

Year 7 Rationale:

- ✓ Initial Baseline Assessment to gather information regarding ability and level of fundamental skills as no prior data for PE.
- ✓ Assume academic levels on entry correct and build on prior knowledge and attainment allowing students to continue to make rapid progress.
- ✓ Broad and varied range of sports that follow logical progression and allow students to experience team/individual sports with the opportunity to compete.
- ✓ It allows students to begin to build on an understanding of why Warming up and Cooling Down is important as well as introducing official rules of play, tactics and technique analysis.
- ✓ Planned cultural capital: Gain an understanding of why sportsmanship, teamwork, communication and resilience are vital aspects of sport. As well as having the opportunity to gain leadership skills.

Year 8 Rationale:

- ✓ Students re-cap the importance of warming up and cooling down and begin to lead their own to small groups and eventually the class.
- ✓ Students develop an understanding of strategies to outwit opponents.
- ✓ Students gain a vital understanding of the long term health benefits of physical activity through components of fitness.
- ✓ Opportunities to develop techniques further and build on skills and knowledge from the range of sports introduced in year 7.
- ✓ **Planned cultural capital: Long term health benefits and the risks associated with an unhealthy lifestyle and lack of activity.**
- ✓ **Planned cultural capital: Further opportunity to develop leadership skills and officiate in a range of sports.**
- ✓ **Planned cultural capital: History of sport and sporting greats amongst a variety of sports.**

Year 9 Rationale:

- ✓ Students build on the skills and knowledge of techniques that have been established at year 7 & 8.
- ✓ Students engage with theory lessons to introduce human anatomy.
- ✓ Students begin to develop their written skills and link detailed answers to knowledge gained during practical PE lessons.
- ✓ Students are given many opportunities to link their learning to the world they live in today- to contextualise and understand the 'why' behind it.
- ✓ **Planned cultural capital: Human anatomy introduces the Skeletal System and Cardio-respiratory system. Students gain an understanding of the health benefits associated with regular exercise linked to everyday life and the prevention of medical conditions and diseases such as heart disease, stress, anxiety, depression, cancer, strokes.**
- ✓ **Planned cultural capital: Knowledge of a variety of careers that can be accessed through sport.**
- ✓ **Planned cultural capital: Opportunities to discuss current topical/controversial events.**

Year 10 Rationale:

- ✓ Students complete portfolio work as part of their OCR Cambridge National Sport Science course building on skills and knowledge learnt in year 7, 8, & 9.
- ✓ Students complete portfolio unit RO43: The body's response to physical activity based on knowledge and skills learnt in year 7, 8 & 9.
- ✓ Students work towards exam unit RO41: Reducing the risk of sports injuries.
- ✓ Students work towards portfolio unit RO42: Applying the principles of training.
- ✓ **Planned cultural capital: knowledge of how to prevent injuries and how to treat injuries. Links to careers in sport such as coaching, teaching, physiotherapy. Basic knowledge of first aid and how it links to careers in nursing and being a paramedic.**
- ✓ **Planned cultural capital: Importance of remaining active emphasised.**
- ✓ **Planned cultural capital: Gender issues in sport – controversial news.**



PE Curriculum Overview 2019- 2020

	LP1	LP2	LP3
Year 7 Sport Science Students are grouped on ability and introduced to a range of sports and are given opportunities to compete individually and as a team.	<ul style="list-style-type: none"> • Baseline Testing • Team Sports: Netball, Football, Rugby, Handball, Basketball • Individual Sports: Trampolining, Dance, Badminton, Fitness, Rock Climbing - Importance of Warming Up and Cooling Down - Sportsmanship - Teamwork 	<ul style="list-style-type: none"> • Team Sports: Netball, Football, Rugby, Handball, Basketball • Individual Sports: Trampolining, Dance, Badminton, Fitness, Rock Climbing - Rules of play - Tactics - Technique analysis - Communication - Resilience 	<ul style="list-style-type: none"> • Individual Sports: Trampolining, Dance, Badminton, Fitness, Rock Climbing • Summer Sports: Athletics, Rounders, Softball, Cricket - Leadership - Officiating
Year 8 Sport Science Students recap all learnt from year 7 and increase their knowledge and understanding of all aspects of a variety of sports.	<ul style="list-style-type: none"> • Team Sports: Netball, Football, Rugby, Handball, Basketball • Individual Sports: Trampolining, Dance, Badminton, Fitness, Rock Climbing - Strategies to outwit opponents 	<ul style="list-style-type: none"> • Team Sports: Netball, Football, Rugby, Handball, Basketball • Individual Sports: Trampolining, Dance, Badminton, Fitness, Rock Climbing - Understand and apply the long-term health benefits of physical activity. 	<ul style="list-style-type: none"> • Individual Sports: Trampolining, Dance, Badminton, Fitness, Rock Climbing • Summer Sports: Athletics, Rounders, Softball, Cricket - Develop technique to improve performance. - Leadership - Officiating
Year 9 Sport Science Students are introduced to the course material. RO43 builds upon knowledge learnt in Y7/8.	RO43: The Cardiorespiratory System The Musculo-skeletal System through team and individual sports.	RO43: The Cardiorespiratory System The Musculo-skeletal system through team and individual sports.	Unit RO43: The body's response to physical activity through individual sports and summer sports.
Year 10 Sport Science Students are introduced to exam content; reducing risk of injuries building on knowledge from Y7/8/9.	Unit RO41: Reducing the risk of sports injuries through team and individual sports.	Unit RO41: Reducing the risk of sports injuries through team and individual sports.	Unit RO42: Applying principles of training through individual sports and summer sports.
Year 11 Sport Science Students are introduced to Sports Psychology whilst revising their exam content before sitting the exam in January of Y11.	Unit RO41: Reducing the risk of sports injuries through team and individual sports. Unit RO44: Sport Psychology through team and individual sports.	Unit RO44: Sport Psychology through team and individual sports.	Unit RO41: Reducing the risk of sports injuries Revision and Resit. Combination of individual and summer sports. Resit Exam

Year 11 Rationale:

- ✓ Students complete revision for their exam unit RO41: Reducing the risk of sports injuries.
- ✓ Students complete portfolio unit RO44 Sports Psychology and build on knowledge and skills learnt in year 7, 8, 9 & 10.
- ✓ **Planned cultural capital: Importance of remaining active emphasised.**
- ✓ **Planned cultural capital: Psychology factors such as motivation, arousal, aggression, anxiety, depression and stress all addressed and management strategies suggested to enable students to practice during exam periods and difficult times.**

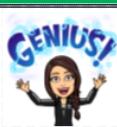
Long term Memory/ Retrieval of Knowledge:

- ✓ Each lesson has a recap from previous lessons in some form of starter/settler task.
- ✓ Low- stakes testing is used, for example; exit tickets. (IFT)
- ✓ 'Making it stick' long term recall is also revisited each lesson as a settler activity- this is after an extended period at the point when students are just about to forget to make it effective. (IFT)
- ✓ Teachers ask questions to address misconceptions – hinge questions are used. (IFT)
- ✓ Responsive teaching is used as immediate intervention and teachers provide prompts for students during retrieval tasks.

Assessment:

- ✓ Assessment takes place regularly. End of unit/topic APP tests are set allowing teachers to test students' performance on current and prior knowledge. (IFT)
- ✓ Assessment QLA is used to address student's misconceptions and re-test rather than re-teach. (IFT)
- ✓ Topic Response lessons following low stakes tests are built into the curriculum to allow students to plug gaps in their knowledge.
- ✓ Teachers use Exam Builder resource to set real exam questions that will test current knowledge.
- ✓ Teachers use "The Big Question" as an alternative to lesson objectives. Students should be able to answer "The Big Question" in some form of discussion/task/exit ticket by the end of the lesson.

Miss Ponton's Exit Ticket



Identify if each injury is Acute or Chronic.

Sprain	
Cramp	
Strain	
Tendonitis	
Shin Splints	
Contusion	
Concussion	
Cramp	
Blister	
Closed Fracture	

Making it stick! Warming Up

Think hard for 5 mins
and fill your post it note

❑ The first part of a warm up should be a _____. This involves fast paced activity such as _____, high knees or jogging in one direction. This warms the body and prepares it for activity.

❑ The second part of a warm up should be _____ seconds to allow the muscles to increase the range of _____ at joints and reduce the risk of soft tissue injuries such as _____ and strains.

❑ The final part of a warm up should be _____. This should involve skills and practices that increase _____ and core skills that prepare a participant _____ for activity which will also reduce the risk of causing _____.

Making it stick! Skeletal System 2

Think hard for 5 mins
and fill your post it note

❑ Identify and describe the four functions of the skeletal system.

The Big Question:
What are the differences
between Stroke Volume
and Cardiac Output?

Build-up of Skills:

- ✓ The skills identified for success for the OCR Sport Science course are outlined and planned backwards from Year 11- 7.
- ✓ These skills are built upon each year from year 7. They are age appropriate for each Year group and allow students to fully access assessments and low stakes testing.
- ✓ The language is similar to allow students to become familiar and build up a layer of skills each year- to review and refine these at regular intervals to become independent and resilient learners.
- ✓ Sport specific vocabulary is introduced in year 7 and developed through to year 11 to allow students to familiarise themselves and feel confident in their knowledge.
- ✓ Subject specific vocabulary given on COPS sheets for students to correct.

Pedagogy within the Classroom:

- ✓ Teachers will ensure that clear and concise instructions are given to reduce cognitive overload. (IFT)
- ✓ Teachers will use the 'I,WE,YOU' strategy in breaking down questions and the skills needed to answer in detail to create resilient and independent learners. (IFT)
- ✓ Teachers will provide modelled answers that allow students to understand expectations for answers. (IFT)
- ✓ Teachers will ensure regular, low-stakes testing is used to create strong bonds with the long-term memory. (IFT)
- ✓ Teachers will encourage subject specific vocabulary to be used in every lesson.
- ✓ Teachers will provide every opportunity for students to engage in purposeful discussion and reading to share ideas and provide links to students past learning, across faculties and in the outside wider