



## Curriculum Overview 2025 2026

### Physical Education Department

Department	Physical Education
Head of Department	Mrs Lambert
Department Members	Mrs Goodier Mrs Davies Miss Smith Mr Meades Mr Patey Mr Gardner Mr Deeks
Accommodation and Resources	<p>Sports Hall, School Field, Gymnasium, off-site playing fields at Cromers Corner, Tennis Courts and use of the Millennium Hall.</p> <p>The gymnasium comprises a full range of fixed and moveable gymnastic apparatus, with basketball and badminton floor markings, projector and screen and 16 iPads.</p> <p><b>The sports hall comprises:</b></p> <ul style="list-style-type: none"> <li>● 4 badminton courts</li> <li>● 1 full size basketball court</li> <li>● 1 full size volleyball court</li> <li>● 1 full size netball court</li> <li>● 5-a-side football pitch</li> </ul>

<b><u>Curriculum Intent</u></b>	<ul style="list-style-type: none"> <li>● To develop a positive attitude to physical activity and sport and to promote a healthy lifestyle to all students, making all students aware of the short-term and long-term benefits of physical activity.</li> <li>● To deliver a broad and balanced curriculum to every student. To develop fundamental</li> </ul>
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skills to allow students the opportunity to further their interests in physical activity throughout their life.

- To give students the opportunity to realise their potential and fully enjoy and explore the life skills that Physical Education can offer, such as sportsmanship, co-operation, experience of winning and losing, fair play and citizenship.
- To enable students to study the theoretical aspects of Physical Education and Sports Science to enable them explore career pathways in the sports and leisure industries.

We are committed to building resilience in our students through challenging physical activities that push them to persevere and overcome obstacles. By engaging in a variety of sports and fitness routines, students learn to embrace challenges, manage setbacks, and develop the mental and physical toughness required to succeed.

Our curriculum encourages students to set high goals and strive for excellence in all aspects of physical education. Through a diverse range of sports and activities, we inspire students to push their limits, pursue personal bests, and recognise the value of hard work and dedication in achieving their aspirations.

We integrate mindfulness practices into our PE curriculum to promote mental well-being and self-awareness. Students are taught to be present in the moment, to understand their bodies, and to make conscious, informed choices about their physical health.

We instil a strong sense of integrity in our students by emphasizing the importance of fairness, honesty, and respect in all physical activities. Students learn to value ethical behaviour, both in competitive sports and in their daily interactions, fostering a community of trust and mutual respect.

Our PE curriculum is designed to cultivate leadership skills, encouraging students to take on roles that develop their ability to guide, support, and inspire others. Through team sports, peer coaching, and collaborative activities, students practice effective communication, decision-making, and problem-solving skills essential for leadership.

We aim to develop responsible young citizens who understand the importance of contributing positively to their communities. Our curriculum emphasizes teamwork, cooperation, and social responsibility, teaching students to appreciate diversity, work together towards common goals, and support one another in a respectful and inclusive environment.

By integrating these core values into our PE curriculum, we prepare students not only to excel in physical pursuits but also to become resilient, ambitious, mindful, and principled individuals who lead with integrity and contribute meaningfully to society.



### Curriculum Implementation

#### Key Stage 3:

#### **What my child will learn in Year 7 PE**

Year 7 PE	By the end of Year 7, all students will have had the following activities delivered as part of the curriculum on a rota.					
Unit Title	Baseline Assessment	Health & Fitness	Gymnastics	Problem Solving	Performing at Maximum Levels	Athletics
Previous knowledge recalled	Knowledge from KS2 of developing balance, agility and co-ordination, and begin to apply these in a range of activities	Knowledge from KS2 of how to warm up effectively and what being active and healthy is	Knowledge from KS2 of flexibility, strength, technique, control and balance	Knowledge from KS2 of taking part in outdoor and adventurous activities, challenges both individually and within a team	Knowledge from KS2 of how to use running, jumping, throwing and catching in isolation and in combination	Knowledge from KS2 of comparing their performances with previous ones and demonstrating improvement to achieve their personal best.
New Knowledge	-Definitions of co-ordination, agility and balance -How we use	-Examples of pulse raising activities, mobilisers, dynamic and	-Explore individual balances and travel -Develop an	-How to work effectively as a team, building on trust and developing	- Performing at maximum levels in relation to speed, height,	-Exploring a variety of different throws and analysing technique to



	the components of fitness in sports and activities	static stretches -4 stages of a warm up -Muscles names -Understanding the body's responses to exercise -Skill replication in a range of fitness activities that test physical capacity	understanding of how to replicate balances and traveling movements -How to use body tension, control and fluency in sequences -How to create a sequence	skills to solve problems -How to communicate effectively -What makes an effective leader	distance, strength and accuracy -Analysing performances to make improvement	make improvement -Understanding different disciplines -Understanding how components of fitness can impact different events
Key Knowledge Assessment	-Q & A - Use of mini whiteboards for quizzes -Lesson exit tickets -Observations -Class discussions -Peer/self-evaluations	-Q & A - Use of mini whiteboards for quizzes -Lesson exit tickets -Observations -Class discussions -Peer/self-evaluations	-Q & A - Use of mini whiteboards for quizzes -Lesson exit tickets -Observations -Class discussions -Peer/self-evaluations	-Q & A - Use of mini whiteboards for quizzes -Lesson exit tickets -Observations -Class discussions -Peer/self-evaluations	-Q & A - Use of mini whiteboards for quizzes -Lesson exit tickets -Observations -Class discussions -Peer/self-evaluations	-Q & A - Use of mini whiteboards for quizzes -Lesson exit tickets -Observations -Class discussions -Peer/self-evaluations
Links to literacy and numeracy	- Co-ordination -Agility -Balance - Combine	-Pulse raiser - Mobilisers - Dynamic and static stretching - Resting Heart Rate (RHR) - Working Heart Rate (WHR) - Heart rate - Breathing rate - Oxygen	-Extension -Flexion -Body Tension -Aesthetically pleasing -Control -Balance -Strength -Flexibility	-Communication -Leadership -Team work -Verbal & non-verbal	-Speed -Power -Strength -Explosive -Acceleration -Rotation -Trajectory Numeracy: -Measuring -Angles	Running: Stride length and cadence, leg and arm action, head position, pacing, power, aerodynamics Throwing: grip, stance, release and follow-through,



		<ul style="list-style-type: none"> <li>- Lactic Acid</li> <li>- Aerobic endurance</li> <li>- Cardiac hypertrophy</li> <li>- Adaptation</li> <li>- Oxygenated/ Deoxygenated</li> <li>- Graph work</li> <li>- Creating tables and analysing data</li> </ul>			-Timing	<p>angle of release, trajectory, weight transfer, rotation</p> <p>Jumping:</p> <p>approach run, acceleration , maintaining momentum , take off and lift, arm action, flight, landing, arm action</p> <p>Numeracy: measuring and timing</p>
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Year 7 Games	By the end of Year 7, all students will have had the following activities delivered as part of the curriculum on a rota.			
Unit Title	<b>Outwitting Opponents</b>	<b>Exploring and Communicating Ideas, Concepts and Emotions</b>	<b>Net and Wall Games</b>	<b>Striking and Fielding</b>
Previous knowledge recalled	Knowledge from KS2 of playing competitive games, modified where appropriate and	Knowledge from KS2 of performing dances using a range of movement pattern	Knowledge from KS2 of playing competitive games, modified where appropriate and apply basic	Knowledge from KS2 of understanding of basic throwing, catching and striking skills



	apply basic principles suitable for attacking and defending		principles suitable for attacking and defending. Utilising co-ordination, basic throwing, catching and striking skills	
New Knowledge	<ul style="list-style-type: none"> <li>-Students will develop the ability to outwit opponents and teams using adapted strategies.</li> <li>-Learn to choose, combine and perform basic skills applying fluency and accuracy in replication</li> <li>-Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more frequently.</li> </ul>	<ul style="list-style-type: none"> <li>-Define and give examples of: Action, Relationships, Space, Dynamics</li> <li>-Demonstrate a variety of different actions, relationships, spaces and dynamics</li> <li>-Know and understand what key terminology to use when providing feedback e.g. fluidity, sharp, rhythm, timing, facial expressions</li> <li>-Dance based on WW2, propaganda and slogans</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding how to hit a forehand and backhand</li> <li>-Implementing the rules of the games</li> <li>-Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more frequently.</li> </ul>	<ul style="list-style-type: none"> <li>-How to perform underarm and overarm throws</li> <li>-How to strike the ball successfully</li> <li>-Learn to choose, combine and perform basic skills applying fluency and accuracy in replication</li> <li>-Adaptation and refinement of core skills will contribute to producing an improved performance</li> <li>-Tactics and strategies to outwit opponents</li> </ul>
Key Knowledge Assessment	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Observations</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Observations</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Observations</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Observations</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>
Links to literacy and numeracy	<ul style="list-style-type: none"> <li>-Principles of attack and defence</li> <li>-Finding and using space</li> <li>-Changing speed</li> <li>-Marking</li> </ul>	<ul style="list-style-type: none"> <li>-Action</li> <li>-Relationships</li> <li>-Space</li> <li>-Dynamics</li> <li>-Fluency</li> </ul>	<ul style="list-style-type: none"> <li>-Serve</li> <li>-Volley</li> <li>-Forehand/Backhand</li> <li>-Contact point</li> <li>-Side on</li> </ul>	<ul style="list-style-type: none"> <li>-Strike</li> <li>-Co-ordination</li> <li>- Body position</li> <li>- No ball</li> <li>-Long Barrier</li> </ul>



	<p>Numeracy: -Scoring</p>	<p>-Timing -Isolation -Gesture</p>	<p>-Co-ordination Numeracy: -Scoring</p>	<p>-Relaying the ball Numeracy: -Scoring</p>
<p>Extra-Curricular opportunities</p>	<p>It is the aim of the PE department to provide every student with the opportunity to extend and enrich their learning. Clubs are arranged throughout the week to allow students the opportunity to practise skills learned during lesson time or to learn a completely new sport. All clubs are supervised by a member of the PE department or a suitably proficient member of staff or coach.</p> <p>The PE department offers a diverse range of extra-curricular clubs that students can attend during the academic year. These include football, table tennis, netball, multi-sports, rounders, tennis and athletics.</p> <p>Representative house and school team fixtures are arranged throughout the school year to nurture a competitive element into the development of each student. School fixtures take place after school, usually within the Swale district. The PE department also competes in county competitions in a range of sports.</p>			
<p>Links to careers/ aspirations</p>	<p>Physical Education and Sport can contribute to personal and professional development in various ways, even though the direct impact on specific careers may vary. Here are several ways in which PE can be beneficial for careers:</p> <p><b>Health and Wellness:</b> PE promotes a healthy and active lifestyle. Engaging in regular physical activity can contribute to overall well-being, reducing the risk of health issues. A healthy individual is often more productive and can better focus on professional responsibilities.</p> <p><b>Teamwork and Leadership Skills:</b> Many PE activities involve teamwork, cooperation, and leadership. Learning to work effectively in a team and taking on leadership roles can be valuable skills in almost any career.</p> <p><b>Discipline and Time Management:</b> PE classes often require consistency and commitment. Developing discipline and effective time management skills during physical activities can translate into better organisational skills in the workplace.</p> <p><b>Improved Mental Health:</b> Physical activity has been linked to improved mental health. PE can contribute to reduced symptoms of anxiety and depression, enhancing an individual's ability to cope with challenges in their personal and professional life.</p> <p><b>Communication Skills:</b> PE often involves effective communication, whether it's coordinating with teammates, following instructions from coaches, or providing encouragement. These communication skills can transfer to the workplace, facilitating better collaboration and understanding.</p>			
<p>Links to our Fulston FAMILY values</p>	<p><b>Fortitude:</b> Physical Education and Sport requires perseverance and resilience. We encourage students to push their physical limits and develop mental toughness.</p> <p><b>Ambition:</b> Goal-setting strategies can help students set personal fitness goals. We encourage students to pursue improvement in specific skills, strength, or overall fitness. Class Charts are</p>			



used to monitor and celebrate their achievements.

**Mindful:** We encourage students to focus on their breath and be present in the moment during physical activities. We make connections between physical and mental well-being. These activities help students develop self-awareness, concentration, and stress management skills.

**Integrity:** In PE and Sport we emphasise the importance of fair play, honesty, and respect in sportsmanship. We discuss and model ethical behaviour both on and off the playing field.

**Leadership:** Students take on leadership roles within teams, allowing them to develop communication, collaboration, and decision-making skills among peers. Students plan and deliver a warm up to others to encourage leadership skills from Year 7.

**Young Citizens:** PE and Sport plays a crucial role in the holistic development of students, contributing not only to their physical fitness but also to their character and overall well-being. PE and Sport enables students to acquire the social and emotional skills needed to become active, responsible, and engaged members of their communities.

### What my child will learn in Year 8 PE

Year 8 PE	By the end of Year 8, all students will have had the following activities delivered as part of the curriculum on a rota.				
Unit Title	<b>Health &amp; Fitness</b>	<b>Gymnastics</b>	<b>Problem Solving</b>	<b>Performing at Maximum Levels</b>	<b>Athletics</b>
Previous knowledge recalled	4 stages of a warm up. Muscle names. Understanding the body's responses to exercise. Skill replication in a range of fitness activities that test physical capacity	Balances, creating sequences, travelling movements	How to work effectively as a team, building on trust and developing skills to solve problems. How to communicate effectively. What makes an effective leader	Performing at maximum levels in relation to speed, height, distance, strength and accuracy. Analysing performances to make improvements	Throwing techniques. Javelin, discus and shot put.  Running techniques, long and short distances.
New Knowledge	-Components of fitness:  Aerobic Endurance, Muscular Endurance, Muscular Strength, Flexibility, Speed, Reaction Time, Co-	-Partner balances  -Matching/ Mirror/ Counter balances  -Use of equipment to create sequences	-Develop communication and teamwork skills in a variety of different challenges  -Further develop the ability to respond effectively to problem solving	-Further develop running techniques and sprint starts  -Understand how angles of release impact throwing distances  -How to use a 3-step run up to	-Develop athletic skills and accurately replicate techniques  -Further develop the skills of sprinting, sustained running,



	ordination, Agility, Balance, Power		tasks and physical challenges  -To stimulate a mental challenge using learning and thinking skills throughout.	improve throwing distance  -How to use speed to generate more power to jump further	jumping and throwing.  -Students describe the elements of an effective running, jumping & throwing style.
Key Knowledge Assessment	-Retrieval of key definitions throughout the unit  -Q & A  - Use of mini whiteboards for quizzes  -Lesson exit tickets  -Observations  -Class discussions  -Peer/self- evaluations	-Use of iPads for performances, analysis and feedback  -Q & A  - Use of mini whiteboards for quizzes  -Lesson exit tickets  -Observations of sequences  -Class discussions  -Peer/self- evaluations	-Q & A  - Use of mini whiteboards for quizzes  -Lesson exit tickets  -Observations  -Class discussions  -Peer/self- evaluations	-Use of iPads  -Q & A  - Use of mini whiteboards for quizzes  -Lesson exit tickets  -Observations  -Class discussions  -Peer/self- evaluations	-Use of iPads  -Q & A  - Use of mini whiteboards for quizzes  -Lesson exit tickets  -Observations  -Class discussions  -Peer/self- evaluations
Links to literacy and numeracy	-Definitions of each component of fitness  Numeracy:  -Recording Heart Rate  -Timing	-Body Tension  -Extension/ Flexion  -Aesthetically pleasing  -Flexibility	-Communication  -Leadership  -Team work  -Verbal & non- verbal	-Speed  -Power  -Strength  -Explosive  -Acceleration  -Rotation  -Trajectory  Numeracy:  -Measuring  -Angles  -Timing	-Sprinting  -Speed  -Power  -Pacing  -Cardiovascular endurance  -Starts  -Drive  -Take off, flight, landing



Year 8 Games	By the end of Year 8, all students will have had the following activities delivered as part of the curriculum on a rota.			
Unit Title	<b>Outwitting Opponents</b>	<b>Exploring and Communicating Ideas, Concepts and Emotions</b>	<b>Net and Wall Games</b>	<b>Striking and Fielding</b>
Previous knowledge recalled	Students will develop the ability to outwit opponents and teams using adapted strategies. Learn to choose, combine and perform basic skills applying fluency and accuracy in replication. Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more frequently.	Define and give examples of: Action, Relationships, Space, Dynamics. Demonstrate a variety of different actions, relationships, spaces and dynamics. Know and understand what key terminology to use when providing feedback e.g. fluidity, sharp, rhythm, timing, facial expressions	Understanding how to hit a forehand and backhand (tennis, table tennis). Implementing the rules of the games. Adaptation and refinement of core skills will contribute to producing an improved performance and outwit opposition more frequently.	How to perform underarm and overarm throws. How to strike the ball successfully. Learn to choose, combine and perform basic skills applying fluency and accuracy in replication. Adaptation and refinement of core skills will contribute to producing an improved performance. Tactics and strategies to outwit opponents
New Knowledge	Further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, shooting, dribbling, catching, control will be developed through small sided games and conditional situations. Understanding of the rules of the game.	Development and demonstrations of key terms: -Action -Relationship -Space -Dynamics Creating a dance based around 'Viral Dances'. Use of partner/ group work. Development of the use of counting to ensure timing is good.	Use of the volley and serve in tennis. Increase the size of the playing area. Applying knowledge of scoring to small games. Further refinement of core skills to produce an improved performance to outwit opponents.	Batting and bowling development. Positional roles and use of long barriers. Where to hit the ball to increase chances of scoring. Experienced a range of batting, bowling and fielding techniques.
Key Knowledge	-Q & A - Use of mini	-Q & A -Observations/ iPads	-Q & A - Use of mini	-Q & A - Use of mini



<p>Assessment</p>	<p>whiteboards for quizzes</p> <ul style="list-style-type: none"> <li>-Lesson exit tickets</li> <li>-Observations</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>- Final dance performance</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<p>whiteboards for quizzes</p> <ul style="list-style-type: none"> <li>-Lesson exit tickets</li> <li>-Observations</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<p>whiteboards for quizzes</p> <ul style="list-style-type: none"> <li>-Lesson exit tickets</li> <li>-Observations</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>
<p>Links to literacy and numeracy</p>	<ul style="list-style-type: none"> <li>-Tactics: developing attacking and defensive phases of play,</li> <li>-Utilising space efficiently</li> <li>-Controlling speed of play</li> <li>-Attacking and defending skills</li> <li>-Effective movement.</li> </ul>	<p>Performance:</p> <ul style="list-style-type: none"> <li>-Gesture</li> <li>-Rhythm</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>-Unison/ Canon/ Contrast, Mirror, Matching</li> <li>-Principle of composition</li> </ul> <p>Action</p> <ul style="list-style-type: none"> <li>-Space</li> </ul> <p>Dynamics:</p> <ul style="list-style-type: none"> <li>-Soft</li> <li>-Heavy</li> <li>-Light</li> <li>-Sharp</li> </ul>	<ul style="list-style-type: none"> <li>-Ready position,</li> <li>-Angles</li> <li>-Forehand</li> <li>-Backhand</li> <li>-Volley</li> <li>-Rally</li> <li>-Tactics</li> </ul>	<ul style="list-style-type: none"> <li>-Body position</li> <li>Follow-through</li> <li>-Mechanics of</li> <li>-Movement</li> <li>-Batting</li> <li>Order</li> <li>Bowling</li> <li>Techniques:</li> <li>-Underarm</li> <li>-Field</li> <li>Placements</li> <li>-Long Barrier</li> <li>-Scoring</li> </ul>
<p>Extra-Curricular opportunities</p>	<p>It is the aim of the PE department to provide every student with the opportunity to extend and enrich their learning. Clubs are arranged throughout the week to allow students the opportunity to practise skills learned during lesson time or to learn a completely new sport. All clubs are supervised by a member of the PE department or a suitably proficient member of staff or coach.</p> <p>The PE department offers a diverse range of extra-curricular clubs that students can attend during the academic year. These include football, table tennis, netball, multi-sports, rounders, tennis and athletics.</p> <p>Representative house and school team fixtures are arranged throughout the school year to nurture a competitive element into the development of each student. School fixtures take place after school, usually within the Swale district. The PE department also competes in county competitions in a range of sports.</p>			
<p>Links to</p>	<p>Physical Education and Sport can contribute to personal and professional development in various</p>			



<p>careers/ aspirations</p>	<p>ways, even though the direct impact on specific careers may vary. Here are several ways in which PE can be beneficial for careers:</p> <p><b>Health and Wellness:</b> PE promotes a healthy and active lifestyle. Engaging in regular physical activity can contribute to overall well-being, reducing the risk of health issues. A healthy individual is often more productive and can better focus on professional responsibilities.</p> <p><b>Teamwork and Leadership Skills:</b> Many PE activities involve teamwork, cooperation, and leadership. Learning to work effectively in a team and taking on leadership roles can be valuable skills in almost any career.</p> <p><b>Discipline and Time Management:</b> PE classes often require consistency and commitment. Developing discipline and effective time management skills during physical activities can translate into better organisational skills in the workplace.</p> <p><b>Improved Mental Health:</b> Physical activity has been linked to improved mental health. PE can contribute to reduced symptoms of anxiety and depression, enhancing an individual's ability to cope with challenges in their personal and professional life.</p> <p><b>Communication Skills:</b> PE often involves effective communication, whether it's coordinating with teammates, following instructions from coaches, or providing encouragement. These communication skills can transfer to the workplace, facilitating better collaboration and understanding.</p>
<p>Links to our Fulston FAMILY values</p>	<p><b>Fortitude:</b> Physical Education and Sport requires perseverance and resilience. We encourage students to push their physical limits and develop mental toughness.</p> <p><b>Ambition:</b> Goal-setting strategies can help students set personal fitness goals. We encourage students to pursue improvement in specific skills, strength, or overall fitness. Class Charts are used to monitor and celebrate their achievements.</p> <p><b>Mindful:</b> We encourage students to focus on their breath and be present in the moment during physical activities. We make connections between physical and mental well-being. These activities help students develop self-awareness, concentration, and stress management skills.</p> <p><b>Integrity:</b> In PE and Sport we emphasise the importance of fair play, honesty, and respect in sportsmanship. We discuss and model ethical behaviour both on and off the playing field.</p> <p><b>Leadership:</b> Students take on leadership roles within teams, allowing them to develop communication, collaboration, and decision-making skills among peers.</p> <p><b>Young Citizens:</b> PE and Sport plays a crucial role in the holistic development of students, contributing not only to their physical fitness but also to their character and overall well-being. PE and Sport enables students to acquire the social and emotional skills needed to become active, responsible, and engaged members of their communities.</p>



Year 9 PE	By the end of Year 9, all students will have had the following activities delivered as part of the curriculum on a rota.				
Unit Title	<b>Health &amp; Fitness</b>	<b>Badminton</b>	<b>Volleyball</b>	<b>Leadership</b>	<b>Athletics</b>
Previous knowledge recalled	<p>Components of fitness:</p> <p>Aerobic Endurance, Muscular Endurance, Muscular Strength, Flexibility, Speed, Reaction Time, Co-ordination, Agility, Balance, Power</p>	<p>Experience of other net games e.g. tennis, table tennis, using co-ordination skills</p>	<p>Recap on fundamental skills e.g. hand eye co-ordination and power.</p> <p>Recap of the principles of attack and defence while working with others.</p>	<p>Recap on leading a warm up and what skills are necessary for leadership. Encourage students to consider when they have taken on any form of leadership or worked effectively as a team.</p>	<p>Develop athletic skills and accurately replicate technique. Further develop the skills of sprinting, sustained running, jumping and throwing. Students describe the elements of an effective running, jumping &amp; throwing style.</p>
New Knowledge	<p>Methods of training.</p> <p>Fitness testing</p> <p>Skill replication in a range of fitness activities that test physical capacity.</p> <p>Use a range of health and fitness terminology</p> <p>Understanding of the way the body responds to exercise</p> <p>Warm up &amp; cool down routines/movements.</p>	<p>Further develop an understanding of how to outwit opponents using strategies and tactics during game play. Learn to use core badminton skills and adapt these skills to contribute to producing an improved performance. Identify different areas of the court to exploit in order to win points.</p>	<p>Shot selection in a range of competitive contexts. Use of deception and more complex strategies to outwit opposition. Understanding of sequences of play. Understanding of terminology and accurate application of game rules.</p>	<p>Understand what makes a good leader (Communication/ Problem solving/ Teamwork/ Time management</p> <p>Organisation/ Planning. Using the STEP model effectively. Developing solutions as part of a team. Understanding of terminology. To accurately reflect and feedback to each other on how to improve outcomes</p>	<p>Develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Further develop the skills of sprinting, sustained running, jumping and throwing using advanced tactics to improve scores. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. Students can describe the elements of an effective running, jumping &amp; throwing style with</p>



					confidence.
Key Knowledge Assessment	<ul style="list-style-type: none"> <li>-Comparing results to normative data</li> <li>-Q &amp; A</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Observations</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Use of iPads</li> <li>- Observations</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Use of iPads</li> <li>- Observations</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment of leadership activity</li> <li>-Q &amp; A</li> <li>- Use of iPads</li> <li>- Observations</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Use of iPads</li> <li>- Observations</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>
Links to literacy and numeracy	<ul style="list-style-type: none"> <li>-Aerobic</li> <li>-Anaerobic</li> <li>-Continually</li> <li>-Maximum heart rate</li> <li>-Terrain</li> <li>-Intensity</li> <li>-Hypertrophy</li> <li>-Pliable</li> </ul>	<ul style="list-style-type: none"> <li>-Forehand</li> <li>-Backhand</li> <li>-Serve</li> <li>-Overhead clear</li> <li>-Drop shot</li> <li>-Smash</li> <li>-Moving opponent around</li> <li>-Identifying space</li> <li>Numeracy:</li> <li>-Scoring</li> </ul>	<ul style="list-style-type: none"> <li>-Dig</li> <li>-Set/Volley</li> <li>-Service</li> <li>-Spike/Smash</li> <li>-Block</li> <li>-Rotation</li> <li>-Teamwork</li> <li>Numeracy:</li> <li>-Scoring</li> </ul>	<ul style="list-style-type: none"> <li>-Communication</li> <li>-Problem solving</li> <li>-Teamwork</li> <li>-Time management</li> <li>-Organisation</li> <li>-Planning</li> <li>STEP model:</li> <li>-Space</li> <li>-Task</li> <li>-Equipment</li> <li>-People</li> </ul>	<ul style="list-style-type: none"> <li>-Sprinting/Speed/Power</li> <li>-Pacing</li> <li>-Cardiovascular endurance</li> <li>-Starts</li> <li>-Drive Phase</li> <li>-Stride length</li> <li>Take off/Flight/Landing</li> <li>-Throwing actions</li> <li>-Relay</li> </ul>

Year 9 Games	By the end of Year 9, all students will have had the following activities delivered as part of the curriculum on a rota.			
Unit Title	<b>Outwitting Opponents</b>	<b>Exploring and Communicating Ideas, Concepts and Emotions</b>	<b>Net and Wall Games</b>	<b>Striking and Fielding</b>



<p>Previous knowledge recalled</p>	<p>Further develop the fundamental principles of play when selecting and applying tactics for defending and attacking. Passing, shooting, dribbling, catching, control will be developed through small sided games and conditional situations. Understanding of the rules of the game.</p>	<p>Development and demonstrations of key terms:</p> <ul style="list-style-type: none"> <li>-Action</li> <li>-Relationship</li> <li>-Space</li> <li>-Dynamics</li> </ul> <p>Creating a dance based around 'Viral Dances'.</p> <p>Use of partner/group work.</p> <p>Development of the use of counting to ensure timing is good.</p>	<p>Use of the serve in tennis, table tennis and volleyball. Applying knowledge of scoring to small games. Further refinement of core skills to produce an improved performance to outwit opponents.</p>	<p>Batting and bowling development. Positional roles and use of long barriers.</p> <p>Where to hit the ball to increase chances of scoring.</p> <p>Experienced a range of batting, bowling and fielding techniques.</p>
<p>New Knowledge</p>	<p>Principles of attack and defence using a wide range of strategies.</p> <p>Working in small teams to plan a variety of tactics. Finding and using space effectively.</p> <p>Use of specific terminology.</p> <p>Work in different roles/positions. Application of game rules correctly and confidently.</p>	<p>Continue to learn to select, combine and perform a range of movement patterns, dance ideas and dance styles through Cheerleading.</p> <p>Looking at formations, accurate replication of developed movements showing creativity and fluency will be assessed.</p>	<p>Combine and perform more advanced skills consistently applying a high quality of replication. Continual development and refinement of skills will contribute to producing an improved performance &amp; technique.</p> <p>Overarm serves, forehand &amp; backhand (topspin &amp; slice), volleys and drop shots will be developed through competitive games and conditional situations.</p>	<p>Replicate shots with a developing control and accuracy. Bowling action, batting action and throwing and catching skills will be developed through game play and conditional situations. Techniques will be further tested through its use in small sided games and assessed against expected learning outcomes.</p>
<p>Key Knowledge Assessment</p>	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Observations</li> <li>- Use of mini whiteboards for quizzes</li> </ul>	<ul style="list-style-type: none"> <li>- Final dance performance</li> <li>-Q &amp; A</li> <li>-Observations</li> <li>-Use of iPads</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>- Observations</li> <li>- Use of mini whiteboards for quizzes</li> </ul>	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Observations</li> <li>- Use of mini whiteboards for quizzes</li> </ul>



	<ul style="list-style-type: none"> <li>-Lesson exit tickets</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson exit tickets</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Lesson exit tickets</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>
Links to literacy and numeracy	<ul style="list-style-type: none"> <li>-Tactics: developing attacking and defensive phases of play,</li> <li>-Utilising space efficiently</li> <li>-Controlling speed of play</li> <li>-Attacking and defending skills</li> <li>-Effective movement.</li> </ul>	<ul style="list-style-type: none"> <li>-Judging</li> <li>-Gesture</li> <li>-Rhythm</li> <li>-Unison/Canon/ Contrast/ Mirror/ Matching</li> <li>-Broken T/ Daggers/ High V/ Low V, bow and arrow, clap, touchdown.</li> </ul>	<ul style="list-style-type: none"> <li>-Grip and stance</li> <li>-Forehand</li> <li>-Backhand</li> <li>-Volley</li> <li>-Lob</li> <li>-Smash</li> <li>-Serve</li> <li>Numeracy:</li> <li>-Scoring</li> </ul>	<ul style="list-style-type: none"> <li>-Body position</li> <li>Follow-through</li> <li>-Mechanics of</li> <li>-Movement</li> <li>-Batting</li> <li>Order</li> <li>Bowling</li> <li>Techniques:</li> <li>-Underarm</li> <li>-Field placements</li> <li>-Long Barrier</li> <li>-Scoring</li> </ul>
Extra-Curricular opportunities	<p>It is the aim of the PE department to provide every student with the opportunity to extend and enrich their learning. Clubs are arranged throughout the week to allow students the opportunity to practise skills learned during lesson time or to learn a completely new sport. All clubs are supervised by a member of the PE department or a suitably proficient member of staff or coach.</p> <p>The PE department offers a diverse range of extra-curricular clubs that students can attend during the academic year. These include football, table tennis, netball, multi-sports, rounders, tennis and athletics.</p> <p>Representative house and school team fixtures are arranged throughout the school year to nurture a competitive element into the development of each student. School fixtures take place after school, usually within the Swale district. The PE department also competes in county competitions in a range of sports.</p>			
Links to careers/ aspirations	<p>Physical Education and Sport can contribute to personal and professional development in various ways, even though the direct impact on specific careers may vary. Here are several ways in which PE can be beneficial for careers:</p> <p><b>Health and Wellness:</b> PE promotes a healthy and active lifestyle. Engaging in regular physical activity can contribute to overall well-being, reducing the risk of health issues. A healthy</p>			



	<p>individual is often more productive and can better focus on professional responsibilities.</p> <p><b>Teamwork and Leadership Skills:</b> Many PE activities involve teamwork, cooperation, and leadership. Learning to work effectively in a team and taking on leadership roles can be valuable skills in almost any career.</p> <p><b>Discipline and Time Management:</b> PE classes often require consistency and commitment. Developing discipline and effective time management skills during physical activities can translate into better organisational skills in the workplace.</p> <p><b>Improved Mental Health:</b> Physical activity has been linked to improved mental health. PE can contribute to reduced symptoms of anxiety and depression, enhancing an individual's ability to cope with challenges in their personal and professional life.</p> <p><b>Communication Skills:</b> PE often involves effective communication, whether it's coordinating with teammates, following instructions from coaches, or providing encouragement. These communication skills can transfer to the workplace, facilitating better collaboration and understanding.</p>
<p>Links to our Fulston FAMILY values</p>	<p><b>Fortitude:</b> Physical Education and Sport requires perseverance and resilience. We encourage students to push their physical limits and develop mental toughness.</p> <p><b>Ambition:</b> Goal-setting strategies can help students set personal fitness goals. We encourage students to pursue improvement in specific skills, strength, or overall fitness. Class Charts are used to monitor and celebrate their achievements.</p> <p><b>Mindful:</b> We encourage students to focus on their breath and be present in the moment during physical activities. We make connections between physical and mental well-being. These activities help students develop self-awareness, concentration, and stress management skills.</p> <p><b>Integrity:</b> In PE and Sport we emphasise the importance of fair play, honesty, and respect in sportsmanship. We discuss and model ethical behaviour both on and off the playing field.</p> <p><b>Leadership:</b> Students take on leadership roles within teams, allowing them to develop communication, collaboration, and decision-making skills among peers. A whole term in Year 9 PE is dedicated to developing leadership skills. Students are taught about the importance of communication (both verbal and non-verbal), how to plan and deliver a game or activity and what makes an effective leader.</p> <p><b>Young Citizens:</b> PE and Sport plays a crucial role in the holistic development of students, contributing not only to their physical fitness but also to their character and overall well-being. PE and Sport enables students to acquire the social and emotional skills needed to become active, responsible, and engaged members of their communities.</p>
<p><b>Extended Learning Opportunities for Key Stage 3</b></p>	<p>In Physical Education and Sport, there are opportunities for extra-curricular activities such as clubs, fixtures and tournaments. We also have a range of inter-house competitions throughout the year. There are a variety of clubs available at lunch times and after school. We have links to Comets Netball Club and Swale Athletics Club as they use our facilities. Students are encouraged to join a variety of clubs outside of school in order to improve their capabilities.</p> <p><b>Take it further!</b></p>



Read	Listen	Watch	Explore and visit
<p>-Pearson BTEC Tech Award Sport (2022)</p> <p>-Ready Steady Mo! (Mo Farah)</p> <p>-You are a champion: How to be the best you can be (Marcus Rashford)</p>	<p><b>Podcasts:</b></p> <p>-PE Express: Physical Education Quick Tips</p> <p>-Sports Squad</p> <p>-Don't tell me the score</p>	<p><b>You Tube:</b></p> <p>-Planet PE</p> <p>-The EverLearner You Tube</p> <p>-Mr B</p>	<p>-Queen Elizabeth Olympic Park (London)</p> <p>-Cyclopark (Gravesend)</p> <p>-Snap Fitness</p> <p>Science Museum (London)</p>

#### Key Stage 4:

Year 10 Games	By the end of Year 10, all students will have had the following activities delivered as part of the curriculum on a rota.				
Unit Title	Outwitting Opponents	Health & Fitness	Net and Wall Games	Striking and Fielding	Athletics
Previous knowledge recalled	<p>Principles of attack and defence using a wide range of strategies.</p> <p>Finding and using space effectively.</p> <p>Work in different roles/positions.</p> <p>Application of game rules correctly and confidently.</p>	<p>Methods of training.</p> <p>Fitness testing</p> <p>Skill replication in a range of fitness activities that test physical capacity.</p> <p>Use a range of health and fitness terminology</p> <p>How does the body respond to exercise?</p> <p>Warm up &amp; cool down.</p>	<p>Overarm serves, forehand &amp; backhand (topspin &amp; slice), volleys and drop shots.</p> <p>Competitive games and conditional situations.</p> <p>Combining skills to outwit opponents.</p> <p>Scoring, rules and regulations.</p>	<p>Replicate shots with a developing control and accuracy. Bowling action, batting action and throwing and catching skills will be developed through game play and conditional situations.</p> <p>Techniques used in small sided games.</p>	<p>Sprinting, sustained running, jumping and throwing using advanced tactics to improve scores.</p> <p>Different skill types and be able to adapt their skills to the needs of the event. Describe the elements of an effective running, jumping &amp; throwing style with confidence.</p>



<p>New Knowledge</p>	<p>To focus on building on core skills and applying them in a pressurised situation in order to outwit opponents. To develop the use of game tactics and experiment with the success of these to help improve as a team. To undertake a range of roles and responsibilities to help each other improve and independently officiate and coach small sided games. To develop a deeper understanding of the importance of teamwork, communication and healthy active lifestyles.</p>	<p>To experience more intense fitness activities and develop an accurate replication of the required techniques. Pupils will develop the skills of sustained running and skill replication over a set time. Students should understand that different events demand different components of fitness and be able to adapt to the set task.</p>	<p>Students will constantly be encouraged to develop the ability to outwit opponents using strategic placement of the ball using a range of controlled groundstrokes. Continual development of hand-eye coordination skills will allow for a more frequent shot execution and improvement through game play.</p>	<p>Students will constantly be encouraged to develop the ability to outwit opponents using strategic placement of the ball using a range of batting shots showing accuracy &amp; control. Continual development of hand-eye coordination skills will allow for a more frequent shot execution. The ability to outwit opposition will be improved through game play.</p>	<p>Students describe the elements of an effective running, jumping &amp; throwing style. Pupils will develop advanced athletic skills and accurately replicate techniques to achieve an outcome. Pupils will further develop the skills of sprinting, sustained running, jumping and throwing using advanced tactics to improve scores. Pupils should understand that different events demand different skill types and be able to adapt their skills to the needs of the event.</p>
<p>Key Knowledge Assessment</p>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>- Observations</li> <li>- Use of mini whiteboards for quizzes</li> <li>- Lesson exit tickets</li> <li>- Class discussions</li> <li>- Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>- Final dance performance</li> <li>- Q &amp; A</li> <li>- Observations</li> <li>- Use of iPads</li> <li>- Use of mini whiteboards for quizzes</li> <li>- Lesson exit tickets</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>- Observations</li> <li>- Class discussions</li> <li>- Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>- Observations</li> <li>- Class discussions</li> <li>- Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>- Observations</li> <li>- Class discussions</li> <li>- Peer/self-evaluations</li> <li>- Use of iPads</li> </ul>



		<ul style="list-style-type: none"> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>			
Links to literacy and numeracy	<ul style="list-style-type: none"> <li>-Tactics: developing attacking and defensive phases of play,</li> <li>-Utilising space efficiently</li> <li>-Controlling speed of play</li> <li>-Attacking and defending skills</li> <li>-Effective movement.</li> </ul>	<ul style="list-style-type: none"> <li>-Judging</li> <li>-Gesture</li> <li>-Rhythm</li> <li>-Unison/Canon/ Contrast/ Mirror/ Matching</li> <li>-Broken T/ Daggers/ High V/ Low V, bow and arrow, clap, touchdown.</li> </ul>	<ul style="list-style-type: none"> <li>-Grip and stance</li> <li>-Forehand</li> <li>-Backhand</li> <li>-Volley</li> <li>-Lob</li> <li>-Smash</li> <li>-Serve</li> <li>Numeracy:</li> <li>-Scoring</li> </ul>	<ul style="list-style-type: none"> <li>-Body position</li> <li>Follow-through</li> <li>-Mechanics of</li> <li>-Movement</li> <li>-Batting</li> <li>Order</li> <li>Bowling</li> <li>Techniques:</li> <li>-Underarm</li> <li>-Field</li> <li>placements</li> <li>-Long Barrier</li> <li>-Scoring</li> </ul>	<ul style="list-style-type: none"> <li>-Sprinting/Speed/ Power</li> <li>-Pacing</li> <li>-Cardiovascular endurance</li> <li>-Starts</li> <li>-Drive Phase</li> <li>-Stride length</li> <li>Take off/Flight/ Landing</li> <li>-Throwing actions</li> <li>-Relay</li> </ul>
Extra-Curricular opportunities	<p>It is the aim of the PE department to provide every student with the opportunity to extend and enrich their learning. Clubs are arranged throughout the week to allow students the opportunity to practise skills learned during lesson time or to learn a completely new sport. All clubs are supervised by a member of the PE department or a suitably proficient member of staff or coach.</p> <p>The PE department offers a diverse range of extra-curricular clubs that students can attend during the academic year. These include football, table tennis, netball, multi-sports, rounders, tennis and athletics.</p> <p>Representative house and school team fixtures are arranged throughout the school year to nurture a competitive element into the development of each student. School fixtures take place after school, usually within the Swale district. The PE department also competes in county competitions in a range of sports.</p>				
Links to careers/ aspirations	<p>Physical Education and Sport can contribute to personal and professional development in various ways, even though the direct impact on specific careers may vary. Here are several ways in which PE can be beneficial for careers:</p> <p><b>Health and Wellness:</b> PE promotes a healthy and active lifestyle. Engaging in regular physical activity can contribute to overall well-being, reducing the risk of health issues. A healthy individual is often more productive and can better focus on professional responsibilities.</p> <p><b>Teamwork and Leadership Skills:</b> Many PE activities involve teamwork, cooperation, and</p>				



	<p>leadership. Learning to work effectively in a team and taking on leadership roles can be valuable skills in almost any career.</p> <p><b>Discipline and Time Management:</b> PE classes often require consistency and commitment. Developing discipline and effective time management skills during physical activities can translate into better organisational skills in the workplace.</p> <p><b>Improved Mental Health:</b> Physical activity has been linked to improved mental health. PE can contribute to reduced symptoms of anxiety and depression, enhancing an individual's ability to cope with challenges in their personal and professional life.</p> <p><b>Communication Skills:</b> PE often involves effective communication, whether it's coordinating with teammates, following instructions from coaches, or providing encouragement. These communication skills can transfer to the workplace, facilitating better collaboration and understanding.</p>
<p>Links to our Fulston FAMILY values</p>	<p><b>Fortitude:</b> Physical Education and Sport requires perseverance and resilience. We encourage students to push their physical limits and develop mental toughness.</p> <p><b>Ambition:</b> Goal-setting strategies can help students set personal fitness goals. We encourage students to pursue improvement in specific skills, strength, or overall fitness. Class Charts are used to monitor and celebrate their achievements.</p> <p><b>Mindful:</b> We encourage students to focus on their breath and be present in the moment during physical activities. We make connections between physical and mental well-being. These activities help students develop self-awareness, concentration, and stress management skills.</p> <p><b>Integrity:</b> In PE and Sport we emphasise the importance of fair play, honesty, and respect in sportsmanship. We discuss and model ethical behaviour both on and off the playing field.</p> <p><b>Leadership:</b> Students take on leadership roles within teams, allowing them to develop communication, collaboration, and decision-making skills among peers. A whole term in Year 9 PE is dedicated to developing leadership skills. Students are taught about the importance of communication (both verbal and non-verbal), how to plan and deliver a game or activity and what makes an effective leader.</p> <p><b>Young Citizens:</b> PE and Sport plays a crucial role in the holistic development of students, contributing not only to their physical fitness but also to their character and overall well-being. PE and Sport enables students to acquire the social and emotional skills needed to become active, responsible, and engaged members of their communities.</p>

### What my child will learn in Year 10 BTEC Sport

Year 10	<p>September- January (Controlled Assessments February-April)</p>	May-July
Unit Title	<p>Component 1: Preparing participants to take part in sport and physical activity <b>Worth 30% of overall BTEC grade</b></p>	<p>Component 2: Taking part and improving other participants' sporting performance <b>Worth 30% of overall BTEC grade</b></p>



Learning Aim	A:	B:	C:	A: Understand how different components of fitness are used in different physical activities	B:
Previous knowledge recalled	<ul style="list-style-type: none"> <li>-Why sport and physical activity is beneficial</li> <li>-Outdoor Adventurous Activities</li> <li>-Team and individual sports taught in the KS3 curriculum</li> </ul>	<ul style="list-style-type: none"> <li>-What equipment is needed for different sports and activities</li> <li>-Use of technology e.g. iPads, Smart watches</li> </ul>	<ul style="list-style-type: none"> <li>-Muscle names</li> <li>Warming up:               <ul style="list-style-type: none"> <li>-Pulse Raisers</li> <li>-Mobilisers</li> <li>-Dynamic Stretches</li> <li>-Static Stretches</li> </ul> </li> <li>-What happens to the body when we start to exercise</li> </ul>	<ul style="list-style-type: none"> <li>-Components of fitness:               <ul style="list-style-type: none"> <li>Aerobic Endurance, Muscular Endurance, Muscular Strength, Flexibility, Speed, Reaction Time, Co-ordination, Agility, Balance, Power</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge of the rules from various games and sports</li> <li>-Knowledge of what roles and responsibilities officials have</li> </ul>
New Knowledge	<ul style="list-style-type: none"> <li>-Team and individual sports</li> <li>-National Governing Bodies (NGB's)</li> <li>-Benefits of taking part in sport, physical fitness activities and outdoor activities</li> <li>-Public, Private and Voluntary Sectors</li> <li>-Individual needs</li> </ul>	<ul style="list-style-type: none"> <li>-The different types of sports clothing and footwear</li> <li>-Equipment needed for specific sports</li> <li>-Protection and safety equipment</li> <li>-Disabilities and assistive technology</li> <li>-Facilities, officiating equipment and performance analysis</li> </ul>	<ul style="list-style-type: none"> <li>-Planning warm up</li> <li>-Responses of the cardiorespiratory and musculoskeletal system</li> <li>-The muscular system</li> <li>-Adapting the warm ups for different participants</li> <li>-Supporting participants during the warm up</li> </ul>	<ul style="list-style-type: none"> <li>-Components of fitness (skill and physical fitness related)</li> <li>-Benefits of fitness</li> <li>-Assessing fitness</li> <li>-How components of fitness are used in different sports/activities</li> </ul>	<ul style="list-style-type: none"> <li>-Skills</li> <li>-Strategy</li> <li>-Isolated practice</li> <li>-Key roles and responsibilities of officials and scorers</li> <li>-Appearance, fitness, and equipment needed for officials</li> <li>-Communication, control and health and safety</li> <li>-Key rules and regulations in relation to</li> </ul>



	<ul style="list-style-type: none"> <li>-Barriers to participation</li> <li>-Methods to address barriers to participation</li> </ul>	<ul style="list-style-type: none"> <li>-Benefits and limitations of technology</li> </ul>			<ul style="list-style-type: none"> <li>players and length of play</li> <li>-Scoring systems</li> <li>-Playing areas</li> </ul>
Key Knowledge Assessment	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>-End of topic tests</li> <li>-Pearson Set Assignments (PSA's)</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>-End of topic tests</li> <li>-Pearson Set Assignments (PSA's)</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>-End of topic tests</li> <li>-Pearson Set Assignments (PSA's)</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>-End of topic tests</li> <li>-Pearson Set Assignments (PSA's)</li> <li>- Q &amp; A</li> <li>-End of topic tests</li> <li>-Pearson Set Assignments (PSA's)</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>-End of topic tests</li> <li>-Pearson Set Assignments (PSA's)</li> </ul>
Links to literacy and numeracy	<ul style="list-style-type: none"> <li>-National Governing Body</li> <li>-Hypertension</li> <li>-Body Composition</li> <li>-Sector/ Provision</li> <li>-Physical/ Social/ Mental health needs</li> <li>-Barriers to participation</li> <li>-Cultural</li> </ul>	<ul style="list-style-type: none"> <li>-Indoor sports facilities</li> <li>-National parks</li> <li>-Smartwatch</li> <li>-Action camera</li> <li>-GPS</li> <li>-Hyperthermia-Hypothermia</li> <li>-Aerodynamic</li> <li>-Compression clothing</li> <li>-Prosthetics</li> <li>-Gait analysis</li> </ul>	<ul style="list-style-type: none"> <li>-Cardiorespiratory system</li> <li>-Musculoskeletal system</li> <li>-Breathing rate</li> <li>-Depth of breathing</li> <li>-Elasticity</li> <li>-Pliability</li> <li>-Synovial fluid</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Aerobic Endurance</li> <li>-Muscular Endurance</li> <li>-Muscular Strength</li> <li>-Flexibility</li> <li>Speed</li> <li>-Reaction Time</li> <li>-Co-ordination</li> <li>-Agility</li> <li>-Balance</li> <li>-Power</li> </ul>	<ul style="list-style-type: none"> <li>Skills:</li> <li>-Basic</li> <li>-Complex</li> <li>-Open</li> <li>-Closed</li> <li>-Self-paced</li> <li>-Externally paced</li> <li>-Strategy</li> <li>-Tactics</li> <li>-Isolated practices</li> <li>-Officials</li> <li>-Foul</li> <li>-Direct violations</li> <li>-Indirect violations</li> </ul>
Extra-Curricular opportunities	<p>It is the aim of the PE department to provide every student with the opportunity to extend and enrich their learning. Clubs are arranged throughout the week to allow students the opportunity to practise skills learned during lesson time or to learn a completely new sport. All clubs are</p>				



	<p>supervised by a member of the PE department or a suitably proficient member of staff or coach.</p> <p>The PE department offers a diverse range of extra-curricular clubs that students can attend during the academic year. These include football, table tennis, netball, multi-sports, rounders, tennis and athletics.</p> <p>Representative house and school team fixtures are arranged throughout the school year to nurture a competitive element into the development of each student. School fixtures take place after school, usually within the Swale district. The PE department also competes in county competitions in a range of sports.</p>
<p>Links to careers/ aspirations</p>	<p>BTEC Sport is a vocational qualification that provides students with practical skills and knowledge relevant to the sports industry. BTEC Sport programs are designed to promote careers and ambition in several ways:</p> <p><b>Promotion of Ambition:</b></p> <p>BTEC Sport encourages students to set and pursue ambitious goals within the sports sector. Through exposure to different aspects of the industry and opportunities to engage with professionals, students can develop a clear vision for their future careers and set ambitious targets for personal and professional growth.</p> <p><b>Progression Routes:</b></p> <p>BTEC Sport qualifications often provide clear progression routes to higher education or directly into the workforce. This enables students to pursue further studies in sports-related disciplines or enter the job market with a solid foundation in sports-related skills.</p> <p><b>Development of Soft Skills:</b></p> <p>In addition to technical skills, BTEC Sport programs also focus on the development of soft skills such as communication, teamwork, leadership, and problem-solving. These skills are crucial for success in any career and are particularly valued in the sports industry.</p> <p>BTEC Sport promotes careers and ambition by offering practical skills development, industry relevance, work-based learning, career-focused components, clear progression routes, career guidance, recognition by employers, and a platform for students to set and pursue ambitious goals within the sports industry.</p>
<p>Links to our Fulston FAMILY values</p>	<p><b>Fortitude:</b> BTEC Sport includes physically demanding activities, promoting resilience and determination.</p> <p>Students may face challenges in both theoretical coursework and practical assessments, encouraging the development of mental strength and perseverance.</p>



**Ambition:** BTEC Sport provides students with a platform to set and pursue ambitious goals within the sports industry. Through exposure to various aspects of the sports sector, students can identify and work towards achieving their career aspirations.

**Mindfulness:** BTEC Sport may incorporate aspects of sports psychology and mental preparation, promoting mindfulness in athletic performance. Students may learn to focus on the present moment, manage stress, and maintain a positive mindset, both in their studies and on the field.

**Integrity:** BTEC Sport emphasises ethical behaviour and fair play in sports.

Students may explore topics related to officials, rules, regulations, honesty, and the importance of maintaining integrity in both competitive and non-competitive settings.

**Leadership:** BTEC Sport often includes components that focus on leadership skills in sports contexts. Students have opportunities to develop and demonstrate leadership qualities through coaching, leading warm ups, teaching sports skills, or taking on responsibilities within sports teams.

**Young Citizens:** BTEC Sport fosters a sense of social responsibility and community engagement among students. Through projects and activities, students may learn about the role of sports in society, including issues related to inclusivity, diversity, and community development.

### What my child will learn in Year 11

Year 11 Games	By the end of Year 11, all students will have had the following activities delivered as part of the curriculum on a rota.			
Unit Title	<b>Outwitting Opponents</b>	<b>Health &amp; Fitness</b>	<b>Net and Wall Games</b>	<b>Striking and Fielding</b>
Previous knowledge recalled	Principles of attack and defence using a wide range of strategies.  Finding and using space effectively.  Work in different roles/positions. Application of game rules correctly and confidently.	Methods of training.  Fitness testing  Skill replication in a range of fitness activities that test physical capacity.  Use a range of health and fitness terminology  How does the body respond to exercise?	Overarm serves, forehand & backhand (topspin & slice), volleys and drop shots.  Competitive games and conditional situations.  Combining skills to outwit opponents.  Scoring, rules and regulations.	Replicate shots with a developing control and accuracy. Bowling action, batting action and throwing and catching skills will be developed through game play and conditional situations. Techniques used in small sided games.



		Warm up & cool down.		
New Knowledge	To focus on building on core skills and applying them in a pressurised situation in order to outwit opponents. To develop the use of game tactics and experiment with the success of these to help improve as a team. To undertake a range of roles and responsibilities to help each other improve and independently officiate and coach small sided games. To develop a deeper understanding of the importance of teamwork, communication and healthy active lifestyles.	To experience more intense fitness activities and develop an accurate replication of the required techniques. Pupils will develop the skills of sustained running and skill replication over a set time. Students should understand that different events demand different components of fitness and be able to adapt to the set task.	Students will constantly be encouraged to develop the ability to outwit opponents using strategic placement of the ball using a range of controlled groundstrokes. Continual development of hand-eye coordination skills will allow for a more frequent shot execution and improvement through game play.	Students will constantly be encouraged to develop the ability to outwit opponents using strategic placement of the ball using a range of batting shots showing accuracy & control. Continual development of hand-eye coordination skills will allow for a more frequent shot execution. The ability to outwit opposition will be improved through game play.
Key Knowledge Assessment	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Observations</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>- Final dance performance</li> <li>-Q &amp; A</li> <li>-Observations</li> <li>-Use of iPads</li> <li>- Use of mini whiteboards for quizzes</li> <li>-Lesson exit tickets</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>- Observations</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>- Observations</li> <li>-Class discussions</li> <li>-Peer/self-evaluations</li> </ul>
Links to literacy and numeracy	-Tactics: developing attacking and defensive phases of	<ul style="list-style-type: none"> <li>-Judging</li> <li>-Gesture</li> </ul>	<ul style="list-style-type: none"> <li>-Grip and stance</li> <li>-Forehand</li> </ul>	<ul style="list-style-type: none"> <li>-Body position</li> <li>Follow-through</li> </ul>



	<p>play,</p> <ul style="list-style-type: none"> <li>-Utilising space efficiently</li> <li>-Controlling speed of play</li> <li>-Attacking and defending skills</li> <li>-Effective movement.</li> </ul>	<ul style="list-style-type: none"> <li>-Rhythm</li> <li>-Unison/Canon/ Contrast/ Mirror/ Matching</li> <li>-Broken T/ Daggers/ High V/ Low V, bow and arrow, clap, touchdown.</li> </ul>	<ul style="list-style-type: none"> <li>-Backhand</li> <li>-Volley</li> <li>-Lob</li> <li>-Smash</li> <li>-Serve</li> <li>Numeracy:</li> <li>-Scoring</li> </ul>	<ul style="list-style-type: none"> <li>-Mechanics of</li> <li>-Movement</li> <li>-Batting</li> <li>Order</li> <li>Bowling</li> <li>Techniques:</li> <li>-Underarm</li> <li>-Field placements</li> <li>-Long Barrier</li> <li>-Scoring</li> </ul>
<p>Extra-Curricular opportunities</p>	<p>It is the aim of the PE department to provide every student with the opportunity to extend and enrich their learning. Clubs are arranged throughout the week to allow students the opportunity to practise skills learned during lesson time or to learn a completely new sport. All clubs are supervised by a member of the PE department or a suitably proficient member of staff or coach.</p> <p>The PE department offers a diverse range of extra-curricular clubs that students can attend during the academic year. These include football, table tennis, netball, multi-sports, rounders, tennis and athletics.</p> <p>Representative house and school team fixtures are arranged throughout the school year to nurture a competitive element into the development of each student. School fixtures take place after school, usually within the Swale district. The PE department also competes in county competitions in a range of sports.</p>			
<p>Links to careers/ aspirations</p>	<p>Physical Education and Sport can contribute to personal and professional development in various ways, even though the direct impact on specific careers may vary. Here are several ways in which PE can be beneficial for careers:</p> <p><b>Health and Wellness:</b> PE promotes a healthy and active lifestyle. Engaging in regular physical activity can contribute to overall well-being, reducing the risk of health issues. A healthy individual is often more productive and can better focus on professional responsibilities.</p> <p><b>Teamwork and Leadership Skills:</b> Many PE activities involve teamwork, cooperation, and leadership. Learning to work effectively in a team and taking on leadership roles can be valuable skills in almost any career.</p> <p><b>Discipline and Time Management:</b> PE classes often require consistency and commitment. Developing discipline and effective time management skills during physical activities can translate into better organisational skills in the workplace.</p> <p><b>Improved Mental Health:</b> Physical activity has been linked to improved mental health. PE can contribute to reduced symptoms of anxiety and depression, enhancing an individual's ability to cope with challenges in their personal and professional life.</p>			



	<p><b>Communication Skills:</b> PE often involves effective communication, whether it's coordinating with teammates, following instructions from coaches, or providing encouragement. These communication skills can transfer to the workplace, facilitating better collaboration and understanding.</p>
Links to our Fulston FAMILY values	<p><b>Fortitude:</b> Physical Education and Sport requires perseverance and resilience. We encourage students to push their physical limits and develop mental toughness.</p> <p><b>Ambition:</b> Goal-setting strategies can help students set personal fitness goals. We encourage students to pursue improvement in specific skills, strength, or overall fitness. Class Charts are used to monitor and celebrate their achievements.</p> <p><b>Mindful:</b> We encourage students to focus on their breath and be present in the moment during physical activities. We make connections between physical and mental well-being. These activities help students develop self-awareness, concentration, and stress management skills.</p> <p><b>Integrity:</b> In PE and Sport we emphasise the importance of fair play, honesty, and respect in sportsmanship. We discuss and model ethical behaviour both on and off the playing field.</p> <p><b>Leadership:</b> Students take on leadership roles within teams, allowing them to develop communication, collaboration, and decision-making skills among peers. A whole term in Year 9 PE is dedicated to developing leadership skills. Students are taught about the importance of communication (both verbal and non-verbal), how to plan and deliver a game or activity and what makes an effective leader.</p> <p><b>Young Citizens:</b> PE and Sport plays a crucial role in the holistic development of students, contributing not only to their physical fitness but also to their character and overall well-being. PE and Sport enables students to acquire the social and emotional skills needed to become active, responsible, and engaged members of their communities.</p>

Year 11	September- January (Controlled Assessment October-December)	January-May (External Assessment - May)			
Unit Title	Component 2: Taking part and improving other participants' sporting performance	Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity  <b>Worth 40% of overall BTEC grade</b>			
Learning Aim	C: Demonstrate ways to improve participants' sporting techniques	A: Explore the importance of fitness for sports performance	B: Investigate fitness testing to determine fitness levels	C: Investigate different fitness training methods	D: Investigate fitness programming to improve fitness and sports performance



<p>Previous knowledge recalled</p>	<p>-Use of iPads and feedback to provide information on how to improve in a sport or activity</p> <p>-PM/ PF comments</p>	<p>-Components of fitness (Year 8)</p> <p>-Types of sports requiring different component of fitness</p> <p>-Measuring Heart Rate</p> <p>-Training zones</p> <p>-The Borg Scale</p>	<p>-Fitness tests for the components of fitness (Year 9)</p> <p>-Measuring Heart Rate</p> <p>-Training zones</p> <p>-The Borg Scale</p>	<p>-Methods of training (Year 9)</p> <p>-Provisions (Public/ Private/ Voluntary)</p> <p>-Cardiorespiratory/ musculoskeletal systems</p>	<p>-Principles of training (FITT):</p> <ul style="list-style-type: none"> <li>● Frequency</li> <li>● Intensity</li> <li>● Type</li> <li>● Time</li> </ul> <p>-Additional principles of training (SPORRAVI):</p> <ul style="list-style-type: none"> <li>● Specificity</li> <li>● Progressive Overload</li> <li>● Reversibility</li> <li>● Rest and recovery</li> <li>● Adaptation</li> <li>● Variation</li> <li>● Individual differences and needs</li> </ul>
<p>New Knowledge</p>	<p>-Drills practice</p> <p>-Conditioned practices</p> <p>-Demonstrating skills</p> <p>-Teaching Points</p>	<p>-Types of sports requiring specific components of fitness</p> <p>-The basic principles of training</p>	<p>-Reasons for fitness testing</p> <p>-Pre-test procedures</p> <p>-Reliability of test</p>	<p>-Advantages and disadvantages of training methods</p>	<p>-Personal information to aid training fitness programme design</p>



	<ul style="list-style-type: none"> <li>-Space</li> <li>-Equipment</li> <li>-Organisation of participants</li> <li>-Timing</li> <li>-Positioning</li> <li>-Supporting participants</li> </ul>	<p>frequency, intensity, time, and type (FITT)</p> <ul style="list-style-type: none"> <li>-Additional principles of training (SPORRAVI)</li> <li>-Exercise intensity and how it can be determined</li> </ul>	<ul style="list-style-type: none"> <li>-Validity of results</li> <li>-Yo-Yo test</li> <li>-One Rep Maximum</li> <li>-Body Mass Index (BMI)</li> <li>-Y balance test</li> <li>-Margaria-Kalamen Power Test</li> </ul>	<ul style="list-style-type: none"> <li>-Requirements for each training method</li> <li>-Adaptations to the cardiovascular/r respiratory/ muscular and skeletal systems for different components of fitness</li> </ul>	<ul style="list-style-type: none"> <li>-Aims and objectives</li> <li>-Fitness programme design</li> <li>-Types and benefits of motivation</li> <li>-Motivational techniques</li> <li>-Principles of goal setting (SMARTER):</li> <li>● Specific</li> <li>● Measurable</li> <li>● Achievable</li> <li>● Realistic</li> <li>● Time-related</li> <li>● Exciting</li> <li>● Recorded</li> </ul>
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<p>Key Knowledge Assessment</p>	<ul style="list-style-type: none"> <li>-Q &amp; A</li> <li>-End of topic tests</li> <li>-Pearson Set Assignments (PSA's)</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>-End of topic tests</li> <li>-Practice assessments</li> <li>-Topic on a page</li> <li>-Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>-End of topic tests</li> <li>-Practice assessments</li> <li>-Topic on a page</li> <li>-Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>-End of topic tests</li> <li>-Practice assessments</li> <li>-Topic on a page</li> <li>-Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>- Q &amp; A</li> <li>-End of topic tests</li> <li>-Practice assessments</li> <li>-Topic on a page</li> <li>-Mock exams</li> <li>-External examination (1 hour 30 minutes)</li> </ul>
<p>Links to literacy and numeracy</p>	<ul style="list-style-type: none"> <li>Drills:</li> <li>-Whole and part drills</li> <li>-Progressive drills</li> <li>-Conditioned practices</li> <li>-Teaching Points</li> <li>-Instructions</li> <li>-Sports coach</li> </ul>	<ul style="list-style-type: none"> <li>-Overload</li> <li>-Progressive Overload</li> <li>-Training Zones</li> <li>-Training Threshold</li> <li>-Aerobic Training Zone</li> <li>-Anaerobic Training Zone</li> </ul>	<ul style="list-style-type: none"> <li>-Calibration</li> <li>-Reliability</li> <li>-Validity</li> <li>-Practicality</li> <li>-Maximal Test</li> <li>-Normative Data</li> <li>-Reps Per Minute (RPM)</li> <li>-Submaximal</li> <li>-Rating</li> </ul>	<ul style="list-style-type: none"> <li>-Lactic Acid</li> <li>-Fartlek</li> <li>-Intensity</li> <li>-Isometric Contractions</li> <li>-Free weights</li> <li>-Barbell</li> <li>-Dumbbell</li> <li>-Fixed resistance machines</li> <li>-Exercise station</li> <li>-Muscular hypertrophy</li> <li>-Acceleration</li> <li>-Resistance</li> <li>-Stimulus</li> </ul>	<ul style="list-style-type: none"> <li>-Provision</li> <li>-Adaptation</li> <li>-Cardiac Hypertrophy</li> <li>-Stroke Volume</li> <li>-Vital Capacity</li> <li>-Maximal inspiration</li> <li>-Alveoli</li> <li>-Capillarisation</li> <li>-Gaseous Exchange</li> <li>-Ligaments</li> <li>-Tendons</li> <li>-Micro-tears</li> <li>-Density</li> <li>-Tolerance</li> <li>-Motivation</li> <li>-Contraindication</li> <li>-Intrinsic/ Extrinsic</li> </ul>



<p>Extra-Curricular opportunities</p>	<p>It is the aim of the PE department to provide every student with the opportunity to extend and enrich their learning. Clubs are arranged throughout the week to allow students the opportunity to practise skills learned during lesson time or to learn a completely new sport. All clubs are supervised by a member of the PE department or a suitably proficient member of staff or coach.</p> <p>The PE department offers a diverse range of extra-curricular clubs that students can attend during the academic year. These include football, table tennis, netball, multi-sports, rounders, tennis and athletics.</p> <p>Representative house and school team fixtures are arranged throughout the school year to nurture a competitive element into the development of each student. School fixtures take place after school, usually within the Swale district. The PE department also competes in county competitions in a range of sports.</p> <p>In Year 11, there are also fortnightly workshops after school. These workshops aim to review examination content, practice exam style questions, learn about writing extended answers and prepare revision resources such as mind maps and flash cards.</p>
<p>Links to careers/ aspirations</p>	<p>BTEC Sport is a vocational qualification that provides students with practical skills and knowledge relevant to the sports industry. BTEC Sport programs are designed to promote careers and ambition in several ways:</p> <p><b>Promotion of Ambition:</b></p> <p>BTEC Sport encourages students to set and pursue ambitious goals within the sports sector. Through exposure to different aspects of the industry and opportunities to engage with professionals, students can develop a clear vision for their future careers and set ambitious targets for personal and professional growth.</p> <p><b>Progression Routes:</b></p> <p>BTEC Sport qualifications often provide clear progression routes to higher education or directly into the workforce. This enables students to pursue further studies in sports-related disciplines or enter the job market with a solid foundation in sports-related skills.</p> <p><b>Development of Soft Skills:</b></p> <p>In addition to technical skills, BTEC Sport programs also focus on the development of soft skills such as communication, teamwork, leadership, and problem-solving. These skills are crucial for success in any career and are particularly valued in the sports industry.</p> <p>BTEC Sport promotes careers and ambition by offering practical skills development, industry relevance, work-based learning, career-focused components, clear progression routes, career</p>



	<p>guidance, recognition by employers, and a platform for students to set and pursue ambitious goals within the sports industry.</p>
<p>Links to our Fulston FAMILY values</p>	<p><b>Fortitude:</b> BTEC Sport includes physically demanding activities, promoting resilience and determination.</p> <p>Students may face challenges in both theoretical coursework and practical assessments, encouraging the development of mental strength and perseverance.</p> <p><b>Ambition:</b> BTEC Sport provides students with a platform to set and pursue ambitious goals within the sports industry. Through exposure to various aspects of the sports sector, students can identify and work towards achieving their career aspirations.</p> <p><b>Mindfulness:</b> BTEC Sport may incorporate aspects of sports psychology and mental preparation, promoting mindfulness in athletic performance. Students may learn to focus on the present moment, manage stress, and maintain a positive mindset, both in their studies and on the field.</p> <p><b>Integrity:</b> BTEC Sport emphasises ethical behaviour and fair play in sports.</p> <p>Students may explore topics related to officials, rules, regulations, honesty, and the importance of maintaining integrity in both competitive and non-competitive settings.</p> <p><b>Leadership:</b> BTEC Sport often includes components that focus on leadership skills in sports contexts. Students have opportunities to develop and demonstrate leadership qualities through coaching, leading warm ups, teaching sports skills, or taking on responsibilities within sports teams.</p> <p><b>Young Citizens:</b> BTEC Sport fosters a sense of social responsibility and community engagement among students. Through projects and activities, students may learn about the role of sports in society, including issues related to inclusivity, diversity, and community development.</p>

<p><b>Extended Learning Opportunities for Key Stage 4</b></p>	<p>In Physical Education and Sport, there are opportunities for extra-curricular activities such as clubs, fixtures and tournaments. There are a variety of clubs available at lunch times and after school.</p>			
	<p>The department runs fortnightly workshops which focus on examination content and coursework.</p>			
	<p><b>Take it further!</b></p>			
	<p>Read</p> <p>-Exercised: The</p>	<p>Listen</p> <p>-Benefits of sports:</p>	<p>Watch</p> <p>You tube:</p>	<p>Explore and visit</p> <p>-Queen Elizabeth</p>



	<p>Science of Physical Activity, Rest &amp; Health (Daniel Lieberman)</p> <p>-Physical Activity and Health (Adrienne E. Hardman)</p>	<p>Importance of sports</p> <p>-How I am feeling: Benefits of Physical Activity</p>	<p>-Planet PE</p> <p>-My PE Exam</p> <p>-The PE Tutor</p> <p>-The EverLearner</p> <p>-Mr B PE</p>	<p>Olympic Park (London)</p> <p>-Cyclopark (Gravesend)</p> <p>-Snap Fitness</p> <p>Science Museum (London)</p>
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**Key Stage 5:**

**What my child will learn in Year 12**

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Unit 1: Anatomy and Physiology (33% of overall BTEC)</b></p> <p><b>Unit 2: Fitness Training and Programming for Health, Sport and Well-being (33% of overall BTEC)</b></p> <p><b>Unit 3: Professional Development in the Sports Industry (17% of overall BTEC)</b></p>					
Unit Title	<p><b>Anatomy and Physiology</b></p> <p><b>&amp;</b></p> <p><b>Professional Development in the Sports Industry</b></p>	<p><b>Anatomy and Physiology</b></p> <p><b>&amp;</b></p> <p><b>Professional Development in the Sports Industry</b></p>	<p><b>Anatomy and Physiology</b></p> <p><b>&amp;</b></p> <p><b>Professional Development in the Sports Industry</b></p>	<p><b>Anatomy and Physiology</b></p> <p><b>&amp;</b></p> <p><b>Professional Development in the Sports Industry</b></p>	<p><b>Anatomy and Physiology</b></p> <p><b>&amp;</b></p> <p><b>Professional Development in the Sports Industry</b></p>	<p><b>Fitness Training and Programming for Health, Sport and Well-being</b></p>
Previous knowledge recalled	Some knowledge from BTEC sport on the skeletal system	Some knowledge from BTEC sport and Games lessons on	Some basic knowledge on the respiratory system and KS4 Science	Some basic knowledge from BTEC Sport and Games/PE on the	Some basic knowledge on the key words from BTEC Sport e.g. reliability and	Knowledge of fitness testing from KS3 PE lessons in Year 9



		the muscular system, how to identify key muscles	lessons	cardiovascular system. How blood is transported around the body to the working muscles.	validity	
New Knowledge	<ul style="list-style-type: none"> <li>- The effects of exercise and sports performance on the skeletal system.</li> <li>- The effects of exercise and sports performance on the muscular system.</li> <li>-Understand the career and job opportunities in the sports industry.</li> </ul>	<ul style="list-style-type: none"> <li>-The effects of exercise and sports performance on the muscular system</li> <li>-The effects of exercise and sports performance on the respiratory system.</li> <li>-Explore own skills using a skills audit to inform a career development action plan</li> </ul>	<ul style="list-style-type: none"> <li>The effects of exercise and sports performance on the respiratory system</li> <li>The effects of sport and exercise performance on the cardiovascular system</li> <li>Reflect on the recruitment and selection process and your individual performance</li> </ul>	<ul style="list-style-type: none"> <li>-The effects of sport and exercise performance on the cardiovascular system</li> <li>-The effects of exercise and sports performance on the energy systems</li> <li>-Reflect on the recruitment and selection process and your individual performance.</li> </ul>	<ul style="list-style-type: none"> <li>-The effects of exercise and sports performance on the energy systems</li> <li>-Unit 1 external assessment revision</li> <li>-Examine lifestyle factors and their effect on health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>- Examine lifestyle factors and their effect on health and well-being</li> </ul>
Key Knowledge Assessment	Completion of Learning Aim A coursework against set criteria	Completion of Learning Aim B coursework against set criteria	Completion of Learning Aim C coursework against set criteria	Completion of Learning Aim D coursework against set criteria.	External examination.	<ul style="list-style-type: none"> <li>-Q&amp;A</li> <li>-Past exam questions</li> </ul>
Links to literacy and numeracy	<ul style="list-style-type: none"> <li>-Anatomy</li> <li>-Physiology</li> <li>-Cancellous bone</li> <li>-Axis</li> <li>-Ligaments</li> </ul>	<ul style="list-style-type: none"> <li>-Origin</li> <li>-Insertion</li> <li>-Mitochondria</li> <li>-Aerobic respiration</li> <li>-Anaerobic</li> </ul>	<ul style="list-style-type: none"> <li>-Medulla oblongata</li> <li>-Diffusion</li> <li>-Gaseous exchange</li> <li>-Capillaries</li> <li>-Internal/external</li> </ul>	<ul style="list-style-type: none"> <li>-Oxygenated/Deoxygenated blood</li> <li>-Septum</li> <li>-Plasma</li> <li>-Sinoatrial node (SAN)</li> <li>-Atrioventricular</li> </ul>	<ul style="list-style-type: none"> <li>-Cardiovascular system</li> <li>-Muscular system</li> <li>-Respiratory system</li> <li>-Energy systems</li> </ul>	<ul style="list-style-type: none"> <li>-Coronary Heart Disease (CHD)</li> <li>-Type 2 Diabetes</li> <li>-Hypertension</li> <li>-Metabolic process</li> </ul>



	<ul style="list-style-type: none"> <li>-Concave</li> <li>-Intervertebral discs</li> <li>-Tendon</li> <li>-Calcium</li> <li>-Articulation</li> </ul>	<ul style="list-style-type: none"> <li>activity</li> <li>-Anaerobic respiration</li> <li>-Eccentric</li> <li>-Glycogen</li> </ul>	<ul style="list-style-type: none"> <li>intercostal muscles</li> </ul>	<ul style="list-style-type: none"> <li>lar node (AVN)</li> <li>-Bundle of His</li> <li>-Purkinje fibres</li> </ul>	<ul style="list-style-type: none"> <li>-Skeletal system</li> <li>-Interrelationships</li> </ul>	<ul style="list-style-type: none"> <li>-Endorphins</li> <li>-Neurotransmitter</li> </ul>
Extra-Curricular opportunities	<ul style="list-style-type: none"> <li>-Opportunities to for trips and visits to Canterbury Christchurch Sports Lab as well as Kent University's Sports Labs</li> <li>-Some extra-curricular clubs are available as well as workshops.</li> </ul>					
Links to careers/aspirations	<p>BTEC National Sport specifications are designed to provide students with practical and theoretical knowledge and skills in the field of sports, with a focus on preparing them for careers in the sports industry. BTEC National Sport courses often include practical elements that allow students to develop hands-on skills related to specific sports or areas within the sports industry.</p> <p>Practical skills development is crucial for careers such as coaching, personal training, sports therapy, and sports management. The specifications cover a range of theoretical concepts related to sports science, anatomy, physiology, psychology, and nutrition. This theoretical knowledge provides a solid foundation for students pursuing careers in areas such as sports science, sports coaching and sports management. The curriculum is designed in collaboration with industry experts to ensure that the content is relevant to the current needs of the sports sector. This alignment with industry standards helps students acquire knowledge and skills that are directly applicable to their future careers.</p>					
Links to our Fulston FAMILY values	<p><b>Fortitude:</b> The coursework and assessments in the BTEC National in Sport may require students to demonstrate resilience, perseverance, and determination in facing challenges and overcoming obstacles, which align with the value of fortitude.</p> <p>Practical elements of the program, such as physical training and sports activities, can also contribute to the development of physical and mental toughness.</p> <p><b>Ambition:</b> The curriculum and assignments may encourage students to set ambitious goals for themselves, whether in terms of personal fitness, sports performance, or career aspirations within the sports industry.</p> <p>Opportunities for work placements or real-world projects may foster ambition by exposing students to the professional world and encouraging them to aim for higher levels of achievement.</p> <p><b>Mindfulness:</b> While not explicitly addressed in the curriculum, the program indirectly promotes mindfulness through activities that require focus, concentration, and self-awareness, such as training regimes, performance analysis, and reflective practices.</p> <p><b>Integrity:</b> Units related to sports ethics, fair play, and rules and regulations in the sports industry may encourage students to uphold the value of integrity. Assignments that involve ethical</p>					



	<p>decision-making or discussions about sportsmanship can contribute to the development of a strong moral compass.</p> <p><b>Leadership:</b> Components of the program may include leadership skills development, particularly in team sports or group projects. Students also need to lead others through a series of fitness tests.</p> <p><b>Young Citizens:</b> The program may include aspects that encourage students to be responsible members of society, emphasizing the importance of ethical behaviour, community engagement, and social responsibility. Units related to the broader impact of sports on society or the role of sports in community development can contribute to the development of socially conscious young citizens.</p>
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### What my child will learn in Year 13

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5
	<b>Unit 2: Fitness Training and Programming for Health, Sport and Well-being (33% of overall BTEC)</b> <b>Unit 5: Application of Fitness Testing (17% of overall BTEC)</b>				
Unit Title	Fitness Training and Programming for Health, Sport and Well-being	Fitness Training and Programming for Health, Sport and Well-being	Application of Fitness Testing	Application of Fitness Testing	Application of Fitness Testing
Previous knowledge recalled	<ul style="list-style-type: none"> <li>-Benefits of physical exercise</li> <li>-Diet</li> <li>-Government recommendations / guidelines</li> <li>-Smoking/ alcohol</li> <li>-PAR-Q</li> <li>-Lifestyle questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>-Physical fitness</li> <li>-Skill- related fitness</li> <li>-Cardiac output</li> <li>-Stroke volume</li> <li>-Hypertrophy</li> <li>-Overload</li> <li>-Methods of training</li> </ul>	<ul style="list-style-type: none"> <li>-Calibration</li> <li>-Warming up</li> <li>-Protocols</li> <li>-Fitness tests</li> </ul>	<ul style="list-style-type: none"> <li>-Normative data</li> </ul>	Unit 1 and Unit 2 Revision (Re-sit)
New Knowledge	<ul style="list-style-type: none"> <li>-Examine lifestyle factors and their effect on health and well-being</li> </ul>	<ul style="list-style-type: none"> <li>-Examine training methods for different components of</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the principles of fitness testing</li> <li>-Explore fitness tests for different</li> </ul>	<ul style="list-style-type: none"> <li>-Undertake evaluation and feedback of fitness test results</li> </ul>	<ul style="list-style-type: none"> <li>-Fitness profiles for selected sports performers</li> </ul>



	-Understand the screening processes for training programming	fitness -Understand training programme design	components of fitness	-Undertaking practical fitness testing through administrating	-Providing feedback to a selected sports performer
Key Knowledge Assessment	-Past papers -Summative Q & A -Exam practice	-External examination (January)	-Completion of Learning Aim A coursework against set criteria	-Recording of testing -Completion of Learning Aim B coursework against set criteria	-Completion of Learning Aim C coursework against set criteria
Links to literacy and numeracy	-Tachycardia -Body composition -Macronutrients -Micronutrients -	-VO2 max -Epinephrine -Norepinephrine -Cardiac output -Stroke volume -Blood lactate -Sport specific -Proprioception -Overload -Hypertrophy -Muscle fibres	-Validity -Reliability -Suitability -Practicality -Ethical consideration -Contraindication -Body composition	-Fitness tests -Normative data -Suitability	-Validity -Reliability -Suitability -Practicality -Ethical consideration -Contraindication -Body composition
Extra-Curricular opportunities	-Opportunities to for trips and visits to Canterbury Christchurch Sports Lab as well as Kent University's Sports Labs -Some extra-curricular clubs are available as well as workshops.				
Links to careers/ aspirations	BTEC National Sport specifications are designed to provide students with practical and theoretical knowledge and skills in the field of sports, with a focus on preparing them for careers in the sports industry. BTEC National Sport courses often include practical elements that allow students to develop hands-on skills related to specific sports or areas within the sports industry.  Practical skills development is crucial for careers such as coaching, personal training, sports therapy, and sports management. The specifications cover a range of theoretical concepts related to sports science, anatomy, physiology, psychology, and nutrition. This theoretical knowledge provides a solid foundation for students pursuing careers in areas such as sports science, sports coaching and sports management. The curriculum is designed in collaboration with industry experts to ensure that the content is relevant to the current needs of the sports sector. This				



	<p>alignment with industry standards helps students acquire knowledge and skills that are directly applicable to their future careers.</p>
<p>Links to our Fulston FAMILY values</p>	<p><b>Fortitude:</b> The coursework and assessments in the BTEC National in Sport may require students to demonstrate resilience, perseverance, and determination in facing challenges and overcoming obstacles, which align with the value of fortitude.</p> <p>Practical elements of the program, such as physical training and sports activities, can also contribute to the development of physical and mental toughness.</p> <p><b>Ambition:</b> The curriculum and assignments may encourage students to set ambitious goals for themselves, whether in terms of personal fitness, sports performance, or career aspirations within the sports industry.</p> <p>Opportunities for work placements or real-world projects may foster ambition by exposing students to the professional world and encouraging them to aim for higher levels of achievement.</p> <p><b>Mindfulness:</b> While not explicitly addressed in the curriculum, the program indirectly promotes mindfulness through activities that require focus, concentration, and self-awareness, such as training regimes, performance analysis, and reflective practices.</p> <p><b>Integrity:</b> Units related to sports ethics, fair play, and rules and regulations in the sports industry may encourage students to uphold the value of integrity. Assignments that involve ethical decision-making or discussions about sportsmanship can contribute to the development of a strong moral compass.</p> <p><b>Leadership:</b> Components of the program may include leadership skills development, particularly in team sports or group projects. Students also need to lead others through a series of fitness tests.</p> <p><b>Young Citizens:</b> The program may include aspects that encourage students to be responsible members of society, emphasizing the importance of ethical behaviour, community engagement, and social responsibility. Units related to the broader impact of sports on society or the role of sports in community development can contribute to the development of socially conscious young citizens.</p>

<p><b>Extended Learning Opportunities for Key Stage 5</b></p>	<p>-Opportunities to for trips and visits to Canterbury Christchurch Sports Lab as well as Kent University's Sports Labs</p> <p>-Some extra-curricular clubs are available as well as workshops.</p> <p><b>Take it further!</b></p>
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Read	Listen	Watch	Explore and visit
<p>-Health Fitness Instructor's Handbook (Fourth Edition), Human Kinetics Publishers</p> <p>-Human Anatomy &amp; Physiology (10th Edition)</p> <p>-Anatomy and Human Movement: Structure and Function (Fifth Edition)</p>	<p>Podcasts:</p> <p>-Anatomy and Physiology for Students</p> <p>-Understanding Anatomy and Physiology (F.A Davis)</p>	<p>You tube:</p> <p>-My PE Exam</p> <p>-The PE Tutor</p> <p>-James Morris</p> <p>-The EverLearner</p>	<p>-Queen Elizabeth Olympic Park (London)</p> <p>-Science Museum (London)</p> <p>-Body Worlds Exhibition (only available at certain times of the year- check availability here: <a href="#">BODY WORLDS</a> - <a href="#">Take an eye-opening journey under the skin!</a>)</p>

<p><b><u>Curriculum Impact</u></b></p>	<p>Learning is monitored via formative assessment such as Q and A, observation, peer and self-assessment (KS3, KS4 and KS5), and through summative assessment such as low stakes testing, end of unit/ topic tests, PPEs and coursework submission (KS4 &amp; KS5).</p> <p>Students will be able to retrieve information taught, independently, days, weeks and months after it was delivered in class or in a practical environment. Through observation we will see that students' fluency and mastery is incrementally improving over time.</p> <p>Our curriculum will facilitate a pathway for our learners to explore Higher Education courses and career pathways in the sports and leisure industries and it is hoped that students will leave Fulston Manor School with the knowledge and skills to lead lifelong healthy and active lifestyles.</p>
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