

	Half Term 1 - 7 weeks	Half Term 2 - 7 weeks	Half Term 3 - 6 weeks	Half Term 4 - 5 weeks	Half Term 5 - 7 weeks	Half Term 6 - 6 weeks
	<p>INTENT</p> <ul style="list-style-type: none"> To engage students in participation in sport and fitness activities To educate students about healthy and active lifestyles To offer a wide range of opportunities to participate in sport for pleasure and for performance To increase Social mobility To support the academy ethos & values <p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives 		<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> PE Curriculum contains a wide range of activities, delivered using the “Four Corner Model” In KS3, students will take part in blocks of activity and be assessed at the end of each one. In KS4, students take more ownership of their curriculum and select activities they would like to participate in. Students are also able to select a PE pathway as an option for KS4 The PE curriculum is taught by subject specialists, who map, plan and deliver sequences of lessons to reflect the needs of the students. PE is a valued part of our curriculum and expectations are no different to any other subject area. The delivered curriculum is tailored to meet specific needs of our social demographic whilst ensuring that statutory requirements for the subject area are met. The curriculum is delivered in blocks of activity, which encompass the “Four Corners” – Physical, Technical, Social and Psychological. This allows all learners to achieve success and highlights the importance of the different areas in a range of activities. 		<p>IMPACT</p> <ul style="list-style-type: none"> Students experience a range of activities, through performing, leading and officiating Fitness levels of students improve Physical literacy increases Students develop knowledge, skills and understanding in a range of activities. Students competing in borough wide events and regional representation Students competing at OAT events Students attend a range of extra-curricular activities Students going on to study sport at college 	
Year 11	<p>Key Content:</p> <p>Team Building / OAA</p> <p>Invasion Games (e.g. handball, ultimate Frisbee, football)</p> <p>Leadership/Officiating</p>	<p>Key Content:</p> <p>Fitness</p> <p>OR</p> <p>Net/Wall Games (e.g. badminton, table tennis, dodgeball)</p> <p>OR</p> <p>Invasion Games (e.g. basketball, futsal)</p> <p>Leadership/Officiating</p>	<p>Key Content:</p> <p>Fitness</p> <p>OR</p> <p>Net/Wall Games (e.g. badminton, table tennis, dodgeball)</p> <p>OR</p> <p>Invasion Games (e.g. basketball, futsal)</p> <p>Leadership/Officiating</p>	<p>Key Content:</p> <p>Fitness</p> <p>OR</p> <p>Net/Wall Games (e.g. badminton, table tennis, dodgeball)</p> <p>OR</p> <p>Invasion Games (e.g. basketball, futsal)</p> <p>Leadership/Officiating</p>	<p>Key Content:</p> <p>Striking & Fielding (e.g. longball, rounders baseball)</p>	<p>Key Content:</p> <p>N/A</p>
	<p>Key Skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key Skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key Skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key Skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key Skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	
	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>	

Year 10	<p>Key Content:</p> <p>Team Building/OAA</p> <p>Invasion Games (e.g. netball, football)</p> <p>Leadership</p>	<p>Key Content:</p> <p>Invasion Games (e.g. basketball, handball)</p> <p>OR</p> <p>Fitness</p> <p>OR</p> <p>Net/Wall Games (e.g. badminton, table tennis, dodgeball)</p> <p>Leadership</p>	<p>Key Content:</p> <p>Invasion Games (e.g. basketball, handball)</p> <p>OR</p> <p>Fitness</p> <p>OR</p> <p>Net/Wall Games (e.g. badminton, table tennis, dodgeball)</p> <p>Leadership</p>	<p>Key Content:</p> <p>Invasion Games (e.g. basketball, handball)</p> <p>OR</p> <p>Fitness</p> <p>OR</p> <p>Net/Wall Games (e.g. badminton, table tennis, dodgeball)</p> <p>Leadership</p>	<p>Key Content:</p> <p>Athletics (Track and field events)</p> <p>Leadership</p>	<p>Key Content:</p> <p>Striking & Fielding (e.g. baseball, softball)</p> <p>Leadership</p>
	<p>Key Skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key Skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key Skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key skills :</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key skills :</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key skills :</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>
	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>	<p>Assessment opportunities:</p> <p>Observations</p> <p>Q&A</p> <p>Self assessment</p> <p>Peer assessment</p> <p>Personal Bests</p>
Year 9	<p>Key Content:</p> <p>Team Building / OAA</p> <p>Invasion Games (e.g. Football, Netball)</p> <p>Leadership</p>	<p>Key Content:</p> <p>Fitness</p> <p>OR</p> <p>Net/Wall Games (e.g. badminton, table tennis, dodgeball) OR</p> <p>Dance</p> <p>OR</p> <p>Invasion Games (e.g. handball, basketball, futsal)</p> <p>Leadership</p>	<p>Key Content:</p> <p>Fitness</p> <p>OR</p> <p>Net/Wall Games (e.g. badminton, table tennis, dodgeball) OR</p> <p>Dance</p> <p>OR</p> <p>Invasion Games (e.g. handball, basketball, futsal)</p> <p>Leadership</p>	<p>Key Content:</p> <p>Fitness</p> <p>OR</p> <p>Net/Wall Games (e.g. badminton, table tennis, dodgeball) OR</p> <p>Dance</p> <p>OR</p> <p>Invasion Games (e.g. handball, basketball, futsal)</p> <p>Leadership</p>	<p>Key Content:</p> <p>Athletics (including track and field events)</p> <p>Leadership</p>	<p>Key Content:</p> <p>Striking & Fielding (e.g. rounders, Kwik Cricket, longball)</p> <p>Leadership</p>
	<p>Key skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>	<p>Key Skills:</p> <p>Technical</p> <p>Psychological</p> <p>Physical</p> <p>Social</p>

	Key Skills: Technical Psychological Physical Social	Key Skills: Technical Psychological Physical Social	Key Skills: Technical Psychological Physical Social	Key Skills: Technical Psychological Physical Social	Key Skills: Technical Psychological Physical Social	Key Skills: Technical Psychological Physical Social
	Assessment opportunities: Observations Q&A Self assessment Peer assessment Personal Bests	Assessment opportunities: Observations Q&A Self assessment Peer assessment Personal Bests	Assessment opportunities: Observations Q&A Self assessment Peer assessment Personal Bests	Assessment opportunities: Observations Q&A Self assessment Peer assessment Personal Bests	Assessment opportunities: Observations Q&A Self assessment Peer assessment Personal Bests	Assessment opportunities: Observations Q&A Self assessment Peer assessment Personal Bests

Key Skills

Technical	Psychological
<ul style="list-style-type: none"> • Embed skills • Apply principles of attacking and defending • Effectively use running, jumping, throwing and catching skills • Develop expertise and competency with technique <ul style="list-style-type: none"> • Participate in a range of sports • Develop technique and improve performance <ul style="list-style-type: none"> • Tackle complex activities • Develop a variety of tactics and strategies 	<ul style="list-style-type: none"> • Understand what makes performance effective • Compete in sports, with self and others <ul style="list-style-type: none"> • Analyse and improve performance <ul style="list-style-type: none"> • Develop confidence • Achieve personal bet • Take part in demanding activities <ul style="list-style-type: none"> • Evaluate own performance • Compare performances to achieve personal best
Physical	Social
<ul style="list-style-type: none"> • Take part in a range of physical activities <ul style="list-style-type: none"> • Be involved in exercise • Understand short and long term effects of exercise • Understand long-term health benefits of physical activity • Develop personal fitness, both health and skill related • Physical challenge through taking part in activities <ul style="list-style-type: none"> • Develop movement skills 	<ul style="list-style-type: none"> • Take part in team games • Continue to develop values of fairness and respect <ul style="list-style-type: none"> • Communicate with others • Review effective performance of peers • Work in a team and collaborate with others <ul style="list-style-type: none"> • Build trust to solve problems • Take part in community activities or sports clubs