

<p>HT 1/2 Core knowledge:</p> <ul style="list-style-type: none">• How to warm up and cool down safely and effectively.• Balances, rotations.• Jumping and landing.• Being aesthetically pleasing.• Throwing and catching. <p>Assessment:</p> <p>→ Cooper run</p> <p>Curriculum sequence: Gymnastics/ Dance/ Tag Rugby</p> <p>Links to National Curriculum: 1. Develop flexibility, strength, technique, control and balance. 2. Competitive games. 3. Compare their performances with previous ones</p>	<p>HT 3/4 Core knowledge:</p> <ul style="list-style-type: none">• Attacking• Defending• How to improve and maintain cardiovascular endurance.• How to work effectively in a team• To set challenges for themselves and others. <p>Assessment:</p> <p>→ Cooper run</p> <p>Curriculum sequence: Netball / Hockey</p> <p>Links to National Curriculum: 1. Competitive games. 2. Compare their performances with previous ones</p>	<p>HT 5/6 Core knowledge:</p> <ul style="list-style-type: none">• Develop speed, power, strength, agility and endurance.• To push their body to its physical limits.• To exert control over a ball and racquet.• To set challenges for themselves and others.• To win and lose in a respectful manner. <p>Assessment:</p> <p>→ Cooper run</p> <p>Curriculum sequence: Tennis/ Athletics</p> <p>Links to National Curriculum: 1. Take part in challenges.</p>
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Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<p>HT 1/2 Core knowledge:</p> <ul style="list-style-type: none">• Embedded warm ups and cool downs specific to the activity.• Begin to assess an opponent's strengths and weaknesses.• Utilise their own strengths to defeat an opponent.• By able to identify areas of their fitness that need improving. <p>Assessment:</p> <p>→ Cooper run</p> <p>Curriculum sequence: Badminton/ Fitness</p> <p>Links to National Curriculum: 1. Develop flexibility, strength, technique, control and balance. 2. Competitive games. 3. Compare their performances with previous ones</p>	<p>HT 3/4 Core knowledge:</p> <ul style="list-style-type: none">• Able to develop their skills using their dominant and non dominant side of their body.• Able to evaluate and improve their own and others performances and suggest ways for themselves and others to improve their performances.• Be able to officiate matches by knowing the rules. <p>Assessment:</p> <p>→ Cooper run</p> <p>Curriculum sequence: Basketball/ Table Tennis</p> <p>Links to National Curriculum: 1. Competitive games. 2. Compare their performances with previous ones</p>	<p>HT 5/6 Core knowledge:</p> <ul style="list-style-type: none">• To be able to transfer developed and refined skills e.g. striking of a target such as a ball.• Be able to physically exert themselves to produce their best performance in a competitive environment.• To identify an activity or sport to practise at internal or external club. <p>Assessment:</p> <p>→ Cooper run</p> <p>Curriculum sequence: Cricket/ Athletics</p> <p>Links to National Curriculum: 1. Take part in challenges.</p>
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<p>HT 1/2 Core knowledge:</p> <ul style="list-style-type: none">• Embedded warm ups and cool downs specific to the activity.• Begin to assess an opponent's strengths and weaknesses.• Utilise their own strengths to defeat an opponent.• By able to identify areas of their fitness that need improving. <p>Assessment:</p> <p>→ Cooper run</p> <p>Curriculum sequence: Handball/ Fitness</p> <p>Links to National Curriculum: 1. Develop flexibility, strength, technique, control and balance. 2. Competitive games. 3. Compare their performances with previous ones</p>	<p>HT 3/4 Core knowledge:</p> <ul style="list-style-type: none">• Able to develop their skills using their dominant and non dominant side of their body.• Able to evaluate and improve their own and others performances and suggest ways for themselves and others to improve their performances.• Be able to officiate matches by knowing the rules. <p>Assessment:</p> <p>→ Cooper run</p> <p>Curriculum sequence: Inclusive & World Sports/ Trampolining</p> <p>Links to National Curriculum: 1. Competitive games. 2. Compare their performances with previous ones</p>	<p>HT 5/6 Core knowledge:</p> <ul style="list-style-type: none">• To be able to transfer developed and refined skills e.g. striking of a target such as a ball.• Be able to physically exert themselves to produce their best performance in a competitive environment.• To compete for the school at a borough level. <p>Assessment:</p> <p>→ Cooper run</p> <p>Curriculum sequence: Rounders/ Athletics</p> <p>Links to National Curriculum: 1. Take part in challenges.</p>
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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.

Y9 Core knowledge Unit 1:

- LO1-Body Systems: Skeletal System, Muscular System, Respiratory System, Cardiovascular System, Energy Systems.
- LO2- Effects of health and fitness activities on the body
- LO3- Components of Fitness
- LO4- Understand the principles of training

Y10 Core knowledge Unit 2:

- LO1- Impact of lifestyle on health and fitness
- LO2- Test and develop components of fitness
- LO3- Apply health and fitness analyses and set goals
- LO4- A health and fitness programme

Pupils in Y9 also complete their :

- Sports Leaders UK Level 1 qualification
- Bronze Duke of Edinburgh Award

Qualification title			NCFE Level 1/2 Technical Award in Health and Fitness	
Qualification Number (QN)			603/2650/5	
Level			Combined level 1/2	
Guided Learning Hours (GLH)			120, plus 1 hour 30 minutes' external assessment	
Unit 01	48 GLH	40% Weighting	Externally assessed: written examination (externally marked)	Unit grades: NYA, L1P, L1M, L1D, L2P, L2M, L2D
Unit 02	72 GLH	60% Weighting	Internally assessed: synoptic project (externally quality assured)	Unit grades: NYA, L1P, L1M, L1D, L2P, L2M, L2D
TOTAL	120 GLH	100%	Overall qualification grades: NYA, L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*	

The Y9s are following the NCFE Level 1/2 qualification in Health and Fitness. The specification for the qualification is here:

<https://www.qualhub.co.uk/media/19710/603-2650-5-qualification-specification-version-25.pdf> See pages 26-51.

In Y10/11 pupils start to become like adults, where they have an element of choice of what physical activity they do. The physical activities enable pupils to meet the NC target of taking part in a range of activities that develop personal fitness and promotes a healthy, active lifestyle.

Core Knowledge:

- Develop their ability to play competitively through team games such as basketball, football, dodgeball, table tennis, badminton etc.
- A range of personal fitness activities such as yoga, pilates, fitness circuits, running, walking.
- A personal challenge of taking part in Silver DofE.
- They also have the opportunity to develop their sports leader skills through a sports leaders level 2 qualification.

Assessment:

- Inline with the whole school assessment calendar.

Curriculum sequence: Cycle 1: Team Sports/ Sports Leaders Cycle 2: Team Sports Outside/ Inside Cycle 3 (Y10 only) Team Sports/ Silver DofE

Links to National Curriculum: All - see below

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Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in 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], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.