

## Physical Education at Fleetwood High School

Pupils will:

Develop their skills and techniques in a variety of activities

Start to understand what makes a performance effective

Learn to take the initiative and make decisions for themselves

Start to identify the types of activity they prefer to be involved with take on a variety of roles such as leader and official

- Developing, selecting and using skills effectively in a widening range of contexts.
- Developing their ability to plan and implement rules, strategies, compositional ideas as individuals, pairs, group and team activities.
- Developing the ability to evaluate and improve both their own and others performance.
- Using imagination to solve problems and overcome challenges.
- Understanding that physical activity contributes to a healthy functioning body and mind.
- Ensure all students are physically active for sustained periods of time through engaging in competitive sports and activities
- Encourage all students to lead healthy, active lives.

## How can you help your child succeed at Physical Education

Encourage your child to come with the necessary PE kit for every lesson.

If occasionally, it is necessary for your child to be excused from practical, they will still require kit, as they will be encouraged to be involved in another capacity, such as officiating.

Encourage your child to be involved in some of the many extra-curricular activities, which the PE Department arranges.

## YEAR 7 PE CURRICULUM

	During the course of the year students will take part in the following activities, due to the nature of the rotation this could be at different points in the year					
<b>Unit Title</b>	Gymnastics	Games Football, Rugby, Intro to racquet games, basketball, hockey, Rounders, Cricket, tennis	Theory in the classroom	Problem Solving	Multi skills / fitness	Athletics
<b>Overview</b>	Students will demonstrate skills and agilities individually and in combination. Will focus on developing stability when holding their own body position and when supporting a partner. Pupils incorporate control, precision and aesthetics into sequences showing creativity. Student will evaluate and assess movements to improve sequences.	Students will focus on how to use basic principles of attack and defence to plan strategy and tactics. They work on improving the quality of their skills using various techniques. In all games activities, pupils think about how to use skills, strategies and tactics to outwit the opposition.	Students will learn <ul style="list-style-type: none"> <li>• What are the main parts of a PE lesson</li> <li>• Nutrition for Sport</li> <li>• Immediate Effects of exercise on the body</li> <li>• Health related components of fitness</li> <li>• Skill related components of fitness</li> <li>• Assessment of all practical sports</li> </ul>	Students will have to work in groups to solve problems in a sporting settings  They will need to use physical and mental abilities to overcome challenges individually and in groups. Students will also embark on basic outdoors activities such as Orienteering and traversing the climbing wall	Students will learn basic Speed and agility skills and explain how they fit into all sports that we complete  Students will complete fitness tests and learn about the benefits of continuous and circuit training	Students will learn running, jumping and throwing skills and learn specific techniques for events in order to improve.  In all athletic activity, pupils will engage in performing and improving their skills and personal bests in relation to speed, height and distances.
<b>Assessment</b>	Students will have an assessment lesson where they will demonstrate learnt skills with a set task	The final session in all games students will be asked to perform skills in a practice and then game situation	On going assessment of student work book  Final exam in the summer	Students will be assessed as they are completing different tasks  A final orienteering task will be timed	Students will complete fitness tests at the start and the end of the bock to check improvements	Students will complete specific events in lessons and get a measured distance / time that will be levelled

## YEAR 8 PE CURRICULUM

	During the course of the year students will take part in the following activities, due to the nature of the rotation this could be at different points in the year				
<b>Unit Title</b>	Gymnastics	Games Football, Rugby, Intro to racquet games, basketball, hockey, Rounders, Cricket, tennis	Theory in the classroom	Multi skills / fitness	Athletics
<b>Overview</b>	<p>Students will develop the skills learned in year 7 and incorporate more complex movements into their work. This will include travelling on hands and complicated flight movements</p> <p>Students will work on the floor and apparatus, working with a partner and individually</p> <p>Students will assess their own and others performances</p>	<p>Students will focus on developing team attacking and defending strategies and techniques. Pupils will select and apply their skills so that they can carry out tactics with the intention of outwitting their opponents.</p> <p>Students will understand the principles of invasion, net, or striking games and how they can beat opponents</p>	<p>Students will learn</p> <ul style="list-style-type: none"> <li>• Safety in PE and Injury prevention</li> <li>• Different diet for different sports</li> <li>• Long term adaptations of exercise on the body</li> <li>• How the body systems work together to produce movement</li> <li>• Benefits of participation in physical activity</li> </ul>	<p>Students will complex Speed and agility skills and explain how they fit into all sports that we complete</p> <p>Students will complete fitness tests and learn about the benefits of continuous and circuit training as well as weight training and how it can improve performance</p>	<p>Students begin to use their knowledge of athletics events, strategies and techniques to develop and enhance replication and performance. Pupils develop their understanding of fitness and its relationship to performance. In athletic activities, pupils will engage in performing and improving their skills and personal and collective bests in relation to speed, height, distance and accuracy</p>
<b>Assessment</b>	Students will have an assessment lesson where they will demonstrate learnt skills with a set task	The final session in all games students will be asked to perform skills in a practice and then game situation	<p>On -going assessment of student work book</p> <p>Final exam in the summer</p>	Students will complete fitness tests at the start and the end of the book to check improvements	Students will complete specific events in lessons and get a measured distance / time that will be levelled

## YEAR 9 EXAM PE CURRICULUM

Unit Title	Fitness and Training	Diet and Nutrition	Applied Anatomy and Physiology (skeletal, muscular, respiratory and circulatory systems)	Risk and injuries / Performance enhancing drugs	Mini PEP (Personal exercise Programme)
<b>Overview</b>	<p>Student will learn how and why we train to improve fitness</p> <p>How and Why we fitness tests and how these can help our training</p> <p>Different training methods and how they improve different parts of fitness</p> <p>How to apply Principles of training to improve fitness</p>	<p>Students learn how diet can affect sport</p> <p>How different diets are in place for different sports</p> <p>How different body types are suited to different sports</p> <p>How performance enhancing drugs affect sport and why people take them</p>	<p>Students will learn the structure and function of the main body systems that assist the sports person</p> <p>Students will also learn the immediate effects and long term adaptation of exercise on these systems</p> <p>Aerobic and anaerobic respiration</p>	<p>Identification and treatment of injury</p> <p>Injury prevention in physical activity</p> <p>Performance enhancing drugs (i)</p>	<p>Identify strengths and weakness of a chosen sport and suggest ways to improve this through training</p>
<b>Assessment</b>	On going test with actual GCSE exam questions	On going test during assessment week, using exam questions	On going test during assessment week, using exam questions	End of year exam	Submission of a mini PEP
<b>Practical</b>	<p>Alongside the practical students will also study a variety of practical activities that will be assessed as part of the GCSE practical grade</p> <p>Students will be taught the skills and gameplay involved in order to reach their target grade</p> <p>Activities they will Study</p> <p>Fitness, Badminton, Netball, Hockey, Football, Athletics, handball</p>				

## YEAR 10 GCSE PE CURRICULUM

Unit Title	Training and fitness	Applied Anatomy and Physiology	Movement analysis	How to optimise training	Complete PEP
<b>Overview</b>	<p>An introduction to using a PEP to develop fitness, health, exercise and performance</p> <p>Re cap on principles of training and Methods of training PARQs; warm ups and cool downs Components of fitness Fitness tests – theory and practice</p>	<p>Students will recap and go into lot more detail on structure and function of the main body systems that assist the sports person</p> <p>Students will also learn the immediate effects and long term adaptation of exercise on these systems</p> <p>Aerobic and anaerobic respiration</p>	<p>Lever system – first, second and third class levers</p> <p>Mechanical advantage in sport and physical activity</p> <p>Movement possibilities at joints; utilisation of movement in physical activity</p> <p>Joint classification and impact on movement axes</p> <p>Planes and axes – generalised movement patterns</p>	<p>Prevention of risk in training</p> <p>Different injuries that can effect a sports person</p> <p>How to treat these injuries</p> <p>Use of a PAR-Q</p> <p>The different banned Performance and enhancing drugs. The benefits and potential side effects of these</p>	<p>The aim of the PEP is for students to develop their ability to analyse and evaluate their personal fitness to improve performance, Students will be required to demonstrate their planning of a PEP, which will include:</p> <ul style="list-style-type: none"> <li>○ A completed PARQ</li> <li>○ Identification of the component of fitness</li> <li>○ A record of fitness levels through testing</li> <li>○ Apply Principles of training</li> <li>○ Complete and monitor the PEP over 6 weeks</li> <li>○ Evaluation of PEP</li> </ul>
<b>Assessment</b>	On going test during assessment week, using exam questions	On going test during assessment week, using exam questions	On going test during assessment week, using exam questions	On going test during assessment week, using exam questions	Written controlled assessment submission
<b>Practical Activities</b>	<p>Alongside the practical students will also study a variety of practical activities that will be assessed as part of the GCSE practical grade</p> <p>Students will be taught the skills and gameplay involved in order to each their target grade</p> <p>Activities they will Study</p> <p>Badminton, Netball, Hockey, Football, Climbing, trampoline, Athletics, handball</p>				

## YEAR 11 GCSE PE CURRICULUM

	Half Term 1	Half term 2	Half term 3	Half term 4
<b>Unit Title</b>	Health fitness and well being	Sports Psychology	Socio-cultural Influences	Revision
<b>Overview</b>	<p>Students will learn the benefit of participation in sport, and the influences of participation in sport</p> <p>Lifestyle choices and the consequences of a sedentary lifestyle</p> <p>Participation rate trends – use of data</p> <p>The main components of diet and the effect on sport and how diet can be manipulated for sport</p>	<p>Students will learn Goal setting – SMART targets</p> <p>Classification of skills</p> <p>Forms of practice – theory and practical application</p> <p>Types of guidance – theory and practical application</p> <p>Mental preparation for performance; Types of feedback</p> <p>Sports psychology – use of data</p>	<p>Commercialisation and the media</p> <p>Sporting behaviours eg gamesmanship / sportsmanship</p> <p>Deviance in sport</p>	<p>Students to revise different topics to help for the exam</p>
<b>Assessment</b>	On going test during assessment week, using exam questions	On going test during assessment week, using exam questions	On going test during assessment week, using exam questions	Final Exam
<b>Practical Activities</b>	<p>Alongside the practical students will also study a variety of practical activities that will be assessed as part of the GCSE practical grade</p> <p>Students will be taught the skills and gameplay involved in order to each their target grade</p> <p>Activities they will Study</p> <p>Handball, Trampolining, Volleyball, football</p>			

## Y10 BTEC Sport Programme

	Half Term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Unit Title</b>	Unit 1 – Fitness for Sport and Exercise Externally assessed unit			Unit 2 – Practical Sport Performance Assessment A	Unit 2 – Practical Sport Performance Assessment B	Unit 2 – Practical Sport Performance Assessment C
<b>Overview</b>	<p>Students will learn about the main factors in fitness for sport and Exercise These include</p> <p>Topic A.1 Components of physical fitness Topic A.2 Components of skill-related fitness: Topic A.5 The basic principles of training (FITT): Topic B.1 Requirements for each of the following fitness training methods: Topic B.2 Additional requirements for each of the fitness training methods: Topic B.3 Fitness training methods Topic C.1 Fitness test methods for components of fitness: Topic C.2 Importance of fitness testing to sports performers and coaches: Topic C.3 Requirements for administration of each fitness test: Topic C.4 Interpretation of fitness test results</p>			<p>Rules, Regulations and Scoring Systems for Sport</p> <p>Students need to produce a document outlining the following tasks</p> <p>A definition / explanation of the rules and regulation and scoring systems from 2 chosen sports</p> <p>Outline the roles and requirements of the officials of 2 selected sports</p>	<p>Demonstration of Practical skills</p> <p>You need to demonstrate your practical performance of skills in conditioned games situations</p> <p>You must also produce a document outlining the main skills and tactical requirements for your 2 chosen sports</p>	<p>Be able to review Sports performance</p> <p>Produce a checklist to review your performance in 2 selected sports</p> <p>Identify strengths and areas for development from your 2 sports and suggest ways to improve</p>
<b>Assessment</b>	Mock exam, completed as an onscreen assessment		Full Examined unit On screen test administered by Pearson	Word document detailing the above criteria	Video evidence of performance of practical skills	Observe performance and make suggestions on how to performance

## YEAR 11 GCSE PE CURRICULUM

	Half Term 1	Half term 2	Half term 3	Half term 4
<b>Unit Title</b>	Unit 5 – Development of Personal Fitness Assessment A	Unit 5 – Development of Personal Fitness Assessment B	Unit 4 – Sports Performer in Action Assessment A	Unit 4 – Sports Performer in Action Assessment A
<b>Overview</b>	A: Design a personal fitness training programme B : Know about exercise adherence factors and strategies for continued training success Students need to design an appropriate training programme for their needs, based on current levels of fitness, with justification for activities / programme	Training Diary and Review  Complete a 6 week training programme with evidence of training undertaken during this time  Students also need to review progress made during the training programme and decide what, if any changes they would make and why	Effects of Exercise on the body systems  need to produce a document outlining the following tasks  How the body responds immediately to exercise  How the body adapts to exercise over a period of time	Students need to produce a presentation for the group on how the different energy systems are used during different sporting performances
<b>Assessment</b>	Portfolio of evidence containing the following sections: <ul style="list-style-type: none"> <li>● Personal information</li> <li>● Principles of training</li> <li>● Programme design</li> <li>● Exercise adherence factors and strategies</li> </ul>	Portfolio of evidence containing the following sections: Training diary Observation records/witness statements Portfolio of evidence containing the following sections: Programme review. Suggested next steps	Individual presentation plus practical activities with recording sheets and explanation of results cards  observation records for practical activities completed	Posters; leaflets; presentations with observation records



Y9, 10 and 11 Core PE

All students in Years 9-11 will have 1 hour a week during these lessons they will tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

In Y9 Pupils will follow a prescriptive programme of activities as follows through the course of the year

	1	2		3	4		5	6
1 - Boys	Rugby	Fitness		Football	Net/R/B/ball		Athletics	Games
2 - Girls	Gym/Net/R	Netball		Fitness	Football		Rounders	Athletics
3 - mixed	Football	Gym		Badmi/ Short ten	Fitness		Games	Athletics

	1	2		3	4		5	6
Boys	Rugby	Football		Basketball	Gymnastics		Athletics	Games
Girls	Gym	Net/Rac		Fitness	Games		Rounders	Athletics

In y10 and 11 students will help shape their own curriculum to include the following activities

Football, Netball, Dodgeball, Badminton, Fitness, Athletics, orienteering, Problem Solving, Rounders, Cricket, Basketball