simple demonstration and ask students to break down the skill/technique to teach a primary school students.
2 DEVELOPING IN EXPERTISE	We Teacher or an expert user demonstrates and asks	Completion Problem <ul style="list-style-type: none"> • Questions of when and how to apply the skills/technique in a game situation. 	New Material in Small Steps/Provide Models <ul style="list-style-type: none"> • Breaking the new practical element into small steps will provide a

	student to repeat/copy their action	<ul style="list-style-type: none"> Students will be asked to demonstrate in a game situation of low intensity to gain confidence. 	better understand and performance.
3 EXPERT LEARNERS	You Students will be given a scenario where they will need to act upon.	Problem <ul style="list-style-type: none"> Expert students will be challenged to demonstrate or give solutions to game situation issues. 	Independent Practice <ul style="list-style-type: none"> They are asked to challenge themselves in a competitive environment. They are often part of an external club which will provide a greater challenge and a more appropriate pathway for success.

10. Trinity Standards

1.High Expectations and Behaviour for Learning
Challenge is consistently high (see Challenge section)
Pace of session maintains pupil motivation and is responsive to pupil need
Up to half of session is dedicated to modelling, questioning and feeding back to pupils before practice begins with pupils' attention maintained throughout
Pupils are appropriately greeted and have access to resources / prompts / scaffolds / books as soon as they enter classroom
Pupils respond appropriately and swiftly to transitions within sessions and are well routined – expectations have been put in place and demanded at each stage of the session
Silence during key phases of sessions is demanded – including during modelling and independent practice (where appropriate)
Pupils know appropriate responses to key parts of session – when to put hands up / when to talk aloud / how to speak to partners / adults
Positive body language is demanded from all pupils at all stages of session (sitting up straight, all pupils participating when asked to, no swinging on chairs or slouching)
Rewards / praise given throughout session to motivate and reinforce high expectations
Trinity Behaviour policy is adhered to by teachers and pupils
Use of Trinity Language (age appropriate) reinforces expectations at all stages of session - 'never give up'; 'Terrific Trinitarian'; 'open minded'; 'knowledgeable'; 'insightful'; 'caring'; 'principled'; 'resilient'; 'reflective'; 'courageous'; 'independent'
2.Challenge
Top down teaching – one lesson purpose for all – appropriately scaffolded
Pupil engagement is high – thinking is required for all
Cognitive load is balanced – tasks are not over sugar coated / too experiential
High quality procedural tasks set – learning/knowledge is applied to other contexts
Next steps/learning/extensions are clear, understood and available to all pupils
3.Modelling
Makes use of direct instruction – 'Just tell them' when introducing new concepts – experiential learning to take place <i>after</i> new learning is introduced
Provides pre-prepared models pitched at or above national expectations
Live Modelling is clearly broken up into small, well defined steps – ensuring cognitive load is balanced
Modelling is focussed on learning objective taken from KAOs or Knowledge organisers or Key Stage curriculum
Makes use of concrete – pictorial - abstract strategies/models to embed understanding
Models 'thinking aloud' whilst demonstrating – to further embed metacognitive strategies
Models making mistakes to avoid future misconceptions
Provides prompts/scaffolds and explicitly models how to use them
Uses students' learning to provide high quality models (use of visualizers)
Provides opportunities for pupils to model to class
Nearly all new learning / tasks / written responses are modelled to pupils before task begins
4.Questioning
Questions used at all stages of session – spread across as many pupils as possible
Declarative questions used to recall, review and apply (predominantly closed responses)
Procedural questions used to apply, analyse, evaluate and create (predominantly more open ended questions)
Targeted/pre prepared questions used specific to pupils and/or objectives
Mixture of response required – hands up / all respond (thumbs up / whisper etc.) / random responders / bounce or share question
'Serve – return – raise the challenge' format used to up-level responses
A/B/C questioning techniques (pupils asked to Agree/Build upon/Challenge other pupils' responses)
Questions are 'anchored' – enough time given / repeated to ensure pupils have time to think
5.Practice
Guided practice is used ('we' section from gradual release model) and interwoven with questioning and modelling
Scaffolds/prompts made available to guide practice for pupils
Opportunities for pupils to demonstrate knowing what they do/do not know at the guided practice stage to further embed metacognitive strategies

Opportunities for collaborative practice – primarily in mixed prior attainment pairs, predefined by teacher, with clear roles defined
Opportunities for independent practice to aid ‘over learning’ for later automatic recall
Opportunities for independent practice through procedural tasks to embed new learning
Teacher regularly circulates the room and checks for understanding across all groups during stages of practice
6.Reviewing
Sessions begin with review of previous learning/knowledge/vocabulary taken from knowledge organisers / KAOs
Review of learning often ‘top and tails’ session
During session links are constantly being made between prior and current learning – often elicited from pupils themselves
Low stakes quizzes used – taking different format/style/order of questioning in order to interleave knowledge
Spacing of knowledge recall through weekly/monthly/half termly cumulative reviews
7.Feedback
Whole class feedback/feedforward given
Live verbal feedback given and acted upon during session
Live written feedback given to agreed prompts/scaffolds/priorities and acted upon during the session
Opportunities for peer assessment to agreed/predefined objectives/success criteria
Opportunities for self-assessment to agreed/predefined objectives/success criteria to aid metacognitive strategies
Feedback clearly results in progress over time in books and data
Acting on feedback is modelled to pupils clearly – often under visualizer with actual pupil’s learning
Feedback about the process rather than specific outcome is given to further develop metacognitive strategies
Feedback takes place at all stages of session – particularly during guided, collaborative and independent practice stages – consistent checks for learning linked to the lesson purpose
Feedback from previous learning links sessions together over time

11. Whole School Assessment and Marking Policy

Summative Assessment

Each subject has a SoL that stipulates the skills / knowledge and understanding for pupils to make progress. This SoL is the result of careful selection of content to build the INTENT for individual topics & skills.

Targets are set for each student during the Michaelmas Term of year 7 that identifies their projected target for the end of year 11 and specific benchmarks for each year along the journey. This flightpath projects the journey and gives annual targets. Current grades given by teachers are compared against this target to demonstrate progress over time.

Formal reported assessments are set up 3 times a year for each year group. These tests are set up across each year group to enable comparative marking and judgements to be made. This data, along with cumulative assessment is used to give a current grade for year 7 - 10 and a Professional Predicated Grade (PPG) for year 11. These grades are used to identify progress over time and inform intervention by teachers, subject areas, year groups and whole school.

Tests set up by each faculty should be determined by the work carried out within the curriculum plan of each subject. Questions should stretch and challenge pupils and enable them all to achieve their target grades.

Test/assessment papers should have specific marking schemes written to enable consistency across the team. Moderation & standardisation should occur to ensure everyone within the team has been consistent. Comparative data enables staff to be able to use work of pupils as examples to support progress over time.

Assessment data is entered into SIMS and School Vue is then updated identifying progress over time for each subject and each group within each subject. Whole school level data is produced and available to all staff to identify and track subject interventions in collaboration with Heads of Dept. After each reporting round YPL present to staff a profile of Yr gp and the headlines around progress as identified by the data.

Heads of Dept will discuss in cluster meetings the data and interventions highlighted and pull the information together to inform the intervention for the subject.

YPL will collate this information and monitor this intervention between assessment windows.

Interventions should be monitored and reviewed at the next exam cycle to demonstrate impact.

Formative Assessment

Assessment Objectives @ GCSE should be used in lesson planning to support progress. Pupils should be aware of this information which should inform them of next steps to ensure progress occurs over time. Specific work of individuals should be used as model answers across the school. Use of model answers by teachers and other means of showing the progress towards improving pupil work is key.

Retrieval practice using high or low stakes quizzing in each subject should be set to ensure pupils are developing their knowledge over time.

Key word tests help embed core knowledge and content.

Use of targeted questioning in the classroom to inform pupil progress / understanding of topics. Lessons must include material to secure target grades of all students within the classroom - improved essay based answers, model answers already prepared by staff and constructed during lessons, green pen corrections. Personalisation of learning - ensure data is used in the classroom so that individuals make progress which can be evidenced in pupil books.

Assessment & Feedback Policy and procedure

Assessment is an integral part of effective teaching and learning. Assessment enables teachers to track and measure the progress pupils are making and provide feedback on their work. At Trinity we believe the key purpose of assessment is to enable pupils to identify areas for improvement to ensure learning is accelerated in order to make rapid progress.

We want all pupils at Trinity to strive for academic excellence and achievement in all subjects to reach their potential. Teachers routinely make informed decisions to assess where pupils are in their learning. Both oral and written work provide pupils with feedback informing them about their progress and the next steps to achieve their targets. Attainment targets for individual students are based on prior attainment originating from KS2 data, baseline testing on entry to Trinity secondary and teacher professional judgement.

Teachers also track pupil progress to inform lesson planning and delivery of lessons so that pupils make good progress. Some subjects (Art, Food, Drama, Music for example) use a system of Age Related Expectations in Yrs 7 & 8 in order to gain a better understanding of pupil progress in subjects which pupils are less familiar with as discrete subjects on entry at secondary school.

In Years 7-10 there are 3 data drop points during the calendared Assessment weeks when a formal assessment in all subject areas will be used to assess their progress and this will be reported as a 9-1 grade. This will form the basis of how the school reports to parents combined with teacher judgment of classwork, homework, contribution to lessons. In addition pupils will receive an E (excellent), G (good), S (significant concerns) and P (poor) for effort and behaviour for learning.

In Year 11, pupils should complete at least one formal assessment half-termly to assess their progress. They will receive a GCSE grade 9-1 or a GCSE equivalency grade (Pass, Merit, Distinction) In addition teachers will complete regular PPGs to inform progress towards target grades.

Effective Assessment

- Is based on existing evidence from classroom activity.
- Requires evidence from a wide range of contexts.
- Depends on a clear view of progression across the subject.
- Has outcomes that are fed directly into curriculum planning.
- Supports monitoring of progress and the setting of targets.
- All teachers within the department need to have a shared understanding of the assessment criteria and how this should be applied to so they make valid judgments.

Protocol for Assessments

Formative assessments enable teachers to monitor progress, provide motivation for children and help to inform planning and learning. Not all assessments need to be written formal tests and it is important that departments are able to show a clear understanding of the activity leading to a specific grade. Assessment data should come from agreed and common sources, both within and between departments and quality assurance of the integrity of assessment data should take place across the school.

Departments should moderate, monitor and review the assessments they use on a regular basis so that they can ensure that across the year, pupils are able to show their abilities in a selection of formats and pieces of work. After each data input from the termly assessment, School Vue then shows the results at whole school and year group level and Year Progress Leaders will disseminate to the staff highlighted

issues for each year group. These allow the subject leader to review progression and learning across the curriculum and helps to identify individuals or groups that may need intervention to allow for good progress. It also helps to inform planning and therefore modify current schemes of work which will lead to improvements in the quality of provision and curriculum.

Protocol for Feedback

Effective feedback should be:

- Specific, meaningful and accurate & this can be done verbally.
- Focused on the task undertaken.
- Encourage & support further effort.
- Provide specific guidance on HOW TO IMPROVE – this can be effectively done for example through the use of a model answer or how to answer similar types of questions within the same knowledge/skill domain.

Feedback could include:

- Giving pupils examples of work that have and have not met the success criteria along with reasons.
- Classroom displays that highlight students' achievement and provide examples to others.
- Providing pupils with examples of work in progress that helps them to see the links between different stages. This is especially useful through our I-We-You modelling strategy.
- Use of mark schemes and model answers.

At Trinity we expect that books should have evidence of teacher feedback IN RED – (pupils can do this themselves if the teacher feedback is verbal) and whole class feedback should be given in writing to ensure progression in learning. Pupil responses to feedback should be made using their GREEN pens so that they can reflect on their learning. Teachers can ask direct questions for pupils to respond to that stimulate deeper thinking, analysis and evaluation. Individual departments will offer feedback in a variety of ways and have the autonomy to construct subject specific marking procedures but they must be seen to support pupils' journeys through the curriculum. Please refer to subject specific marking policies.

Feedback in practical subjects in Yrs & 8 (Music, PE) where books are either not used or do not fully evidence the pupil progression in learning should ensure that a record of pupils practical progress is kept through the use of subject specific monitoring and/or assessment sheets which highlight key skills/learning achieved, and areas for development.

Pupils should always be aware of school wide expectations relating to the quality, presentation and layout of work. This means that all work must have a title, be dated and labelled as class or homework. This information must be underlined with a ruler. All written work must be completed in pen and all maps, drawings and diagrams in pencil. Handwriting must be clearly legible and pupils who require a laptop to type work out on should have this work printed out and stuck into books. Work which is not of a good enough quality should be repeated and there is an expectation that pupils will have proofread their own work for extended pieces of writing before handing it in, checking for errors and highlighting areas where they are uncertain and would like specific teacher feedback and support.

Please refer to individual subject assessment and feedback policies for how each area will specifically use assessment and feedback. The school expects that feedback takes place every two weeks in core subjects and every three weeks in all other subjects.

Marking Codes

Cap	Capital letter needed
?	Does not make sense
P	Punctuation needed
Sp	Incorrect spelling
//	Paragraph needed
☑	Correct answer

12. PE Assessment Policy

Key Stage 3

All students will complete a minimum of two years of CORE PE in KS3 during year 7 and 8 and will be assessed in their individual sport activities based on the GCSE PE assessment criteria.

All students will take part in a varied PE curriculum in KS3 completing 6 different activities in each year. Students are assessed at the end of each half term for this sport based on the AQA GCSE PE practical sport success criteria, The success criteria marks students out of 10 for their skill level, and 15 for their ability to apply these skills in a competitive/performance context. Each student has a grade out of 25. The below grade converter then converts these grades into 1-9 scores. The diagram below also indicates the rough boundaries that we should expect to see from year 7-9. An average is worked out based on the out of 25 score before put into SIMS. Staff complete their /25 scoring in their own teacher mark books. Staff Share: KS3 Assessment is where some mark sheets are stored electronically.

1	Bc
2	Bb
3	Ba
4	1c
5	1a
6	2c
7	2b
8	2a
9	3c
10	3b
11	3a
12	4c
13	4b
14	4a
15	5c
16	5b

GIRLS

BOYS

Key

OCR Cambridge in Sport Studies

Students complete four units in this course. 3 units are assessed via coursework, 1 unit is a written exam which is assessed externally. The overall grading system goes from Level 1 Pass, Merit, Distinction, to Level 2 Pass, Merit, Distinction and Distinction*.

Here are the grade boundaries:

Grade	Mark	D*L2	D L2	M L2
Pass	168	216	192	168

In year 7 students complete the RO52 unit. Each Learning Objective will be assessed by the OCR assessment criteria and an initial grade awarded. Each LO1 will be assessed and entered into a department tracking grid. Each unit is marked out of 50 marks, and each LO will vary how many marks are awarded for each grading. Previous year's grade boundaries will be used to inform overall grades. An average score will be calculated for data drop. Students will be given the opportunity to make a final deadline to improve on grades with a final deadline of end of year 9.

In year 8 students start with RO56 Outdoor activities. They will complete the learning objectives and a session on Climbing and Orienteering by Christmas. Each unit will be assessed and entered into a department tracking grid. An average score will be calculated for data drop. After Christmas students will study RO51 content for an external exam in May. Students will complete a PPE prior to exam and this will be used to inform the tracking grid. Results of the external exam will be confirmed in August of year 10. After the exam students are given back RO56 unit to improve on with a final deadline of end of year 10.

In year 11 students will start RO53 Leadership in Sport. Students will complete the content for this unit by Christmas, including teaching two sessions to younger students (one practice and one real). Students will then be given until February half term to improve on grades. At this point the OCR qualification is complete and the final half term can be used as intervention to improve on certain aspects before the units are submitted for external moderation.

AQA GCSE PE

Students are assessed in a total of 6 sports, of which 3 will be chosen for their final practical assessment. These sports include: Netball, Table Tennis, Trampoline, Football, Athletics, Rock Climbing. The AQA GCSE PE specification includes all of the assessment criteria for each sport, these are used to inform assessment. Grades at the end of each sport are entered into a spread sheet in Staff Share.

Theory is informally assessed through lessons via questioning and marking of class and homework. It is formally assessed at the end of each unit of work via a short version of a practice exam paper.

The assessment order is: Paper 1 – Physical Training, Skeletal and Muscular System and Cardiovascular and Respiratory System. Paper 2 – Psychology in Sport, Cultural and socio influences and Health and Fitness.

Year 9 – An estimated 1-9 grade is used based on their end of unit theory test results using last year's grade boundaries for Paper 1.

Year 10 – Top 3 sports are chosen for each student and entered into spreadsheet as well as their PPE theory test result. A grade is then worked out for 1-9 based on previous years' grade boundaries.

Year 11 – Top 3 sports are updated to be more accurate. Coursework has been completed and marked by Christmas of year 11. PPE in Paper 1 and Paper 2 is completed. Whole course has been delivered and assessed and will produce a more accurate PPG.

Students will have regular formative assessment opportunities throughout the GCSE course using a range of assessment for learning techniques, these might include mini quizzes, use of whiteboard write and show, exam questions and self/peer marking, a range of questioning technique and homework and classwork extension work which is assessed by the teacher. Students workbooks will be marked every two weeks as part of the school policy, and exam practice is the area that will be marked and feedback to students given. Students will respond to this feedback in lessons by making improvements in green pen. Students will have recall testing at the beginning of every lesson for 5 minutes that must be on previously tested topics and will have a high stakes test every half term. If scoring is particularly low in high stakes testing then students will need to retest via the centralised detention system.

Below you will see an example of how Athletics is assessed and the criteria from the AQA specification 2020/1

Athletics

Track and cross-country	Jumps	Throws
<ol style="list-style-type: none"> 1. Starts/finishes. 2. Arm action – effectiveness and consistency. 3. Leg action to create appropriate pace – consistency and/or change of pace. 	<ol style="list-style-type: none"> 1. Run-up/speed. 2. Take-off. 3. Flight and landing. 	<ol style="list-style-type: none"> 1. Grip, stance and preparation to throw. 2. Movement into throwing action. 3. Release, follow-through and recovery.

Students should be assessed in **two** separate athletic events. These could be from **two** different groups from the table below, for example a sprint and a jump, or two from the same group, for example shot put and discus.

Group 1 – track (sprint)	Group 2 – track (middle)	Group 3 – track (hurdles)
60 m (indoor)	800 m	80 m hurdles (girls)
100m	1 500 m	100 m hurdles (boys)
200 m	Steeplechase	300 m hurdles (girls)
300 m (girls)		400 m hurdles (boys)
400 m (boys)		

Group 4 – track and cross-country (long distance)	Group 5 – jumps	Group 6 – throws
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13. Weekly Quality Assurance Document

Each half term our QA cycle is planned for, then each week this is used to guide the department with actions and trinity standard focus. Each week the items are annotated by the Head of Department, and the impact of the week is discussed in a weekly line management meeting. Below is an example of our department QA Cycle schedule.

Week beginning	Key Trinity Standard focus ¹	Learning Walk Rota ²	Book look Rota ³	Pupil voice group ⁴	Parent engagement action ⁵	Year 11 action / raising attainment ⁶	Cluster Meeting	CPD Subject Knowledge Focus:	IMPACT
24 th February	Questioning Premeditated – not just instant questioning upon arrival. Is questioning show purpose in the lesson?	BDU – JCR Yr9 OCR Sport Weds p.4 LW Did not go ahead – trinity futures workshop and injections for year 9 means did not have a full class. Repeat next week JCR – BDU Yr9 GCSE PE Fri p.5	GCSE PE Practical and coursework grades prior to sending off 27 th Feb All work completed and marked. No time for moderation in cluster meeting BDU did it alone.	OCR Year 10 Girls Questions: 1) How do you find the work difficulty on this course? 2) What are the consequences for incomplete work? 3) How do you know what work is completed? 4) Are you enjoying the course? 5) Are you considering a qualification in sports post 16? 6) Any further comments. Feedback – students enjoying the course in 10A but not so much in 10B. They all miss practical sport and frustrated there is not much as part of the course. Find the course challenging.	Wall ball article for newsletter. Letters going to parents for GCSE Rock Climbing catch up. Wednes – Moderation reminder for GCSE PE parents. Conversation with Kaela Grant mum – regarding falling asleep and poor end of unit tests in GCSE PE.	Year 11 OCR Sport Studies p.7 JCR and BDU GCSE PE trampoline Weds after school. GCSE PE grades finalized. All complete chasing Reanna Anderson's as still outstanding Chase Janio for Football Witness Statements ROS2 Witness statements for our own classes ROS3.	1. Discussion of Seneca. 2. Discussion regarding TS – Questioning and Knowledge Organiser questioning at the staff. 3. Coursework moderation 4. Marking Policy 5. GCSE PE grades. 6. Check sports day dates with trips.	Catching up on previous week	Learning walk has been rearrange, impact of questioning discussion next week. GCSE moderated and students have good works. All staff are completing the Seneca tasks but now need to improve any assignments that got less than 100%. Now need to apply this knowledge to their KS3 practical lessons and/or GCSE intervention. Staff will now be using recall questioning at the start of each lesson testing prior knowledge of topics. GCSE PE grades – finalized the practical grades. Made two changes to practical grades and sent them to moderator. Now have the sports that have been chosen and have booked facilities for the day. Ruby to be filmed for Trampoline due to nerves. Knowledge organiser has been divided out between staff.

									with deadline of next cluster to moderate.
2 nd March	Questioning Pre-prepared challenging questions.	BDU-MSE y7 CORE Weds p.4 Questioning witnessed, see feedback in Impact. BDU – JCR Yr9 OCR Sport Weds p.4 Not completed – trinity futures disruption again.	Ro56 update JCR/BDU. Knowledge Organisers review for summer term. JCR to complete and review the KO as MSE and JCR still outstanding.	OCR Year 10 Boys Same questions as previous week.	Letter going out to parents regarding GCSE PE moderation arrangements for 12 th March.	Year 11 Trampoline Practice for moderation MSE Mon, Tues, Weds, Thurs. Thursday – GCSE PE trip to The Reach for climbing BDU OCR: Thursday lunch time BDU Friday GCSE PE p.7 BDU Netball drills	1. Knowledge Organiser check 2. Senica feedback 3. Whole school assessment policy discussion from briefing (go over briefing). 4. RO56 marking and submission for yr11? Discussion on next week's focus of Questioning – sheet given to support staff	Information Processing Model	Learning Walk feedback – Pre-prepared questioning evident in MSE lesson. Stopped them after their first circuit and asked them to consider the changes to their bodies. 6 pre-prepared questions were used to ask students about the different changes, used random selection not hands up, and if student found it too hard, asked another student to help.
9 th March	Questioning High order question for HA students.	BDU – VWR yr8 CORE Fri p.4 Didn't happen due to PE Handbook deadline. JCR – MSE Tues p.4 GCSE PE Chase up to be written on Wednes. BDU and MSE seen by RLO	13 th March Submit RO56 and RO53 Moderation p.3/4 Cover requested. Moderation successful. Students brilliant, hoping for minimal changes if any. Moderation – RO53	Year 7 PE TRANSITION They are enjoying more formal PE. Girls really want to do Basketball and Football – informed next year they will get to change activities.	Parents Evening for yr9. BDU only saw 7 out of 14 parents. Good discussion with Anthony, Rejeel and Rejeel parents about stretching for higher grades. Discussion with Christian's mum	GCSE PE Moderation 12 th March all day. OCR: Thursday lunch time and after school	NO CLUSTER MEETING DUE TO PARENTS EVENING.	Motivation and Personality	

14. Trinity – Workload and wellbeing Charter

Culture

- **The culture of the school** is crucial in ensuring we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable. We start from the assumption of professional trust and the belief that everyone seeks to do a good job. We ask all leaders to set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation.
- **The school supports the principle of 1265** hours for teaching staff and where a colleague is not required to attend a particular directed event, for a reason such as not teaching a particular year group they should not be given directed work.
- **There is no expectation that staff respond to emails** outside of normal working hours. We want all staff to be able to achieve a healthy work/home balance and we trust the professional judgement of our staff to make decisions about when they work outside of school hours.

In Lessons

- **Staff are not expected to submit daily or weekly plans:** Staff are given weekly department planning time as part of their teaching allocation. We encourage joint planning following our curriculum and teaching and learning policies and procedures. We use online systems and knowledge organisers to set homework thus minimising staff workload.

- **Marking and feedback:** There is no central school wide approach. Each department sets its own standard based on school expectations regarding teaching and learning. All teaching staff have a voice in what happens in their subject area. The frequency of marking and feedback is again determined by each individual subject area. The marking and feedback procedures focus on pupil progress therefore making it a worthwhile and purposeful activity for teachers to complete.

Monitoring and Innovation

- **Data collection:** Large scale data drops are only expected three times a year. This ensures that all can monitor pupil progress without over-burdening staff. Teachers are only asked to input data that requires their professional judgement. We do not expect wordy reports for parents.
- **Performance management and monitoring:** This is calendared and time is offered to support colleagues to meet their objectives. We encourage an open dialogue between colleagues. When colleagues are observed, they should expect feedback which helps them improve their practice.
- **Inspections:** The school does not require teachers to provide lesson plans or do anything different during inspections. We trust everyone in our Trinity family will perform their duties to the best of their ability irrespective of whether we are being inspected or not!
- **Where new initiatives are introduced,** they should be based on evidence that they are likely to improve pupil outcomes and serious consideration must be given to what we are going to stop doing to make space for what is new. On that note, we hold regular workload reviews with colleagues and their views are taken into account.

15. PE Knowledge Organiser

In PE we have a knowledge organiser for every year group. This contains GCSE Theory, Sports Studies and CORE PE (Rules and regulations regarding all sports). As a department all staff work together utilising their individual strengths to produce an engaging well documented information sheet really demonstrating to students the value of PE and sport.

The aim of our PE Knowledge Organiser is to develop students understanding of a wide range of sports and theories to then build on what they learn in lessons giving them prior knowledge.

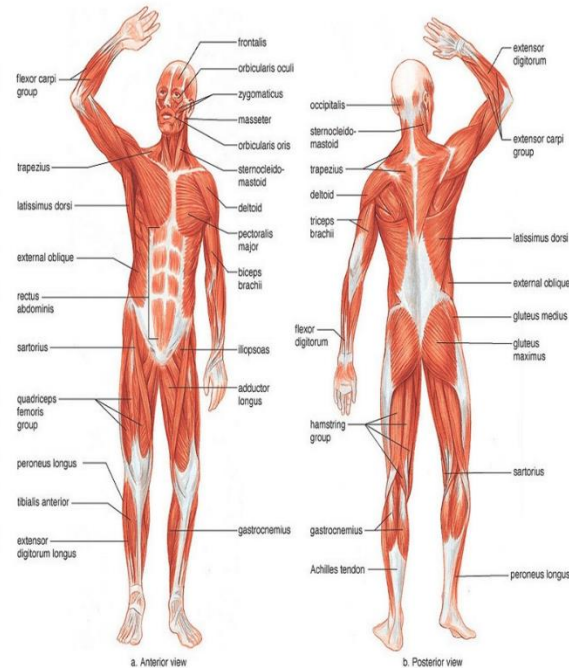
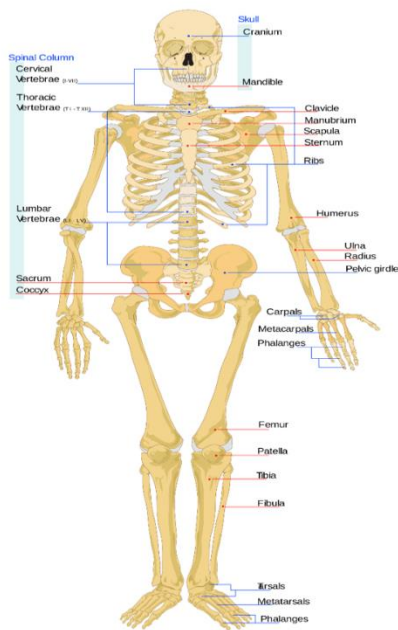
Below you will see examples of our 'Knowledge Organiser'

GCSE PE – Paper 1 Year 9





YEAR 9 – LENT TERM – GCSE PE – PAPER 1 – MUSCLES AND BONES



Could you label all the bones and muscles?



CORE PE

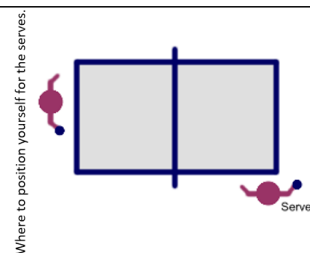
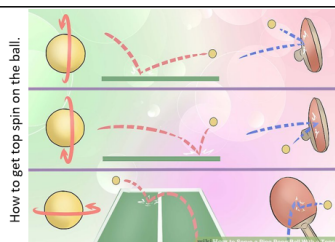
Knowledge organizer – Yr 7, 8, 9 BASKETBALL	Rules, techniques, tactics:
Y7 AIM: Develop skills and basic tactics in small sided practices and games.	12. How many players are on the court during a game? A game is played between 2 teams with 5 players on the court.
Y8 & Y9 AIM: Develop skills and tactics in competitive situations.	13. What is the aim? Players are aiming to score as many points in the time allocated by shooting through the hoop.
Key skills:	14. Can you move with the ball? Players cannot travel with the ball or perform a double dribble (dribbling, picking up the ball, continuing to dribble). Players cannot hold the ball for longer than 5 seconds.
1. How do you dribble? Head up, spread fingertips over ball, bounce at waist height.	15. What happens of the ball goes out of court or if a point is scored? If the ball goes out of court then a side line ball is taken by the opposite team. If a point is scored the ball goes to the opposition from the backline.
2. How do you perform a chest pass? W shape behind ball, chest height, follow through.	16. What happens after the ball has crossed the mid line of the court in an offensive situation? Once the offense (attacking team) has brought the ball across the mid line of the court, they cannot go back across the line during possession.
3. How do you perform a bounce pass? As a chest pass but ball will bounce before player.	17. What is a foul given for? Hitting, holding or pushing an opponent.
4. How do you demonstrate a set shot? knees bent, strong hand on bottom of ball, other hand supporting, extend elbow to 90 degrees towards net.	18. What happens if the shooter is fouled? 1 – 3 free throws can be awarded worth 1 point each.
5. How do you demonstrate a lay up? Strong hand on the bottom of ball, other hand supporting. Right right hand dribble, step right, jump left, aim for top corner of black box.	19. How long does a basketball game last? A game is made up of 4 quarters of 12 minutes so a total of 48 minutes. However regulation time is stopped for many aspects of gameplay including fouls, ball out of bounds and timeouts so a game can be up to 2 and a half hours!
6. How do you perform a jump shot? Landing on alternate feet, first foot to land is static and pivots, ball must be released as jump is executed.	20. How is basketball scored?
7. How do you man to man defend? Knees bent, straight back, arms out, follow player (watch their belly button).	3 points are awarded if the ball is successfully shot through the hoop from behind the 3 point arc (see court diagram).
What is zone marking? A strategy of team defense often used around the key. Prevents attacking players getting into the zone.	2 points are awarded if the ball is successfully shot within the 3 point arc.
8. What is rebounding? Regaining possession after a shot has been missed.	1 point is awarded if a foul is committed and they score their penalty shot. A player is given one point for every successful foul shot.
9. What is the offence? The team with the ball are the offending team and are aiming to shoot at the basket and score. only chance that the team has a shot at the basket and scoring.	
10. What is the defense? Preventing an opportunity for the opposition to score.	
11. What is an assist? Helping a teammate to score.	
<p>1. DRIBBLING</p>  <p>2. CHEST PASS</p>  <p>3. BOUNCE PASS</p> 	 <p style="text-align: right;">BASKETBALL COURT LAYOUT.</p>

Sports Studies

**Y9 – MICHAELMAS TERM – SPORT STUDIES –
TABLE TENNIS**

Y9 AIM: Develop skills and tactics in competitive situations.
Reference: https://tabletennisengland.co.uk/
Key skills:
1. What is the aim of table tennis? The aim of table tennis is to score more points than your opponent by volleying the ball across the net and landing on the table.
2. When is a point won? A point is won by you if your opponent is unable to return the ball to your side of the table (e.g. they miss the ball, they hit the ball but it misses your side of the table, or the ball hits the net), or if they hit the ball before it bounces on their side of the table.
3. How is table tennis scored? The winner of a game is the first to 11 points. There must be a gap of at least two points between opponents at the end of the game though, so if the score is 10-10, the game goes in to extra play until one of the players has gained a lead of 2 points. The point goes to the player who successfully ends a rally, regardless of who has served. A match can consist of the number of games you like, just make sure you agree this in advance!
4. How big is the ball? The ball has a diameter of 40mm and weighs only 2.7g.
5. What is a rally? The period where the ball is in play.
6. What is a let? A rally of which the point is not scored.
7. What is a point? A rally of which the result is scored.
8. Who is the server and who is the receiver? The server is the player due to strike the ball first in the rally while the receiver is the player due to strike the ball second.
9. How many players are on the table during a game? A game of table tennis is played in either singles or doubles.
10. How is the serve made? The serve is made from the end of the table with the server tossing the ball upward from the palm of the free hand and striking it as it descends so that it first bounces on the servers own court and then passing over the net bounces on the opponents court. There are no second serves.

Extension skills:
11. Do you have to serve diagonally in table tennis? The ball must bounce once on your side of the table and once on your opponents side of the table. In doubles the ball must be played diagonally for example within the right half of the court only however in singles you can serve to and from any part of the table.
12. How high do you have to throw the ball when you are serving? 6 inches
13. What happens if the ball hits the net? The ball must pass 'cleanly' over the net. If the ball 'clips' the net and goes over it is a 'let' and the point is retaken. If the ball hits the net and doesn't go over the point goes to the other player / team. There are no second serves.
14. How do you get spin on the ball? One of the biggest differences between recreational and competitive table tennis players is the ability to execute a spin shot. The advantage of executing a spin is that it makes it more difficult for your opponent to return. To generate a spin: 1. Start your stroke below and behind the ball. 2. Wait for the ball to bounce off your table upwards. 3. Move your arm forward and upwards, brushing the ball at a "///" angle from a high position. 4. The ball's trajectory will arch downwards, picking up speed after it bounces off the table. If returned incorrectly, the resulting return by your opponent will fly off the table, earning you a point!
15. Where is table tennis most popular? Many Asian countries are crazy about table tennis particularly China and South Korea. China are currently number one in the world but South Korea provide fierce competition and are currently second.
16. When did table tennis start in England? Table tennis as we know it today started in England in the late 1880's. Game makers were trying to emulate the popularity of lawn tennis by developing indoor versions of it. As we can see it is still played in England both competitively and recreationally.

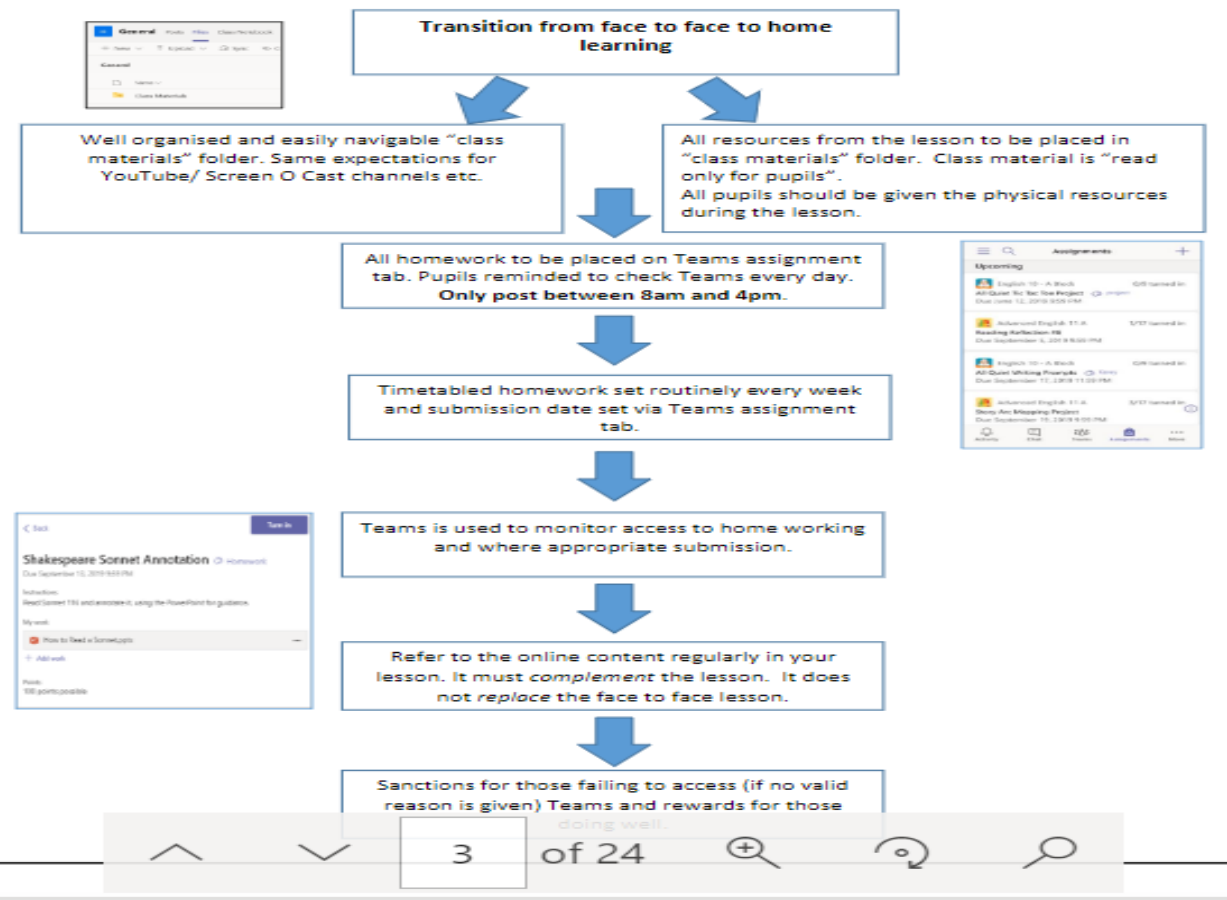


16. Blended Learning

As a department we are following the whole school 'Blended Learning' policy – See screen shot below

"A blended approach brings together three core elements: classroom-based activities with the teacher present; online learning materials (which may be used in different ways – such as flipped learning); independent study using materials provided by the teacher, either online or in hard copy, to reinforce concepts or develop skills". (Open University)

In this section the structure will focus on hybrid learning; the teaching and pupil is present in school but the use of digital content is regular, routine and built into curriculum development.



Current changes to OCR – No exam for year 10/11. 3 Units to be assessed with one dropped. As a department we have made the decision to teach the unit 'Sport and the Media' rather than the practical unit due to the uncertainty of what practical students can perform in this timeframe

Current changes to GCSE – 3 sports assessed each year with 2 x team, 1 individual. Year 11 students will now only be assessed in 2 sports rather than the 3. No exam for paper 1 and 2. We currently have a year 10 and 9 GCSE group that we will wait further instruction on number of sports assessed for 2022.

What are we doing in PE to ensure Blended learning is a success?

CORE PE Lesson structure on TEAMS

_Topic powerpoint led by the teacher live on TEAMS. Diet nutrition/ Health and Well- Being / The importance of exercise. See powerpoint example for CORE PE years 7-10.

We thought it was very important to inform students about the importance of staying healthy and making the correct food choices alongside eating the right food.

PE lessons at school are taught with the theory element. All students by the end of year 7 understand the benefits of exercise on their bodies.

During **lockdown** are you staying active and healthy?



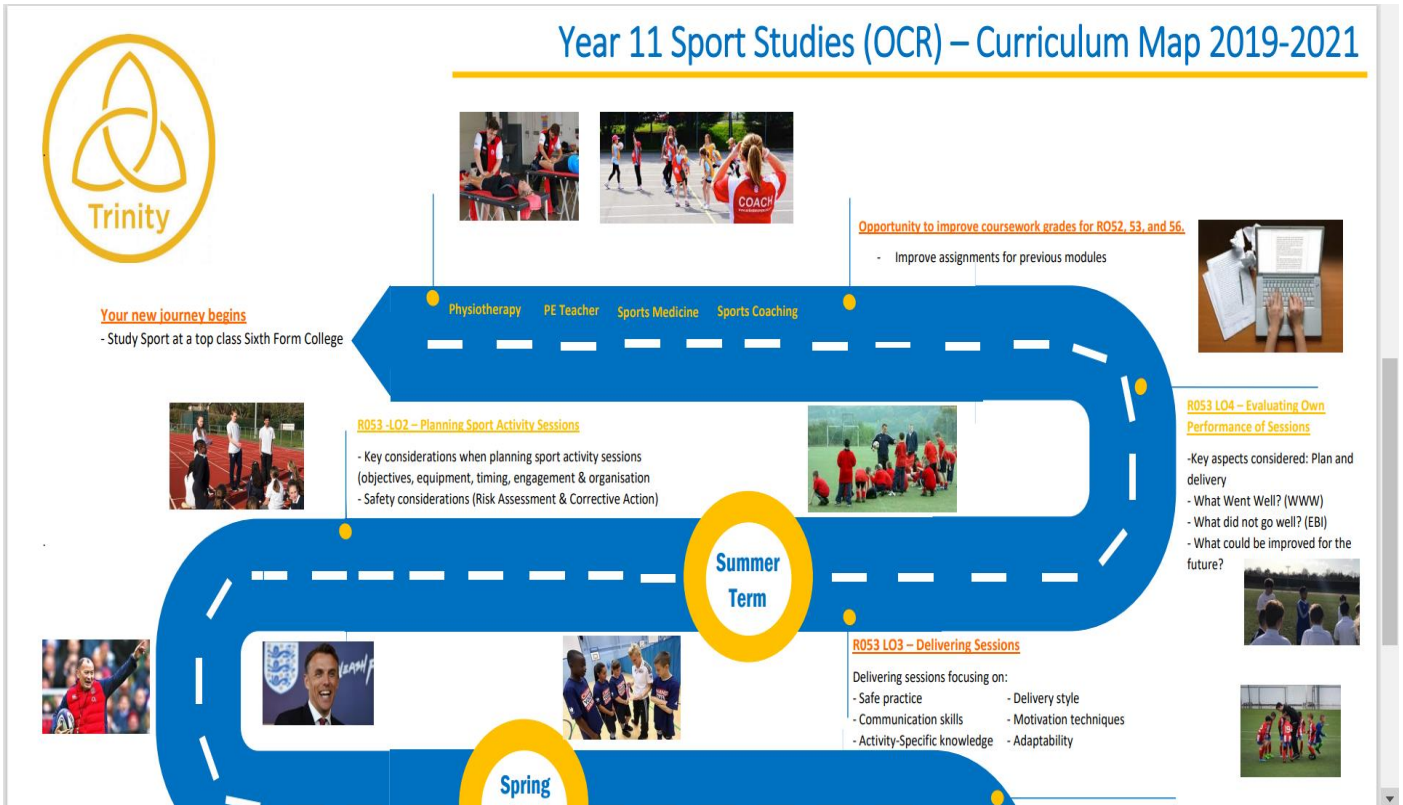
Diet v Exercise



- All theory lessons are taught 50% Online with assignments set for the end of each lesson
- Feedback is given once a week via the assignments
- We all use SENECA and Microsoft FORMS / Exampro to create questions for recall in many of our lessons

17. OCR + GCSE Curriculum Maps (Learning Journey)

- ✓ Below is a snapshot of our OCR Learning Journey for year 10/11



- ✓ We have built this journey taking into consideration the facilities at Trinity and units which we believe will bring our students success such as R053 – Leadership. We ensure students in years 7 and 8 take on leadership roles within lessons by leading small groups in preparation for KS4.
- ✓ We have adapted this journey due to Covid19 so that online learning can take place on both TEAMS and WeDuc

Year 10 Sport Studies (OCR) – Curriculum Map 2019-2021



LO1 – Know about different types of outdoor activities and their provision

- the definition of an outdoor activity
- examples of outdoor activities,
- provision of outdoor activities in the UK,

RO56 – Knowledge in Outdoor Activities

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



Progress onto Year 11

RO52 LO3 – Officiating a Sporting Activity

- Apply rules & regulations to activity
- Importance of consistency / accuracy
- Use of signals and communicate decisions
- Importance of positioning

RO51 – Contemporary Issues in Sport

Home Revision.
Exam practice/ Past Papers



LO4 – Role of NGB's in sport

- What NGB's do:
- Promotion - Development, - Infrastructure
- Policies - Initiatives - Funding - Support.



Summer Term

RO51 – Contemporary Issues in Sport

Sit official examination on this unit in May. 1 hour. /60

RO52 LO4 – Applying Practice Methods to Improve Performance

- Identify areas of improvement
- Types of Skills
- Types of Practice
- Methods to improve own performance
- How to measure improvement



LO3 – Importance of hosting major sporting events



Spring Term



GCSE Year 9/10 and 11 Curriculum Maps

- Due to Covid Curriculum adjusted for OCR regarding units. GCSE theory has remained the same.

Year 9 – 1 x Single lesson, 1 x Double lesson per week

MICHALMAS 1	MICHALMAS 2
<p>Topic – Health, Fitness and Well-being – Paper 2</p> <ul style="list-style-type: none"> • Introduction of the course practical theory element + content • The meaning of Health and Fitness • The consequences of a sedentary lifestyle • Somatotypes • Use of Data <p>M1 - Test Practical – Football / Netball/ Basketball</p>	<p>Topic – Health, Fitness and Well-being – Paper 2</p> <ul style="list-style-type: none"> • Energy use • Reasons for having a balanced diet • The role of carbohydrates, fat, protein, vitamins and minerals • Water Balance • Use of Data <p>M2 – Test Practical – Football / Netball/ Basketball</p>
LENT 1	LENT 2

<p>Topic - Applied anatomy and physiology – Paper 1</p> <ul style="list-style-type: none"> • Bones and the functions of the skeleton • Structure / function of the skeleton • Muscles of the body • Bones and the functions of the skeleton <p>L1 –Test Practical – Table Tennis / Fitness</p>	<p>Topic - Applied anatomy and physiology – Paper 1</p> <ul style="list-style-type: none"> • Structure of a synovial joint • Types of joints and movements • How the muscles work antagonistically • Types of Muscle Contractions <p>L2 Test Practical – Table Tennis / Fitness</p>
<p>Trinity 1</p> <p>Topic - Applied anatomy and physiology – Paper 1</p> <ul style="list-style-type: none"> • Pathway of air • Gaseous Exchange • Blood Vessels • Structure of the Heart • Aerobic / Anaerobic respiration <p>T1 Test Practical - Athletics</p>	<p>Trinity 2</p> <p>Topic Sports Psychology – Paper 2</p> <ul style="list-style-type: none"> • The immediate/ short / long term effects of exercise • Skill and ability • Skill Classification • Revision of Year 9 Content <p>Year 9 EOY exam Practical - Athletics</p>

GCSE PE Curriculum Map for Year 10

<u>MICHALMAS 1</u>	<u>MICHALMAS 2</u>
<p>Topic – Physical Training- Paper 1</p> <ul style="list-style-type: none"> • Health and Fitness recap (including relationship between) • Components of fitness • Linking sport to required components • Use of Data <p>M1 – Test Practical – Fitness Testing Netball</p>	<p>Topic – Physical Training- Paper 1</p> <ul style="list-style-type: none"> • Fitness Testing • Limitations to fitness Testing • The principles of training and overload <p>PPE Exam – Mix of Paper 1 and 2 Practical – Fitness Testing Netball</p>

LENT 1	LENT 2
<p>Topic – Physical Training- Paper 1</p> <ul style="list-style-type: none"> • Types of Training • Advantages and disadvantages of types of training • Calculating Intensities • Injury Prevention <p>L1 –Test</p> <p>Practical – Training Methods Table Tennis / Football</p>	<p>Topic – Physical Training- Paper 1</p> <ul style="list-style-type: none"> • High altitude training • Warming up an cooling down • Use of Data <p>Topic Sports Psychology – Paper 2</p> <ul style="list-style-type: none"> • Arousal • Application of optimal arousal in relation to skill • L2 Test <p>Practical – Training Methods Table Tennis / Football</p>
Trinity 1	Trinity 2
<p>Topic Sports Psychology – Paper 2</p> <ul style="list-style-type: none"> • Definition of and types of goals • Setting performance and outcome goals • SMART Targets • Basic information processing model <p>T1 Test</p> <p>Practical - Athletics</p>	<p>Topic Sports Psychology – Paper 2</p> <ul style="list-style-type: none"> • Types of guidance • Types of feedback • Evaluating the effectiveness of types of guidance and feedback • EOY exam revision <p>Year 10 EOY exam</p> <p>Practical - Athletics</p>

GCSE PE Curriculum Map for Year 11

MICHALMAS 1	MICHALMAS 2
<p>Coursework</p> <p>Practical -Moderation Practice - Rock Climbing</p>	<p>Coursework</p> <p>Topic – Socio-cultural influences</p> <ul style="list-style-type: none"> • Engagement Patterns • Commercialisation, sponsorship and the media <p>Practical -Moderation Practice</p>

<u>LENT 1</u>	<u>LENT 2</u>
<p data-bbox="108 217 533 248"><u>Topic – Socio-cultural influences</u></p> <ul data-bbox="161 293 687 521" style="list-style-type: none"> <li data-bbox="161 293 632 365">• Positive and negative impacts of sponsorship and the media <li data-bbox="161 371 632 443">• Positive and negative impacts of technology <li data-bbox="161 450 687 521">• Exam practice questions / revision / techniques <p data-bbox="108 566 517 598">Practical -Moderation Practice</p>	<p data-bbox="711 217 1136 248"><u>Topic – Socio-cultural influences</u></p> <ul data-bbox="764 293 1286 486" style="list-style-type: none"> <li data-bbox="764 293 1273 365">• Conduct of performers and intro to drugs in sport <li data-bbox="764 371 1243 403">• Sporting examples of drug taking <li data-bbox="764 409 1286 486">• Advantages / disadvantages of the performer/ the sport pf taking PEDS <p data-bbox="711 530 1198 602">Exam practice questions / revision / techniques</p> <p data-bbox="711 609 1225 640">Moderation – March (Selected sports)</p>
<u>Trinity 1</u>	<u>Trinity 2</u>
<p data-bbox="108 725 533 757"><u>Topic – Socio-cultural influences</u></p> <p data-bbox="108 801 584 873">Spectator behavior and hooliganism Strategies to combat hooliganism</p> <p data-bbox="108 916 472 947"><u>Exam practice (Full papers)</u></p>	

OCR + GCSE Maps

<p>Y10 - Cambridge Nationals - Certificate in Sports Studies</p>	<p>Unit R051 – Contemporary issues in sport LO – Understand the importance of hosting major sporting events</p>	<p align="center">October Half Term Holiday Assessments w/c 3/12</p>	<p>Unit R051 – Contemporary issues in sport LO – Know about the role of national governing bodies in sport</p>	<p>Unit R053 – Sports Leadership LO – Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</p>	<p align="center">February Half Term Holiday Assessments w/c 4/3 before Easter Holiday</p>	<p>Unit R053 – Sports Leadership LO – Be able to plan sports activities sessions</p>	<p>Unit R053 – Sports Leadership LO – Be able to deliver sports activities sessions</p>
<p>Y10 GCSE PE</p>	<p>Paper 2 -Sport Psychology</p> <ul style="list-style-type: none"> • Classification of skills and Ability • The use of goal setting in sport and SMART Targets • Basic information processing model • Types of Guidance <p>Double Practical Single Theory</p>		<p>Paper 2 -Sport Psychology</p> <ul style="list-style-type: none"> • Types Feedback • Arousal and Inverted U theory and stress management techniques • Aggression • Personality types • Motivation <p>Double Theory Single Practical</p>	<p>Paper 2 – Socio Cultural Influences</p> <ul style="list-style-type: none"> • Engagement Patterns – Social Groups and trends of participation • Barriers to Participation in Sport • Commercialisation and Golden Triangle, Sponsorship and Media • Ethical Issues – gamesmanship, etiquette, sportsmanship • Technology in sport • Performance Enhancing Drugs in Sport • Spectator Behaviour in sport <p>Double Theory Single Practical</p>		<p>Paper 2 – Health Fitness and Wellbeing</p> <ul style="list-style-type: none"> ○ Health, fitness and wellbeing ○ Sedentary Lifestyle ○ Obesity ○ Somatotypes ○ Diet, Nutrition and Energy Use ○ Hydration <p>Double Theory Single Practical</p>	<p>Paper 2 – REVIEW and EXAM Technique</p> <p>Single Theory Double Practical</p>