



Subject: PE

Lead Teacher: Miss R Saunders

Year: 12 and 13

### Curriculum organisation

Students in Year 12 have a one-hour core PE lesson per week. Students in Year 13 have one-hour core PE lesson every fortnight. Students have full access to the Physical Education curriculum which is differentiated to meet pupils' learning needs and styles. The Physical Education curriculum is designed to be challenging and appropriate to each pupil's stage of development.

- To be active physically, demonstrating knowledge and understanding mainly through physical activity.
- To promote health awareness and the value of adopting a healthy lifestyle.
- To provide high quality coaching and teaching within PE lessons and after-school clubs.
- Staff to deliver high quality PE lessons.
- To increase the amount of inter-school competitive sport opportunities for students.
- To increase the amount of intra-school competitive sport opportunities for students.
- To instil a sense of good sportsmanship, and encourage recognition of other pupils' contribution.
- To develop leadership skills, responsibility and self-awareness.

### AS Physical Education – OCR Specification.

Students in the Sixth Form have the opportunity to study AS PE. Our AS Physical Education course develops knowledge, understanding and skills relevant to physical education. Students gain understanding of the scientific and socio-cultural factors that underpin physical activity, and demonstrate their ability as either performer or coach.

AS PE is examined at the end of Year 13 by two examination papers, a practical performance and an EAPI coursework.

At NGHS we listen to the student voice and develop the KS5 curriculum around what the students enjoy doing or something new they would like to try, this is usually based on judgements made in KS4. If students have completed any summer camps or coaching/ refereeing courses over the summer, we try our best to utilise this and get them involved in extra-curricular clubs and fixtures as they are able to share their knowledge and support other students.

Prior learning from KS4 PE will benefit students going into their AS PE course as they will have a basic knowledge and understanding of many of the topic areas, such as Anatomy and physiology, Skills classification and coaching points for a variety of sports.

## Overview of Topics & Key Information

How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	Year 12 Core PE – Volleyball - Develop volley - Develop dig - Develop Serving - Develop Spike - Block - Tactics - Scoring - Coaching and Umpiring - Interhouse  Cheerleading (no stunts) or Dance: - Commercial dance - 2 taught lessons	<ul style="list-style-type: none"> <li>•How can I develop my knowledge and skills in this sport?</li> <li>•How can I improve the skills that I use?</li> <li>•How do I choose which shot to play and when?</li> <li>•Do I understand the rules and regulations of the game?</li> <li>•Could I umpire or coach in this sport?</li> </ul> <ul style="list-style-type: none"> <li>•Can you describe / demonstrate key actions?</li> </ul>	Set Dig Spike Overhead serve Scoring Serve rotations Boundaries  Motions Building Skills Jumps Tumbling	<ul style="list-style-type: none"> <li>• Variety of shots</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and Defending skills</li> <li>• Tactics</li> <li>• Game Play/ Rules/ Scoring</li> <li>• Umpiring</li> </ul> To develop an understanding of dance as a performance and	<ul style="list-style-type: none"> <li>• Practical lessons</li> <li>• Individual work</li> <li>• Pair work</li> <li>• Small group work</li> <li>• Whole class work</li> <li>• Problem-solving tasks</li> </ul>

<p>- 4 interhouse practice lessons - 1 interhouse dance performance</p> <p>• Year 12 PAPER 1 – Applied Anatomy and Physiology - Skeletal and Muscular Systems - Cardiovascular and respiratory systems PAPER 2 - Skills Acquisition - Classification of skills - Types and methods of practice - Transfer of skills - Learning theories - Stages of learning, guidance and feedback.</p> <p>Performance in Physical Education: - 1 hour a week - EAPI - Practical performances</p>	<p>•Can you learn a short sequence of actions/ phrase of dance? •Can you add actions to this sequence/ phrase? •Do I have the knowledge and skills to choreograph a longer (2 minutes +) phrase/ piece? •Can I work in a team and share ideas?</p>	<p>Handstand Bridge Cartwheels Rolls (Forward &amp; Backward) Round Off Walkovers (Forward &amp; Backward) Actions Principles (Levels, partner work, lifts) Rhythm Tempo</p> <p>Observation Performer Skill Fitness Tactics/ compositional ideas Strengths Weaknesses Action plan Coaching points Progression Theory links</p> <p>Paper 1 link- Applied anatomy and</p>	<p>communication of ideas through movement.</p> <p>Recognize the basic principles of motions, tumbling and jump techniques</p> <p>To be able to understand and use cheerleading/ dance terminology.</p> <p>Improvement of musicality/timing in dance.</p> <p>To perform, compose and appreciate cheer/dance as an artform.</p> <p>- Understanding what is required for the EAPI. - Review the practical performance criteria for their chosen sport. - To practise observing a performer and making notes on the strength and weaknesses of the performer's skills</p>	
--	--	---	--	--



		<ul style="list-style-type: none"> <li>- Can I explain 3 fitness strengths and 3 weaknesses of the performer?</li> <li>- Can I explain 3 tactical/compositional strengths and 3 weaknesses of the performer?</li> <li>- Can I analyse the overall success of the performance?</li> <li>- Can I create an effective action planned based on observations?</li> <li>- Can I link theory from paper 1 and 2 to my observations?</li> </ul>	<p>Tactics/ compositional ideas Strengths Weaknesses Action plan Coaching points Progression Theory links</p> <p>Paper 1 links- 1.1 Skeletal and muscular systems 3.1 Biomechanical principles: Newton's laws of motion etc. 3.2 Biomechanical principles: Stability and lever systems 2.2 Preparation and training methods 1.2 Cardiovascular and respiratory systems 2.1 Diet and Nutrition</p>	<ul style="list-style-type: none"> <li>- Independently, practise observing a performer and developing their notes on the performance- must include theory links.</li> <li>- To continue to collect evidence for the student's individual practical performances- review the footage and give feedback.</li> <li>- Continue to record training sessions and competition in their practical log books</li> </ul>	
--	--	---	---	--	--

<p>Spring Term</p>	<p>Year 12 Core PE – Benchball  - Develop passing and catching.  - Strengthening movement.  - Attacking skills  - Defending skills  - Developing tactical play.  - Coaching and Umpiring  - Interhouse</p> <p>Cricket  - Batting to maximise run rate  - Batting for time to stay in  - Batting –variety of shots  - Deciding batting order  - Bowling – spin / fast -  Setting the field for different situations  - Coaching and umpiring  - Games  - Interhouse</p> <ul style="list-style-type: none"> <li>• Year 12 PAPER 1 – Applied Anatomy and Physiology &amp; Exercise Physiology <ul style="list-style-type: none"> <li>- Cardiovascular and respiratory systems</li> <li>- Diet and Nutrition and their effect on physical activity and performance.</li> </ul> </li> <li>PAPER 2 - Skills Acquisition &amp; Sports Psychology <ul style="list-style-type: none"> <li>- Individual differences</li> <li>- Group and Team dynamics</li> </ul> </li> </ul> <p>Performance in Physical Education:  - 1 hour a week  - EAPI  - Practical performances</p>	<ul style="list-style-type: none"> <li>•How can I develop my knowledge and skills in this sport?</li> <li>•Do I understand the rules and regulations of the game?</li> <li>•Can I successful apply tactics under pressure/ in competitive game?</li> <li>•Could I umpire or coach in this sport?</li> </ul> <ul style="list-style-type: none"> <li>• How can I develop my knowledge and skills in this sport?</li> <li>•How can I improve the skills that I use?</li> <li>•Do I understand how to successfully apply batting tactics in a competitive scenario?</li> <li>•Do I understand the rules and regulations of the game?</li> <li>•Could I umpire or coach in this sport?</li> </ul> <ul style="list-style-type: none"> <li>- Can I explain 3 skill strengths and 3 weaknesses of the performer?</li> <li>- Can I explain 3 fitness strengths and 3 weaknesses of the performer?</li> <li>- Can I explain 3 tactical/ compositional strengths and 3 weaknesses of the performer?</li> </ul>	<ul style="list-style-type: none"> <li>• Tactics</li> <li>• Positional play</li> <li>• Rules</li> <li>• Attacking</li> <li>• Defending</li> <li>• Sport specific terminology.</li> </ul> <ul style="list-style-type: none"> <li>• Batting tactics</li> <li>• Bowling techniques</li> <li>• Field placements</li> <li>• Rules and scoring</li> <li>• Sport specific terminology.</li> </ul> <p>Observation Performer Skill  Fitness  Tactics/ compositional ideas  Strengths  Weaknesses  Action plan  Coaching points</p>	<ul style="list-style-type: none"> <li>• Passing skills</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and Defending skills</li> <li>• Game Play</li> <li>• Umpiring</li> </ul> <ul style="list-style-type: none"> <li>• Batting skills</li> <li>• Fielding skills</li> <li>• Throwing skills</li> <li>• Catching skills</li> <li>• Game play</li> </ul> <ul style="list-style-type: none"> <li>• Building on knowledge for the EAPI.</li> <li>• Starting to link theory such as movement analysis, skill classification and feedback.</li> <li>• To practise observing a</li> </ul>	
--------------------	--	---	---	--	--

	<p>• Year 13</p> <p>PAPER 1 – Revision of all topic areas</p> <p>PAPER 2 – Revision of all topic areas</p> <p>Performance in Physical Education:</p> <ul style="list-style-type: none"> <li>- EAPI</li> <li>- Practical performances</li> </ul>	<ul style="list-style-type: none"> <li>- Can I analyse the overall success of the performance?</li> <li>- Can I link theory from paper 1 and 2 to my observations?</li> </ul> <ul style="list-style-type: none"> <li>- Can I explain 3 skill strengths and 3 weaknesses of the performer?</li> <li>- Can I explain 3 fitness strengths and 3 weaknesses of the performer?</li> <li>- Can I explain 3 tactical/compositional strengths and 3 weaknesses of the performer?</li> <li>- Can I analyse the overall success of the performance?</li> <li>- Can I link theory from paper 1 and 2 to my observations?</li> <li>- Can I create an effective action planned based on observations?</li> </ul>	<p>Progression Theory links</p> <p>Paper 1 link- 3.1 Biomechanical principles: Newton's laws of motion etc. 3.2 Biomechanical principles: Stability and lever systems</p> <p>Observation Performer Skill Fitness Tactics/compositional ideas Strengths Weaknesses Action plan Coaching points Progression Theory links</p> <p>Paper 1 links- 1.1 Skeletal and muscular systems 3.1 Biomechanical principles: Newton's laws of motion etc. 3.2 Biomechanical principles: Stability and lever systems 2.2 Preparation and training methods 1.2 Cardiovascular and respiratory systems 2.1 Diet and Nutrition</p>	<p>performer and developing their notes on the strength and weaknesses of the performer's skills, tactics/compositional ideas and physical attributes.</p> <ul style="list-style-type: none"> <li>• Begin to collect evidence for the student's individual practical performances.</li> <li>• Continue to record training sessions and competition in their practical log books.</li> </ul> <p>- Practise/ Mock EAPI's.</p> <p>- Independently, practise observing a performer and developing their notes on the performance- must include theory links.</p> <p>- To continue to collect evidence for the student's individual practical performance videos- review the footage and give feedback.</p> <p>- Continue to record training sessions and competition in their practical log books.</p>	
--	---	--	---	---	--

<p>Summer Term</p>	<p>Year 12 Core PE – Rounders</p> <ul style="list-style-type: none"> <li>- Fielding</li> <li>- Batting</li> <li>- Bowling</li> <li>- Positional roles</li> <li>- Tactical ideas and concepts</li> <li>- Competitive matches</li> <li>- Interhouse</li> </ul> <p>• Year 12 PAPER 1 - Exercise Physiology</p> <ul style="list-style-type: none"> <li>- Diet and Nutrition and their effect on physical activity and performance.</li> <li>- Summer of seminars</li> </ul> <p>PAPER 2 – Summer of seminars</p> <p>Performance in Physical Education:</p> <ul style="list-style-type: none"> <li>- 1 hour a week</li> <li>- EAPI</li> <li>- Practical performances</li> </ul>	<ul style="list-style-type: none"> <li>• What different batting techniques can I use?</li> <li>• How do I choose which batting technique to use when?</li> <li>• Why would I use different batting / fielding techniques?</li> <li>• How do I improve my skills in these sports?</li> <li>• Could I umpire or coach in this sport?</li> </ul> <p>- Can I explain 3 skill strengths and 3 weaknesses of the performer?</p> <p>- Can I explain 3 fitness strengths and 3 weaknesses of the performer?</p> <p>- Can I explain 3 tactical/compositional strengths and 3 weaknesses of the performer?</p> <p>- Can I analyse the overall success of the performance?</p> <p>- Can I link theory from paper 1 and 2 to my observations?</p> <p>- Can I create an effective action planned based on observations?</p>	<ul style="list-style-type: none"> <li>• Understanding and utilising individuals' strengths.</li> <li>• Batting techniques and placement - reverse bat</li> <li>• Bowling techniques- Donkey drop, spin, speed.</li> <li>• Batting to maximise scoring</li> <li>• Batting to defend/stay in.</li> <li>• Field placements- 1<sup>st</sup> and 2<sup>nd</sup> post runner, backing up triangle behind 2<sup>nd</sup>.</li> <li>• Covering posts - Setting/adapting the field for different batters.</li> <li>• Coaching and umpiring</li> </ul> <p>Observation Performer Skill Fitness Tactics/compositional ideas Strengths Weaknesses Action plan Coaching points Progression Theory links</p> <p>Paper 1 links- 2.2 Preparation and training methods 1.2 Cardiovascular and respiratory systems 2.1 Diet and Nutrition</p>	<ul style="list-style-type: none"> <li>• Batting skills</li> <li>• Fielding skills</li> <li>• Tactics</li> <li>• Game play</li> </ul> <ul style="list-style-type: none"> <li>• Practise/ Mock EAPI's.</li> <li>• Develop notes on action plans i.e. training programmes.</li> <li>• To continue to practise observing a performer and developing their notes on the performance.</li> <li>• To continue to collect evidence for the student's individual practical performances- review the footage and give feedback.</li> <li>• Continue to record training sessions and competition in their practical log books.</li> </ul>	
--------------------	---	--	---	---	--

	<ul style="list-style-type: none"> <li>• Year 13</li> </ul> <p>PAPER 1 – Revision of all topic areas</p> <p>PAPER 2 – Revision of all topic areas</p> <p>Performance in Physical Education:</p> <ul style="list-style-type: none"> <li>- EAPI</li> <li>- Practical performances</li> </ul>	<ul style="list-style-type: none"> <li>- Can I explain 3 skill strengths and 3 weaknesses of the performer?</li> <li>- Can I explain 3 fitness strengths and 3 weaknesses of the performer?</li> <li>- Can I explain 3 tactical/compositional strengths and 3 weaknesses of the performer?</li> <li>- Can I analyse the overall success of the performance?</li> <li>- Can I link theory from paper 1 and 2 to my observations?</li> <li>- Can I create an effective action planned based on observations?</li> </ul>	<p>Observation Performer Skill Fitness Tactics/ compositional ideas Strengths Weaknesses Action plan Coaching points Progression Theory links</p> <p>Paper 1 links- 1.1 Skeletal and muscular systems 3.1 Biomechanical principles: Newton's laws of motion etc. 3.2 Biomechanical principles: Stability and lever systems 2.2 Preparation and training methods 1.2 Cardiovascular and respiratory systems 2.1 Diet and Nutrition.</p>	<ul style="list-style-type: none"> <li>- Finalise EAPI's.</li> <li>- Finalise and submit student's individual practical performance videos.</li> <li>- Collect in and sign off practical log books for evidence.</li> </ul>	
--	--	---	--	---	--

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> <li>• Standard school stationery</li> <li>• Exercise book / Writing paper?</li> <li>• Calculator?</li> <li>• Anything else specific</li> </ul>	<ul style="list-style-type: none"> <li>• Students will peer-assess during performance-based lessons.</li> <li>• Assessment is continuous and is based on: <ul style="list-style-type: none"> <li>- Development of skills practically.</li> <li>- Their ability to make and apply decisions in changing game / choreographic situations.</li> <li>- Their development of physical and mental capacity to excel and challenge themselves to improve further.</li> </ul> </li> <li>• -Their evaluation skills in order to continue to improve.</li> </ul> <p>Learning will be assessed throughout the AS Physical Education course by:</p> <ul style="list-style-type: none"> <li>• End of unit assessments</li> <li>• End of year examinations</li> <li>• Mock Examinations</li> <li>• Homework, providing detailed feedback.</li> <li>• Peer and self-assessed work.</li> <li>• Verbal feedback in lessons.</li> </ul>

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> <li>• Regular fixtures in a wide array of sports</li> <li>• New 2019- Year 11 and Sixth Form netball weekend.</li> <li>• Tibberton Friday night netball club.</li> <li>• Rugby Ready Course</li> <li>• Leading extra-curricular clubs.</li> </ul> <p>The summer of seminars gives students to discuss topics across both paper 1 and paper 2 with athletes who have reached elite status in their sporting discipline. This is an incredible opportunity, that no other school in the area are providing.</p>	<ul style="list-style-type: none"> <li>• Tips to help students achieve including E-learning, suggested websites. Including parental support, revision guides recommendation etc.</li> <li>• Ensure that they have full PE kit to be able to participate in indoor and outdoor sports in all weathers (layers for the winter, sun protection for the summer).</li> <li>• Make sure that if they are injured that a note is provided to explain the injury, how long they will be unable to participate, a supporting doctors / physio note if a longer-term injury and PE kit for them to change into so that they can still take on a role during the lesson. <ul style="list-style-type: none"> <li>• Encourage students to participate in the extra-curricular opportunities that exist for PE.</li> </ul> </li> </ul> <p>AS Physical Education</p> <ul style="list-style-type: none"> <li>• Students have access to all class materials on teams.</li> <li>• Students will be given Tips to help students achieve including E-learning, suggested websites. Including parental support, revision guides recommendation etc.</li> <li>• Ensure they have all kit and equipment for both theory and practical lessons to ensure their best performance in every lesson.</li> </ul> <p>Students are encouraged to partake in extra curricular clubs to strengthen knowledge and performance for EAPI.</p>

Inclusion	Inclusion within KS5 PE
<ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul>	<ul style="list-style-type: none"> <li>• Within different sports students learn about a range of performers/coaches/officials with a full range of backgrounds, including those with disabilities.</li> <li>• Students are supported practically by the teacher if a student requires this.</li> <li>• Equipment is adapted where necessary to accommodate the needs of the students with SEND – e.g. A bigger ball/bat.</li> <li>• Modified rules and regulations can be implemented to aid inclusion and accessibility.</li> <li>• Where necessary students are given frequent demonstrations to revisit previous techniques taught to support their understanding.</li> <li>• Keywords/ subject specific vocabulary displayed on sports hall walls to aid memory.</li> <li>• Groupings are designed to support students when practicing their isolated skills or competitive games.</li> </ul>
Rosenshines Principle – Individual needs	
<ul style="list-style-type: none"> <li>• Equipment – Differentiated where necessary.</li> <li>• Demonstrate and showcase – students to demonstrate – correct technique – support peers.</li> <li>• Questioning in lessons – Open and closed questions- Probing and Funnel questions (evaluation, analysis and application).</li> <li>• Peer assessment – Technique – WWW and EBI – support peers- technology and performance analysis.</li> <li>• Groupings – when students are completing isolated drills or in a competitive situation.</li> <li>• Standards – Opportunities for students to evaluate their own performance- use of standardised tables- set targets.</li> </ul>	

**If you have any questions about this Learning Overview, please contact the named Teacher above.**