

Enrichment and Personal Development	Links to Careers in Physical Education	Catholicity in the Curriculum
<p>Year 10</p> <p>Pupils will be offered the opportunity to participate in an extensive extra-curricular programme that includes (but is not limited to) sports such as, trampolining, netball, football, table tennis, dance, boxing and fitness. Pupils will also be invited to attend an OAA residential trip to continue to develop skills from practical lessons such as teamwork, confidence and problem solving. Pupils will be offered the opportunity to hear from local colleges and different pathways into higher education through sport. Pupils will also understand the characteristics of a healthy lifestyle.</p>	<p>Pupils will develop their knowledge of practical performance, sports leadership and outdoor adventurous activities. This will prepare them for sports coaching, sports analysis, sports reporting and sports rehabilitation practitioners. Alongside their theoretical learning, pupils will develop their practical performance, and this could prepare them for becoming professional sportsmen/sportswomen and teaching PE.</p>	<ul style="list-style-type: none"> <li>• Dignity: Pupils understand the skills needed for leadership including the importance of treating people equally and avoiding discrimination.</li> <li>• Creation and the Environment: Pupils visit the Anderton Centre and participate in outdoor activities appreciating how different terrain has an impact on sport.</li> <li>• Dignity: Pupils have an understanding of how outdoor adventurous activity can improve a person's social, emotion and physical health.</li> </ul>
<p>Year 11</p>	<p>Pupils will develop their knowledge of contemporary issues in sport including barriers that people face when wanting to take part in physical activity and the solutions to these, as well as develop knowledge of sporting behaviour, performance enhancing drugs and the use of technology in sport. These topics could create the basis for pupils in careers such as sports marketing, associate producers and sports analysts and performers. They could also introduce them to careers as anti-doping officers, sports psychologists and analysis operations. The development of understanding of outdoor adventurous activities will provide them with the basics needed for a career in expedition leading, outdoor activity instructing and activity centre management.</p>	<ul style="list-style-type: none"> <li>• The Dignity of Work and Participation: Pupils consider the impact of money and commercialisation on participation in sport.</li> <li>• Dignity: Pupils understand the limiting factors that can affect participation in sport.</li> <li>• The Common Good: Pupils consider the advantages of technology in sport (VAR and Magic Eye).</li> <li>• The Common Good and The Dignity of Work and Participation: Pupils learn about the importance of WADA including the sanctions and rules in place in order to ensure a level playing field (Drug testing and sanctions at the Olympics).</li> <li>• Option for the Poor: Pupils consider barriers and solutions to participation in sport (premium gym memberships and affordability)</li> <li>• The Common Good: Pupils learn the 7 sporting values and reflect on their significance in sport and life as a whole.</li> </ul>



Key areas of focus in this unit of work



Subject specific knowledge



Assessment (including both formative and summative)



Interdisciplinary Learning



Progression of learning



#### KS3 Transferable Skills

- Knowledge of health and fitness including the components of health-related fitness, how to measure components of fitness using fitness testing and how to improve cardiovascular health can be applied and developed during the study of Component 1.
- The development of skills learnt during practical lessons in KS3 will be built on with a greater focus on precision of technique and application to highly pressurised situations.
- Tactical awareness, officiating and leadership will all be built upon during practical performance.

# Cambridge National Sports Studies Physical Education Year 10 Curriculum Journey



# Holy Cross

CATHOLIC HIGH SCHOOL

Autumn		Spring		Summer	
<p>Declarative Knowledge: Pupils will develop knowledge of:</p> <ul style="list-style-type: none"><li>• Key components for assessing strengths and weaknesses in an activity:</li><li>• Skills and techniques</li><li>• Tactics and strategies</li><li>• Compositional ideas</li></ul> <p>(this will continue throughout Year 10)</p> <ul style="list-style-type: none"><li>• Organising and planning a sports activity session:</li><li>• Understand how to plan a sports activity session</li><li>• Recognise and develop knowledge of safety considerations when planning a session</li><li>• Ensure that objectives of the activity session meet the needs of the groups.</li><li>• Leading a sports session</li><li>• Ensuring the sports activity session is safe</li></ul> <p>Declarative Knowledge: Pupils will develop knowledge of:</p> <ul style="list-style-type: none"><li>• How to evaluate their own performance in planning and leading a sports activity session.</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Pupils will apply knowledge of skills, qualities and leadership styles that they have learnt to evaluate their own sports leadership session.</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Pupils will apply their knowledge of different leadership qualities and styles to be able to successfully create and plan a sports activity session.</li><li>• Pupils will apply their knowledge of safety and risk to create a thorough risk assessment prior to delivery of their session.</li><li>• Pupils will apply knowledge of skills, qualities and leadership styles that they have learnt to leading their own session.</li><li>• They will apply their knowledge to organise equipment and groups during a sports activity session.</li></ul>		<p>Declarative Knowledge: Pupils will develop knowledge of:</p> <ul style="list-style-type: none"><li>• Key components for assessing strengths and weaknesses in an activity:</li><li>• Skills and techniques</li><li>• Tactics and strategies</li><li>• Compositional ideas</li></ul> <ul style="list-style-type: none"><li>• Measuring improvement in performance</li><li>• Technology</li><li>• Video analysis</li><li>• Quantitative activity tracking</li></ul> <ul style="list-style-type: none"><li>• Methods to improve performance</li><li>• Progressive drills and practices</li><li>• Different types of practice</li></ul> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>• Pupils will apply all the knowledge they develop to a variety of sports performers and specific sporting examples.</li><li>• Pupils will apply knowledge of how to improve performance to written assignments.</li><li>• Pupil will apply knowledge of practice methods and how to analyse performance to correctly select the drills/practice types required to improve their performance.</li></ul>		<p>Declarative Knowledge: Pupils will develop knowledge of:</p> <ul style="list-style-type: none"><li>• Unit R187: Increasing Awareness of Outdoor and Adventurous Activity including:<ul style="list-style-type: none"><li>• Provision for different types of outdoor and adventurous activities in the UK</li><li>• Equipment, clothing and safety aspects of participating in</li></ul></li></ul> <p>OAA</p> <ul style="list-style-type: none"><li>• Pupils will apply their knowledge of the types of OAA available in the UK to create their Topic Area 1 assignment (updated Live in June)</li><li>• They will apply their knowledge of equipment, clothing and safety create a written assignment for different outdoor and adventurous activities</li></ul> <p>Procedural Knowledge: R187:</p> <ul style="list-style-type: none"><li>• They will apply their knowledge to plan and complete an activity.</li><li>• Evaluate their activity.</li></ul> <ul style="list-style-type: none"><li>• Pupils will begin to develop their knowledge of Unit R184 in preparation for their exam, including:</li><li>• Pupils will begin to develop their knowledge on the issues that affect participation in sport.</li><li>• This will include different user groups, barriers and solutions to participation, the factors that affect participation and emerging sports in the UK.</li></ul>	
<ul style="list-style-type: none"><li>• Strengths</li><li>• Weakness</li><li>• Teaching Points Technique</li><li>• Strategy</li><li>• Tactic</li><li>• Ability</li><li>• Performance</li><li>• Complexity</li><li>• Part practice Variable practice</li></ul>	<ul style="list-style-type: none"><li>• Simple</li><li>• Complex</li><li>• Open</li><li>• Closed</li><li>• Progressive practice</li><li>• Drill</li><li>• Fixed</li><li>• Whole practice</li></ul>	<ul style="list-style-type: none"><li>• Safety</li><li>• Risk</li><li>• Confidence</li><li>• Clarity of voice</li><li>• Location, size, weather, participants.</li><li>• Introduction &amp; conclusion</li><li>• Warm up</li><li>• Cool down</li><li>• Skills and technique development</li><li>• Equipment checks</li></ul>	<ul style="list-style-type: none"><li>• Activity specific risks</li><li>• Basic first aid</li><li>• Child protection</li><li>• Emergency procedures</li><li>• Adaptability</li><li>• Safe practice</li><li>• Timing</li><li>• Reliability</li><li>• Creativity</li><li>• Communication</li><li>• Positioning</li><li>• Enthusiasm</li></ul>	<ul style="list-style-type: none"><li>• Suitability of activity</li><li>• Positives</li><li>• Negatives</li><li>• Motivation</li><li>• Appropriate use of equipment</li><li>• Appropriate timing of activity</li><li>• Improvements</li><li>• Leadership</li></ul>	<p>R187:</p> <ul style="list-style-type: none"><li>• Water sports</li><li>• Trekking, Camping, Climbing and Caving</li><li>• Cycling</li><li>• Snow sports</li><li>• National Sports Centres</li><li>• Voluntary Organisations</li><li>• Local Providers</li><li>• Safety equipment Specialist equipment</li><li>• GPS and signalling devices</li><li>• Waterproof technology</li><li>• Terrain</li><li>• Environment</li><li>• Risk Assessment</li><li>• Mental, physical social benefits.</li></ul>
<p>Formative:</p> <ul style="list-style-type: none"><li>• Teacher observation and questioning throughout lessons.</li><li>• Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• Assessment of practical performance in a team and an individual sports activity</li><li>• Written Topic Area 2 Live Assignment</li></ul>		<p>Formative:</p> <ul style="list-style-type: none"><li>• Teacher observation and questioning throughout lessons.</li><li>• Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• Written Topic Area 3 assignment: session plan and risk assessment</li><li>• Topic Area 4 assignment: Delivering a sports activity session (practical – teacher assessed). Witness statement.</li></ul>		<p>Formative:</p> <ul style="list-style-type: none"><li>• Teacher observation and questioning throughout lessons.</li><li>• Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li><li>• Low tariff recall activities</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>• Written Topic Area 5: Reviewing your own performance in planning and leading a sports activity session.</li></ul>	
<p>Maths: R185 – interpretation of data to analyse strengths and weaknesses in a sporting activity.</p>					
<p>Pupils will use those terms knowledge to inform their learning as they progress into the Spring Term. The knowledge of skills and techniques, along with how to improve these using different types of practice to the creation of their own activity session.</p>		<p>The knowledge of how to plan and lead an activity session will allow pupils to progress their learning into the summer term where they will evaluate their learning. It will also provide them with the skills they need for the OAA unit they will begin at the end of summer term and into Year 11.</p>		<p>The ability to evaluate their leadership will allow them to develop knowledge needed for Y11 when they will evaluate their participation in outdoor and adventurous activity in Topic Area 4 of R187.</p>	

# Cambridge National Sports Studies Physical Education Year 11 Curriculum Journey



**Holy Cross**  
CATHOLIC HIGH SCHOOL



Autumn		Spring/Summer	
<p>Declarative Knowledge: (September – Christmas)</p> <ul style="list-style-type: none"><li>Plan for and be able to participate in an outdoor adventurous activity</li><li>Evaluate participation in OAA</li></ul> <p>R184:</p> <ul style="list-style-type: none"><li>Pupils will begin to develop knowledge of exam technique and apply their knowledge of this topic to exam questions of varying lengths (MC, short and long answers)</li></ul>		<p>Declarative Knowledge: Pupils will develop knowledge of:</p> <p>The role of sport in promoting values:</p> <ul style="list-style-type: none"><li>This will include: citizenship, fair play, inclusion, team spirit, national pride, tolerance AND respect and excellence.</li><li>The Olympic and Paralympic movement</li><li>Sporting Initiatives and Campaigns</li><li>The importance of etiquette and sporting behaviour</li><li>The use of performance enhancing drugs (PED's) in sport</li></ul> <p>The implication of hosting a major sporting event for a city or country:</p> <ul style="list-style-type: none"><li>Features of a sporting event</li><li>Positives and negatives pre-event</li><li>Positives and negatives of hosting</li></ul> <p>The role of National Governing Bodies</p> <p>The use of technology in sport</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"><li>Pupils will continue to develop knowledge of exam technique and apply their knowledge of this topic to exam questions of varying lengths (MC, short and long answers).</li></ul>	
<p>R184:</p> <ul style="list-style-type: none"><li>Gender, ethnicity, retired people, families with children, people with disabilities, unemployed, people who work</li><li>Employment and unemployment, family commitments, lack of disposable income, lack of role models, lack of equal coverage.</li><li>Appropriate sessions and programmes, promotional strategies</li></ul>		<ul style="list-style-type: none"><li>Sporting Values</li><li>Team Spirit</li><li>Citizenship</li><li>Tolerance AND respect</li><li>Inclusion</li><li>Excellence</li><li>National Pride</li><li>The Olympic Creed</li><li>Olympic and Paralympic Values</li><li>Etiquette and Sporting Behaviour</li><li>Sportsmanship</li><li>Gamesmanship</li><li>Spectator etiquette</li><li>Performance enhancing drugs</li></ul>	<ul style="list-style-type: none"><li>WADA</li><li>Sanctions</li><li>Regular</li><li>One off</li><li>Regular and Recurring</li><li>Infrastructure</li><li>Financial benefit</li><li>Commercial Investment</li><li>Employment</li><li>Indirect and direct tourism</li><li>Crime</li><li>Terrorism</li><li>National Governing Bodies</li><li>Technology</li><li>Enhanced performance</li></ul>
<p>Formative:</p> <ul style="list-style-type: none"><li>Teacher observation and questioning throughout lessons.</li><li>Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>Pupils will complete their assignments in R187 – Topic Areas 1-4. These will be produced in the form of three written reports and one practical activity supported with a teacher witness statement.</li><li>Pupils will complete an EoHT test prior to Christmas that review knowledge of R184 Topic 1.</li></ul>		<p>Formative:</p> <ul style="list-style-type: none"><li>Teacher observation and questioning throughout lessons.</li><li>Tasks within classes that both apply and review knowledge – these will be self and peer assessed</li></ul> <p>Summative:</p> <ul style="list-style-type: none"><li>Pupils will complete a test reviewing knowledge so far prior to February HT.</li><li>Prior to Easter, pupils will complete a minimum of 2 full exam papers.</li><li>Analysis of each paper sat will be sent home for both pupil and parental viewing.</li></ul>	
<p>Current Affairs:</p> <p>Issues around performance enhancing drugs in competitions, euros, Olympics, national championships etc. GCSE starter tasks are linked to current affairs. Participation rates at GCSE and user groups and barriers.</p>			
<p>Pupils will use their knowledge from Topic One as they progress through the exam unit. Knowledge they develop will interleave with later topics including the role of sport in promoting values and sporting initiatives and campaigns.</p>		<p>Pupils will use the knowledge learnt to ensure they can apply to sporting examples in their formal exam in the summer. To further develop their learning, they could complete a BTEC Sport, BTEC Sporting Excellence and Performance, BTEC Sport and Coaching Development and/or begin an apprenticeship within the sporting industry. At higher education level, pupils could use this knowledge to study a degree in Physical Education and Sport (BA Hons) or Applied Sport and Exercise Studies (BA Hons).</p>	

