



Enrichment and Personal Development		Links to Careers in PE	Catholicity in the Curriculum
Year 7	All pupils are offered an extensive enrichment programme of extra-curricular activities. Competitive fixtures and inclusion festivals for all sports from football to dance and GLOW dodgeball are available to all. Pupils are presented the opportunity to compete locally, at county level and nationally. The enrichment offer is broad ensuring interest and the chance for participation by those that enjoy invasion games, striking and fielding, aesthetics and just being active. Trips to see professional sports teams including Wigan Warriors and Manchester Thunder are offered to pupils throughout KS3. During Year 8 and 9, pupils can further enrich their skillset through becoming involved in the Sports Leadership Academy helping to lead sports events for local primary schools.	Pupils will develop knowledge of several areas including health, tactical awareness, motor competence and evaluating performance. These initial units of work will build the foundational skills needed for careers as professional sportsmen, sports analysts, fitness coaches, health and wellbeing advisors and coaches of youth teams.	<ul style="list-style-type: none"> <li>• Solidarity: Pupils co-operate developing teamwork and communication skills through competitive team sports both in the classroom and through extra-curricular activities.</li> <li>• Dignity and Solidarity: Pupils take part in disability sports awareness week where they experience access sports.</li> <li>• The Dignity of Work and Participation: Extra-curricular clubs are inclusive for all ability levels. Festivals throughout the year are based on participation rather than competition. Pupils have an opportunity to represent school in their chosen sport locally and nationally.</li> <li>• Creation and the Environment: Pupils appreciate the environment through orienteering in the school grounds.</li> <li>• Peace: Pupils understand the rules of sports and shared values in order to ensure harmony.</li> </ul>
Year 8		Pupils build on their knowledge from Year 7 with a focus on increasing their knowledge of health by focusing on the components of skill related fitness along with how fitness can be improved using different methods of training. This knowledge, as well as the development of advanced tactical awareness and application of declarative knowledge of skill development will prepare pupils for careers as fitness instructors, personal trainers, referees and other officials as well as activity instructors.	
Year 9		Pupils develop their foundational leadership skills during this year with a focus on planning and teaching their own lesson alongside understanding cardiac health and energy production and how this can affect performance. Careers that pupils may be inspired to progress into include PE teaching, coaching (both at youth and professional level), cardiac coach, rehabilitation coaches and gym instructors.	
Year 10	Opportunities for enrichment continue into KS4 with a focus on improving leadership and preparing pupils to lead a healthy active lifestyle and lifelong participation. Pupils are given the opportunity to become Leadership ambassadors and officiating courses can be undertaken to improve their skillset preparing them for further education and working life. Girls in KS4 are encouraged to get involved in the Holy Cross Rubies netball team whom are afforded the opportunity to take part in a Thursday night league against other netball clubs.	In Year 10 and 11, pupils are given extended amounts of time to focus on the development of skills, leadership, officiating and extending knowledge of leading a healthy active lifestyle. Skills learnt in these lessons could directly translate to careers in umpiring for sports such as netball or cricket, refereeing rugby or football, fitness coaches, gym instructing and becoming professional sportsmen.	
Year 11		Ordering may differ slightly for certain groups due to teaching staff and spacing available however, below refers to the year group in general.	



#### KS2 Transferable Skills

- Complete gross motor performances including running, jumping and throwing
- Take part in competition
- Comparing performances in order to improve

# Physical Education Core Department Year 7 Curriculum Journey



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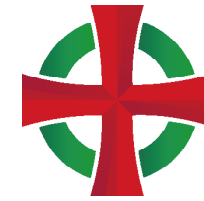
Autumn	Spring	Summer
<p><b>Declarative Knowledge:</b> Pupils will develop knowledge of:</p> <ul style="list-style-type: none"> <li>• Skills in a variety of sports</li> <li>• Knowledge of health and active lifestyles</li> <li>• Knowledge of basic tactics in a variety of sports</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Able to apply teaching points to performing skills.</li> <li>• Able to apply knowledge of tactics within game situations with some success.</li> <li>• Apply knowledge of health to improve their own lifestyles.</li> </ul>	<p><b>Declarative Knowledge:</b> Pupils will develop knowledge of:</p> <ul style="list-style-type: none"> <li>• Health related components of fitness</li> <li>• Skills required to lead a warm up and/or a skill related drill</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Applying knowledge of HRF to different sports performers</li> <li>• Applying knowledge of how to be a leader to lead their own warm up successfully</li> </ul>	<p><b>Declarative Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop their knowledge of how to evaluate performance of an isolated skill.</li> <li>• Skill development will be revisited and pupils will be expected to recall teaching points of certain skills.</li> </ul> <p><b>Procedural Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Able to apply teaching points to performing skills.</li> <li>• Apply knowledge of teaching points to effectively evaluate skills and verbalise why they have identified certain strengths and weaknesses.</li> </ul>
<ul style="list-style-type: none"> <li>• Social, emotional and physical health.</li> <li>• Formations</li> <li>• Outwitting opponents</li> <li>• Core skills (sport dependent) could include passing, throwing, dribbling and shooting.</li> </ul>	<ul style="list-style-type: none"> <li>• Health related components of fitness</li> <li>• Muscular strength</li> <li>• Muscular endurance</li> <li>• Flexibility</li> <li>• Body composition</li> <li>• Cardiovascular fitness</li> <li>• Confidence</li> <li>• Pulse raiser</li> <li>• Dynamic and static stretching</li> </ul>	<ul style="list-style-type: none"> <li>• Strengths</li> <li>• Weaknesses</li> <li>• Track and field events</li> <li>• Vocabulary may include: trajectory, take off, landing, sprint start, flight, release. Overarm and underarm bowling, fielding and batting.</li> </ul>
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation and questioning throughout lessons.</li> <li>• Peer assessment</li> <li>• Self assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Performance of skills learnt and application of tactics – performances to be standardised.</li> <li>• Questions asked regarding health and physical activity in the form of a mini test.</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation and questioning throughout lessons.</li> <li>• Peer assessment</li> <li>• Self assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Delivery of a warm up</li> <li>• Questions asked in form of mini test on components of HRF.</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation and questioning throughout lessons.</li> <li>• Peer assessment</li> <li>• Self assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Questions on skill performance.</li> <li>• Performance of skills.</li> </ul>
<p><b>Science:</b> Understand the aerobic and anaerobic energy systems in basic form, learn basic muscles and bones in the body, understand why muscles fatigue, understand the term healthy active lifestyle (Year 8 Science), understand the benefits of exercise including social, emotional and physical health (Y8 Sci)</p> <p><b>Maths:</b> Measuring in metric – athletics distances, times and scoring in games.</p>		
<p>This learning will create a basis for pupils as they move through Year 7 and allow them to interleave knowledge into their health-related fitness and evaluation of skill modules. This will also allow pupils to progress onto advanced tactical use and awareness in Year 8 as well as further developing their knowledge of health and how to improve it using different methods of training.</p>	<p>Learning the initial qualities and skills required to lead a warm up will prepare pupils for the unit in Year 8 on officiating. Knowledge of health-related fitness will allow pupils to have prior knowledge for when they begin their skill related fitness module in Year 8 and also for their evaluation of performance topic next term.</p>	<p>The evaluation unit will provide the basic knowledge needed for pupils to be able to refer to when they revisit analysis in Year 8, progressing this to whole performance and being able to verbalise how to improve performance.</p>



Year  
**8**



# Physical Education Core Department Year 8 Curriculum Journey



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Autumn	Spring	Summer
<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>How to perform advanced skills within a range of sports.</li> <li>How to use and adapt tactics during performance</li> </ul> <p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>Being able to apply knowledge of advanced skills to performance situations with success</li> <li>Applying advanced tactics to performance situations and being able to adapt these when necessary to outwit opponents.</li> </ul>	<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>How to officiate</li> <li>Hand signals when officiating</li> <li>Key terms used when officiating</li> <li>Scoring when officiating</li> <li>Understand the skill related components of fitness</li> <li>Understand different methods of training.</li> </ul> <p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>Able to apply declarative knowledge of officiating, including signals, scoring and key terms to successfully officiate a game situation.</li> <li>Apply knowledge of SRF to different sports performers</li> <li>Apply knowledge of MoT to why different sports performers may use them to improve performance</li> </ul>	<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>Pupils will develop their knowledge of how to evaluate skill within performance.</li> </ul> <p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>Pupils will apply knowledge of strengths and weaknesses of performance and, using knowledge from previous units, i.e. MoT, will suggest ways in which to improve their performance.</li> </ul>
<ul style="list-style-type: none"> <li>Advanced skills (sport dependent) could include passing on the move, relay changeovers, dribbling under pressure and taking a corner.</li> <li>Outwitting opponents</li> <li>Formations</li> <li>Defence</li> <li>Attack</li> </ul>	<p>Officiating could include terms such as (dependant on sport):</p> <ul style="list-style-type: none"> <li>Offside</li> <li>Footwork</li> <li>Obstruction</li> <li>Foul</li> <li>Free kick</li> <li>Contact</li> <li>Replay</li> <li>Double Dribble</li> <li>Agility, balance, co-ordination, speed, power, reaction time</li> <li>Continuous, fartlek, circuit, interval, weight, fitness classes</li> </ul>	<p>Key terms relating to execution of skills in sports performance:</p> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Speed</li> <li>Power</li> </ul>
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation and questioning throughout lessons.</li> <li>Peer assessment</li> <li>Self assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Performance of skills learnt and application of tactics – performances to be standardised.</li> <li>Questions asked regarding tactics.</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation and questioning throughout lessons.</li> <li>Peer assessment</li> <li>Self assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Demonstration of officiating skills during a game situation – teacher assessed.</li> <li>Questions asked in the form of a mini test on methods of training and components of fitness.</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation and questioning throughout lessons.</li> <li>Peer assessment</li> <li>Self assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Analysis in the form of a quiz will be completed regarding performance.</li> <li>In addition, teacher assessment through observation and standardised assessment/questioning will occur.</li> </ul>
<p><b>Science:</b> Understand the term healthy active lifestyle, understand the energy systems in more detail, learn how the heart and blood help carry oxygen to working muscles</p> <p><b>Maths:</b> Measuring in metric – athletics distances, times and scoring in games, working out maximum heart rate using the Karnoven formula</p>		
<p>Knowledge learnt in these units will aid pupils throughout the year as they continue to develop skill in a variety of sports. Key words regarding tactical awareness will be utilised when developing knowledge of other sports. Pupils in Year 9 are expected to be able to apply tactics successfully with little error so basic knowledge from Year 7 &amp; 8 will aid this.</p>	<p>Both declarative and procedural knowledge developed during this term will develop confidence of pupils ready for progression to planning and teaching a lesson in Year 9. Knowledge of methods of skills related fitness will create a basis for pupils in Year 9 when they learn about the fitness tests used to assess CoF and which MoT should be used to improve fitness test scores.</p>	<p>Knowledge that is developed in this unit will be used in Year 9 to analyse and implement performance improvements.</p>



Year  
**9**





# Physical Education Core Department Year 9 Curriculum Journey



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Autumn	Spring	Summer
<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>How to perform core and advanced skills effectively under pressure</li> <li>How to create and then adapt both attacking and defensive tactics.</li> </ul> <p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>Being able to apply knowledge of advanced skills to performance situations with success</li> <li>Apply knowledge of tactics to outwit opponents when under pressure.</li> <li>Applying advanced tactics to performance situations and being able to adapt these when necessary to outwit opponents.</li> </ul>	<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>Recap health and skill related components of fitness</li> <li>Understand the different fitness tests used to assess CoF</li> <li>Understand the functions of the cardiovascular system</li> <li>Understand the different types of energy production</li> </ul> <p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of fitness tests and CoF to improve their weaknesses</li> <li>Apply knowledge of fitness tests to different sports performers</li> <li>Apply knowledge of the cardiovascular system to explain how it could improve performance.</li> <li>Apply knowledge of aerobic and anaerobic energy systems to different sports performers/own activities.</li> </ul>	<p><b>Declarative:</b></p> <ul style="list-style-type: none"> <li>Recap knowledge of leadership skills</li> <li>Know how to organise and structure a lesson</li> <li>Know the correct drills/activities to use to enhance progress in a certain sport</li> <li>Develop knowledge of evaluating performance including key sports specific terminology.</li> </ul> <p><b>Procedural:</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of leadership skills and lessons to create and teach their own lesson to peers.</li> <li>Apply knowledge of evaluating skill to correctly implement improvements of their skill.</li> </ul>
<ul style="list-style-type: none"> <li>Advanced skills (sport dependent) could include passing on the move, relay changeovers, dribbling under pressure and taking a corner.</li> <li>Outwitting opponents</li> <li>Formations</li> <li>Defence</li> <li>Attack</li> </ul>	<ul style="list-style-type: none"> <li>Agility, balance, co-ordination, speed, power, reaction time</li> <li>Muscular strength, Muscular endurance</li> <li>Flexibility</li> <li>Body composition</li> <li>Cardiovascular fitness</li> <li>12 Minute Cooper Run, Illinois Agility Test, Sit Up Test</li> <li>Wall Toss, Ruler Drop</li> <li>Skin Fold Calipers</li> <li>Sit and Reach</li> <li>Aerobic and Anaerobic</li> <li>Lactic Acid</li> <li>Transportation</li> <li>Protection</li> <li>Blood Cell Production</li> <li>Waste Removal</li> </ul>	<ul style="list-style-type: none"> <li>Strengths</li> <li>Weaknesses</li> <li>Track and field events</li> <li>Track and field events</li> <li>Confidence</li> <li>Organisation</li> <li>Warm up</li> <li>Skill development</li> <li>Competition</li> <li>Warm up</li> <li>Skill development</li> <li>Competition</li> </ul>
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation and questioning throughout lessons.</li> <li>Peer assessment</li> <li>Self assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Performance of skills learnt and application of tactics – performances to be standardised.</li> <li>Questioning asked regarding tactics.</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation and questioning throughout lessons.</li> <li>Peer assessment</li> <li>Self assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Questions asked in the form of a mini test on components of fitness and the tests that can improve these.</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation and questioning throughout lessons.</li> <li>Peer assessment</li> <li>Self assessment</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation and questioning throughout lessons.</li> <li>Peer assessment</li> <li>Self assessment</li> <li>Analysis in the form of a quiz will be completed regarding performance.</li> <li>In addition, teacher assessment through observation and standardised assessment/questioning will occur.</li> </ul>
<p><b>Maths:</b> Measuring in metric – athletics distances, times and scoring in games. Understanding heart rate zones during fitness and how we calculate anaerobic and aerobic thresholds.</p>		
<p>Knowledge from these units will aid pupils throughout the year as they continue to develop skill in a variety of sports. It will also help pupils progress in extracurricular sport and competition. Procedural and declarative knowledge regarding tactical awareness will be utilised when developing knowledge of other sports.</p>	<p>Pupils will further develop this knowledge in Y10 during their health active lifestyles unit of work. Pupils can also apply this knowledge if they choose to take GCSE PE to the anatomy and physiology paper and their Personal Exercise programme.</p>	<p>Pupils will continue to develop these skills in KS4 both in CORE PE and during exam routes. Pupils who study Cambridge Nationals are expected to deliver a full lesson to their peers that includes differentiated tasks without any help or guidance. Practically, pupils will be expected to evaluate their strengths and weaknesses effectively and implement changes during their PEP and their practical performance.</p>



# Physical Education Core Department Year 10 and 11 Curriculum Journey



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Healthy Active Lifestyles	Leadership	Officiating
<p>Declarative:</p> <ul style="list-style-type: none"> <li>Pupils will continue to develop their knowledge of how to live a healthy active lifestyle</li> <li>Pupils will learn the different types of both group and individual exercise that can be accessed once they have left school.</li> <li>Pupils will develop their knowledge of a balanced diet</li> </ul> <p>Procedural:</p> <ul style="list-style-type: none"> <li>Pupils will apply their knowledge of different types of exercise to improve their health and fitness</li> <li>Pupils will apply their knowledge of balanced diets to their own lifestyle</li> <li>Pupils will use their knowledge to enhance their lifestyles as they enter higher education.</li> </ul>	<p>Declarative:</p> <ul style="list-style-type: none"> <li>Pupils will continue to develop their knowledge of how to lead small sessions</li> <li>Pupils will further develop their knowledge of different sports</li> </ul> <p>Procedural:</p> <ul style="list-style-type: none"> <li>Pupils will be able to apply knowledge of different sports to successfully create a variety of drills/lessons to teach to their peers.</li> <li>Pupils will apply in depth sporting knowledge to be able to break down skills for pupils if/when needed.</li> </ul>	<p>Declarative:</p> <ul style="list-style-type: none"> <li>How to officiate in a variety of sports</li> <li>Hand signals when officiating in a variety of sports</li> <li>Key terms used when officiating</li> <li>Scoring when officiating</li> </ul> <p>Procedural:</p> <ul style="list-style-type: none"> <li>Pupils will be able to apply all of the declarative knowledge above to successfully officiate a game in a variety of sports.</li> </ul>
<ul style="list-style-type: none"> <li>Zumba</li> <li>Circuits</li> <li>Boxercise</li> <li>Balanced Diet</li> <li>Fitness</li> <li>Healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Clarity</li> <li>Organisation</li> <li>Key skills</li> <li>Teaching points</li> <li>Differentiation</li> </ul>	<p>Officiating could include terms such as (dependant on sport):</p> <ul style="list-style-type: none"> <li>Offside</li> <li>Footwork</li> <li>Obstruction</li> <li>Foul</li> <li>Free kick</li> <li>Contact</li> <li>Replay</li> <li>Double Dribble</li> </ul>
<p>No formal assessment however in the last lesson of each unit, pupils will be asked to apply declarative knowledge to create an exercise session/programme for them to follow in later life and demonstrate knowledge of leading a HAL through questioning.</p>	<p>No formal assessment however, in the last lessons of this unit, pupils will be expected to lead either a skill or a lesson to their peers. This should include key teaching points and be organised well. Teacher decides on whether to let the class choose independently with sports or whether to choose for the class.</p>	<p>No formal assessment however, in final lessons pupils will all be given time to officiate and receive feedback on this during game situations.</p>
<p>Pupils will use this knowledge as they progress into higher education to ensure that they continue to live a healthy active lifestyle. Some may use this to progress into further study and enter careers as nutritionists, personal trainers and lifestyle coaches.</p>	<p>Pupils can use the skills needed to lead a small lesson in higher education and their careers. Personally developing pupils with these skills will allow them to achieve greater things as they progress into adult life.</p>	<p>Pupils can use the skills developed in this unit to help them progress into higher education (confidence). These skills will also give pupils the opportunity to become coaches and officials outside of school, potentially create employment.</p>

