




Physical Education Curriculum Map	
<p>Endeavour Federation Curriculum vision</p> 	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all students having the opportunity to study a range of subjects, following bespoke pathways. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p> <p>We believe in all our students and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<p>Physical Education vision</p> 	<p>The Physical Education curriculum aims to inspire and enable all pupils to succeed through enjoyment of participating and developing a wide range of skills during both team and individual sports. While developing knowledge and concepts alongside these practical skills.</p> <p>We provide our young people with the skills to cope and succeed in the wider world by embedding cultural capital and celebrating diversity through a wide range of sports and activities.</p>

Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				


	Autumn		Spring		Summer	
<p>KS2</p> <p>Year 5 + 6</p>	<p>Fundamental skills focusing on Agility, Balance and Coordination whilst having fun.</p> <p>Baseline Assessment</p> <p>Football and Handball</p>	<p>Fundamental ABC's while playing rugby and hockey.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Rugby and Hockey</p>	<p>Introduce growth mind-set in relation to playing sport. Fundamentals being applied to volleyball and table tennis.</p> <p>Volleyball and Table Tennis</p>	<p>Fundamentals being applied to badminton and dodgeball. Participation for enjoyment.</p> <p>Badminton and Dodgeball</p>	<p>Use the fundamental skills learnt throughout the year to apply them when playing cricket and rounders.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Cricket and Rounders</p>	<p>Begin to understand how to perform the events in athletics, also begin to identify why some muscles are important.</p> <p>Athletics</p>
<p>Year 7</p>	<p>Building on fundamental basic skills learnt in KS2, starting to learning sport specific skills - Invasion Games</p> <p>Football and Handball</p>	<p>Building on fundamental basic skills learnt in KS2, starting to learning sport specific skills - Invasion Games</p> <p>Rugby and Hockey</p>	<p>Learn the rules to play and keep score of new net and wall games – Volleyball, Table Tennis</p> <p>Volleyball and Tennis</p>	<p>Learn the rules to play and keep score of new net and wall games – Badminton + Dodgeball</p> <p>Badminton and Dodgeball</p>	<p>Throwing, catching and striking skills developed through cricket and rounders</p> <p>Understanding the rules and apply correct scoring for cricket and rounders.</p> <p>Cricket and Rounders</p>	<p>Understanding rules, how to score and what counts as a correct attempt.</p> <p>Athletics</p>
<p>Year 8</p>	<p>Passing, dribbling, shooting and tackling with more consistency and accuracy.</p> <p>Basketball, Football and Handball</p>	<p>Passing with accuracy, effective movement, shoot with accuracy and tackle safely.</p> <p>Hockey and Rugby</p>	<p>Develop consistency across previously learnt skills and introduce new shots. Start to use tactics to overcome opponents.</p> <p>Volleyball, Table Tennis and Tennis</p>	<p>Progression of badminton and dodgeball skills learnt in year 7. How to use effectively in game situations- start to use Tactics.</p> <p>Badminton and Dodgeball</p>	<p>Understand when and how to use different batting strokes. How to be more effective with shots.</p> <p>Develop the techniques for throwing, catching and bowling to be able to perform more effectively.</p> <p>Cricket and Rounders</p>	<p>Increase knowledge of muscles, movements and introduce components of fitness. Use different tactics and techniques when competing in different events to overcome opponents.</p> <p>Athletics</p>
<p>Year 9</p>	<p>Start ASDAN work. Reflect and analyse performance and compare to previous performances. Prepare students for BTEC Sports performance.</p> <p>Football and Handball</p>	<p>Develop and progress rugby and hockey skills previously learnt; full contact tackling, passing and movement, with use of tactics to overcome opponents.</p> <p>Rugby and Hockey</p>	<p>Introduction to research in the Sports participation module (A4 and A8). Preparation for theory work during their BTEC.</p> <p>Volleyball and table tennis</p>	<p>Use the skills learnt in badminton and tennis to create tactics to overcome opponents. Further develop analytical skills in sports performance, and relate to previous performance.</p> <p>Badminton and Tennis</p>	<p>Introduce Health, Fitness and Nutrition. Also, Components of fitness and muscles in the body. Athletics and Health Related Fitness</p>	<p>ASDAN challenge B1- Devise and carry out a personal exercise programme. Continue to develop striking and fielding skills. Preparation for BTEC Sports Performance.</p> <p>Cricket and Rounders</p>
<p>Year 10</p>	<p>L2 – Unit 2 - Practical Sports Performance</p> <p>Learning Aim A: understand the rules, regulations and scoring systems for selected sports</p>	<p>L2 – Unit 2- Practical Sports Performance</p> <p>Learning Aim B: Practically demonstrate skills, techniques and tactics in selected sports</p>	<p>L2 – Unit 2- Practical Sports Performance (L2)</p> <p>Learning Aim C: Be able to review sports performance</p>	<p>L2 – Unit 6- Leading Sports Activities</p> <p>Learning Aim A: Know the attributes associated with successful sports leadership</p>	<p>L2 – Unit 6- Leading Sports Activities</p> <p>Learning Aim B: Undertake the planning and leading of sports activities</p>	<p>L2 – Unit 1- Fitness for Sport and Exercise. exam prep and first attempt</p>
<p>Year 11</p>	<p>L2 – Unit 6 - Leading Sports Activities</p> <p>Learning Aim C: Review the planning and leading of sports activities</p> <p>Contact SV</p>	<p>L2 – Unit 3- Applying the principles of Personal Training</p> <p>Learning Aim A: Design a personal fitness training programme,</p> <p>Learning Aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</p>	<p>L2 - Unit 3 - Applying the principles of Personal Training</p> <p>Learning Aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives</p> <p>Learning Aim D: Review a personal fitness training programme</p>	<p>L2 – Unit 1 - Fitness for Sport and Exercise. exam prep and second attempt if required.</p>		

		Term 1		Term 2		Term 3	
	Weeks	7	7	7	5	6	7
	Core Knowledge/ Skills and Concepts	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer 1	Summer 2
Year 7		<p>Building on fundamental basic skills learnt in KS2, starting to learning sport specific skills - Invasion Games</p> <p>Learn the rules to play and keep score of new invasion games – Handball and Basketball</p> <p>Use sport specific skills and knowledge of rules in game and modified game scenarios.</p> <p>Improve vocabulary and score keeping.</p>	<p>Building on fundamental basics learnt in KS2, starting to learning sport specific skills -Invasion Games</p> <p>Learn the rules to play and keep score of new invasion games – Tag Rugby, Hockey</p> <p>Use sport specific skills and knowledge of rules in game and modified game scenarios.</p> <p>Different score keeping involved to test numeracy skills, while developing vocabulary.</p>	<p>Building on hand-eye co-ordination skills developed in KS2</p> <p>Learn the rules to play and keep score of new net and wall games – Volleyball, Table Tennis</p> <p>Vocabulary learning new techniques and numeracy developed through a range of score keeping</p>	<p>Developing Agility, Balance and Co-ordination skills built in KS2. Hand eye co-ordination and body control moving, dodging and judging flight.</p> <p>Learn the rules to play and keep score of new net and wall games – Badminton + Dodgeball</p> <p>Vocabulary and numeracy developed through new scoring systems and skills</p>	<p>Throwing, catching and striking skills developed through cricket and rounders</p> <p>Understanding the rules and apply correct scoring for cricket and rounders.</p> <p>Numeracy involving fractions.</p> <p>Growth Mindset techniques to deal with perseverance in individual sports</p>	<p>Further ABC development.</p> <p>Introducing correct athletic technique to specific athletic events.</p> <p>Understanding rules, how to score and what counts as a correct attempt.</p> <p>Numeracy involving measuring, decimals, ordering and averaging</p>
	Weekly Focus	1. Passing a handball, looking at learning the overhand pass.	1. Passing and Handling the rugby ball – sideways/backwards passing	1. Underarm serves (Volleyball) – hitting with a closed fist	1. Underarm and backhand serves (Badminton). Rules on service	1. Striking the cricket ball – hitting straight	1. Sprinting – starting stance, short to long steps
		2. Develop passing skills to use in small sided possession games	2. Tackling/tagging moving targets. Avoiding tacklers/taggers	2. Digs and sets – basic hand positions, deciding which is the most appropriate to use	2. Overhead returns -striking the shuttle above eyeline	2. Bowling cricket. Correct technique and where to aim the ball	2. ‘Long’ distance running. Pacing yourself, saving for a sprint finish
		3. Develop small sided possession adding in directional intent – purposeful movement into space	3. Decision making – passing or running with the ball against opponents	3. Assessment lesson- applying the skills into a game (Volleyball)	3. Underarm returns – striking the shuttle under eyeline	3. Fielding skills – catching and fielding from the ground. Throwing to a target/teammate	3. Field events – Long and triple. Differences and techniques
		4. Shooting the ball, overarm and jump shot	4. Assessment lesson- skills learnt in rugby applied in a game situation.	4. Serves (Table Tennis – forehand, bouncing on both sides. How to grip the paddle	4. Assessment lesson – using skills in a game context	4.Assessment lesson - cricket	4. Field events – shotput, javelin.
		5. Dribbling with the ball	5. Dribbling, close control of a hockey ball	5. Forehand/backhand push shots. Hitting the ball with paddle side on	5. Throwing the ball - techniques for accuracy and power	5. Bowling – rounders. Basic rules of rounders.	5. Field Events – Discus and high jump
		6. Incorporating passing, dribbling and shooting.	6. Passing and receiving the hockey ball.	6. Assessment lesson -applying skills into a game situation	6. Dodging and catching - choosing which to do	6. Assessment lesson- applying the skills into a game	6. Mini Olympics to apply skills into a game.
		7. Assessment lesson- using all the skills in a game	7. Assessment lesson- skills learnt in hockey applied in a game situation.		7. Assessment lesson – using skills in game		


		Term 1	Term 2	Term 3
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	Weeks	7	7	7	5	6	7
	Core Knowledge/ Skills and Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Core Knowledge/ Skills and Concepts	Progression on the skills learnt in year 7. Handball and Basketball Passing, dribbling, shooting and tackling with more consistency and accuracy. Begin to use tactics against opponents. Begin to reflect and analyse their performance compared to previous ones. Further develop cross curricular links and growth mind-set; winning, losing, teamwork.	Further development of the hockey and rugby skills which were taught in year 7. Passing with accuracy, effective movement, shoot with accuracy and tackle safely. Develop tactics to overcome opponents. Start to analyse performance comparing to previous performances.	Develop volleyball and table tennis skills increasing performance levels. Develop consistency across previously learnt skills and introduce new shots Start to use tactics to overcome opponents Begin to analyse and reflect on their own performance in comparison to previous performance. Further develop cross curricular links and growth mind-set; winning, losing, teamwork and organisation.	Progression of badminton and dodgeball skills learnt in year 7. How to use effectively in game situations Start to think about tactics that can be used against opponents to overcome them. Analysis of performance comparing to previous performances and last year. Continue to develop cross curricular links; literacy and numeracy. Growth mind-set to continue to be a focus.	Understand when and how to use different batting strokes. How to be more effective with shots. Develop the techniques for throwing, catching and bowling to be able to perform more effectively. Improve vocabulary and communication skills when analysing performance, which using numeracy in sport. Develop growth mind-set in isolated situations. Prepare for ASDAN work next year.	Increase knowledge of muscles, movements and introduce components of fitness. Use different tactics and techniques when competing in different events to overcome opponents. Perform the different events with success; sprinting, long distance running, javelin, long and triple jumps. Start to analyse performance against the correct technique and previous performances. Further focus on literacy and numeracy throughout the half term.
	Weekly Focus	1. Recap lesson – basic techniques for passing, shooting and dribbling	1. Passing and Handling the rugby ball using the correct technique.	1. Overhand serves from the service line – adding power	1. Variety of serves	1. Cricket bowling – where to land the ball? How to add speed.	1. Focus on speed (component of fitness) and tests for it.
		2. Pass with purpose – being quick on the ball and playing with direction	2. Passing and moving into space with purpose	2. How to utilise the dig and set against opponents	2. Overhead clear and drop shots	2. Forward drive and forward defence – when do we play each shot	2. Using speed when sprinting
		3. Shooting- Jump shots for added power/accuracy.	3. Tackle effectively (hockey)	3. Spiking the ball. How to win points	3. Smashes	3. Pull and cut shot – when do we play these shots?	3. Focus on endurance and stamina
		4. Tactics for defending -Surround the D	4. Tackle safely (rugby)	4.Volleyball Assessment lesson – using skills in a game	4. Effective throwing and catching techniques on the move.	4. Striking the rounders ball- hitting into space	4. Long distance running and use of endurance and stamina
		5. Tactics for attacking – using width	5. Progression on tackling individuals or moving targets (rugby)	5.Progression of forehand shots to overcome opponents	6. Assessment lesson- tournament and matches against each other to perform skills developed.	5. Running around the bases – working with team mates and knowing when to stop.	5. Focus on power (component of fitness)
		6. Tactics cont. Continue work from previous two lessons that needs improvement	6. Shooting with accuracy	6. Effective backhand shots overcoming opponents.		6. Assessment lesson- performance of the variety of skills learnt.	6. Using power while throwing and jumping
		7. Assessment lesson- using all the skills in a game	7. Assessment lesson- competitive games against each other to perform skills learnt.	7. Assessment lesson- competitive game/ tournament to perform learnt skills.			7. Mini Olympics- assessment lesson.

	Term 1	Term 2	Term 3
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	Weeks	7	7	7	5	6	7
	Core Knowledge/ Skills and Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Introduction to the sports participation ASDAN module; A1 and A2 (participating in two team sports and two indoor activities)</p> <p>Reflect and analyse performance and compare to previous performances.</p> <p>Prepare students for BTEC Sports performance.</p> 	<p>Introduction to the sports participation ASDAN module; A1 and A2 (participating in two team sports and two indoor activities)</p> <p>Reflect and analyse performance and compare to previous performances.</p> <p>Prepare students for BTEC Sports performance.</p>	<p>Continue to complete A1 and A2 ASDAN challenges.</p> <p>Develop and progress rugby and hockey skills previously learnt; full contact tackling, passing and movement, with use of tactics to overcome opponents.</p>	<p>Introduction to research in the Sports participation module (A4 and A8). Preparation for theory work during their BTEC.</p> <p>Develop volleyball skills and table tennis skills, learnt in previous years. Performing the skills and use of tactics to overcome opponents.</p>	<p>Use the skills learnt in badminton and tennis to create tactics to overcome opponents. Further develop analytical skills in sports performance, and relate to previous performance.</p>	<p>Introduce Health, Fitness and Nutrition modules for the ASDAN challenges (A1, A2, A3 and A4)</p> <p>Introduction on the Components of Fitness. Muscles in the body, and types of movements.</p> <p>Athletic performance and start to link Components of fitness to sports performance.</p> <p>Prepare students for BTEC Sports performance.</p>	<p>ASDAN challenge B1- Devise and carry out a personal exercise programme.</p> <p>Continue to develop cricket and rounders ability. Progressing to higher levels, bowling with a run up, spin bowling, more variety of shots and shot placement improved.</p> <p>Prepare students for BTEC Sports performance.</p>
	Weekly Focus	1. Handball- dribbling skills; bounce and dribbling the ball	1. Passing using the correct technique consistently (hockey and rugby)	1. Effective use of the serve and dig within their team against opponents. Understanding when to perform these skills.	1. Serving the shuttle in badminton to a variety of areas of the court to gain points.	1.ASDAN challenge A1- taking part in a supervised fitness programme to improve your physical fitness. Circuit training and keep a record of any improvements.	1.Start B1 ASDAN challenger- Devise a personal exercise programme to improve performance. Use knowledge from Components of fitness learnt last half term.
		2. Football- passing, dribbling and shooting- developing attacking skills	2. Tackling moving targets safely and effectively (rugby) Walking tag- rugby Understanding inclusive version of the sport	2. Serving the ball in table tennis and progressing this onto a rally and game.	2. Serving the ball in tennis. Further develop from the table tennis skills learnt to progress on a larger scale. Forehand and backhand shots to score points in a game situation.	2. Develop running techniques in races- working on speed and endurance. Understanding when to sprint and when to preserve energy.	2. Complete B1 ASDAN Challenge- Carry out personal exercise programme to improve performance collecting data before and after your programme. Start to present findings about effectiveness of programme.
		3. Handball- passing the ball and shooting	3. Tackling safely using the correct technique	3. Use of a set and a spike understanding when and how to perform these skills in a game situation and to overcome opponents.	3. Performance of attacking and defensive shots in badminton; overhead clear, drop shot and smash. Understanding when to perform each shot and how it can score points against opponents. Play seated badminton for an adapted, inclusive version of the game.	3. ASDAN challenge A2- Devise a number of warm up or cool down exercises- relate these to specific sporting performance and state the reasons chosen.	3.Develop bowling skills in cricket and rounders, understanding different techniques on how and when to bowl the ball.
		4. Football- Defensive and begin tactics to overcome opponents.	4. Shooting using a variety of techniques (hockey)	4. Effective Forehand and backhand shots (table tennis)- understanding when to perform these skills against opponents. Perform seated table tennis to understand inclusive version of the sport.	4. Attacking and defending shots in tennis- understanding how and when to perform and score points against opponents. Inside-out forehand, drop shot and backhand down the line.	4. Focus on throwing and jumping events in athletics; discuss, shot put, javelin, long jump, triple jump. Understand power, co-ordination, balance in relation to these sports.	4. Improve on striking ability when playing cricket and rounders. Understanding a variation of strokes and when and how to play them in a game.
		5. walking football- concepts, passing and dribbling. Understanding inclusive version of the sport	5. A1 and A2 ASDAN completion- taking part in indoor activities and team sports	5. A4 ASDAN challenges (investigating cost of equipment for a chosen sport)	5. Assessment lesson- performance of skills learnt in a game situation.	5. ASDAN challenge A3- Work with others to design a circuit of exercises to improve your overall	5. Develop striking and fielding skills in rounders. Use of a variety of tactics to overcome opponents.

					fitness, taking responsibility for at least 2 exercises in the circuit.	
	6. A1 and A2 ASDAN completion-taking part in indoor activities and team sports	6. Assessment lesson- skills learnt in hockey applied in a game situation.	6. Volleyball assessment lesson- skills learnt which can then be applied in a game situation		6. Assessment lesson on Components of fitness and relation to sporting performance.	6. Assessment lesson for Cricket- perform skills learnt in cricket lessons in a game situation to overcome opponents.
	7. Assessment lesson for skills learnt in both football and handball	7. Assessment lesson- skills learnt in rugby applied in a game situation.	7. A8 ASDAN challenge (create a profile of a sportsperson). Assessment lesson- skills learnt in table tennis applied in a game situation			6. Assessment lesson for Rounders- perform skills learnt in rounders lessons in a game situation to overcome opponents.

		Term 1		Term 2		Term 3	
	Weeks	7	7	7	5	6	7
	Core Knowledge/ Skills and Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10		<p>L2 – Fitness for Sport and Exercise. Learn about components of fitness and exercise intensity. Prepare for mock exam. Improve memory skills and exam technique</p> <p>Practical Performance in Sport (L2)</p> <p>Athletics, badminton, football and goalball (sport for the blind).</p>	<p>L2 – Fitness for Sport and Exercise. Learn about how to measure (fitness tests) and improve (principles/methods) fitness.</p> <p>Practical Performance in Sport (L2)</p> <p>tennis, hockey and table tennis (and seated table tennis)</p>	<p>L2 – Fitness for Sport and Exercise - Improve literacy skills for longer answer question where the student is expected to explain, discuss or evaluate.</p> <p>Maths skills for calculation of intensity, RPE and BMI. If pupils are ready to sit the external exam they can do so.</p> <p>Practical Performance in Sport (L2)</p> <p>gymnastics (vault).</p> <p>volleyball (normal and seated)</p>	<p>L2 – Applying the Principles of Personal Training.</p> <p>Learn about how to plan a training programme using knowledge and understanding from previous 3 half terms and implement it.</p> <p>Practical Performance in Sport (L2)</p> <p>Basketball, handball and the unfamiliar sport of Tchoukball/Gaelic Football/Aussie Rules.</p>	<p>L2 – Applying the Principles of Personal Training. Continue to implement personal fitness programme. Learn how to measure and record progress. Review programme and make recommendations for the future.</p> <p>Playing Sport (L1)/Practical Performance in Sport (L2)</p> <p>Cricket, Ultimate Frisbee and rounders.</p>	<p>L2 – The Sports Performer in Action – Learn about the long and short term effects of exercise</p> <p>Learn how to</p> <p>Practical Performance in Sport (L2)</p> <p>Continue to develop skills in rugby from year 9. Introduce lacrosse skills. Further develop spatial awareness through trampolining.</p>
	Weekly Focus	<p>Theory – Knowledge and Concepts</p> <p>Practical Skills</p> <p>1.Components of fitness – develop an understanding of aerobic and muscular endurance, flexibility, speed and muscular strength.</p> <p>1.Athletics - develop throwing skills. Link activities to components of fitness.</p>	<p>Theory – Knowledge and Concepts</p> <p>Practical Skills</p> <p>1. Heart Rate - develop an understanding of how heart rate is affected by exercise</p> <p>Training zones using % max HR</p> <p>1. Table Tennis – develop attacking (forehand drive) and defensive (backhand push) skills and understand when to select each shot</p>	<p>Theory – Knowledge and Concepts</p> <p>Practical Skills</p> <p>1. Learn about the skills needed in careers of interest and how these can be developed in PE lessons.</p> <p>Fitness testing methods</p> <p>1. Volleyball – develop teamwork skills learned in other sports i.e. passing (set) and positioning.</p>	<p>Theory – Knowledge and Concepts</p> <p>Practical Skills</p> <p>1. Learn about the benefits of being organised and establish link with work/learning</p> <p>SMARTER goals and personal information</p> <p>1. Basketball - develop team work skills (passing and creating space then shooting and rebounds).</p>	<p>Theory – Knowledge and Concepts</p> <p>Practical Skills</p> <p>1. Plan session –develop an understanding of what needs to be considered in a plan knowledge from coaching</p> <p>1. Effects on the muscles</p> <p>1. Cricket - develop throwing and bowling skills, then batting skills</p> <p>Safely implement and record fitness programme</p>	<p>Theory – Knowledge and Concepts</p> <p>Practical Skills</p> <p>1. Roles, responsibilities and skills of sports coaches.</p> <p>1. Rugby -develop team work skills passing, catching and creating space, then develop tackling and kicking skills.</p>

2. Fitness Tests and goal setting. Use appropriate testing methods for fitness goal. 2. Athletics - develop jumping skills. Link activities to fitness tests.	2. Breathing Rate - develop an understanding of how breathing rate is affected by exercise Application of FITT principles 2. Seated Table Tennis – develop skills in a seated position. Understand the need for inclusive version of the sport. Compare physiological differences (HR/Breathing) for table tennis/seated	2. Visit Moss Side gym – develop and understanding of the different jobs at the centre. Measure % body fat and compare results to BMI. 2. Volleyball – develop defensive (digs) and attacking (spikes/drop shots)	2. Develop prioritising skills – develop an understanding of why it is important to priorities. Programme design – apply knowledge from unit 1 2. Basketball – learn the rules of the game and use skills to outwit opponents	2. Session delivery – most ready pupils will assist teacher in the delivery of planned session 2. Effects on the CV system 2. Cricket – develop catching skills, then knowledge of the rules and use these to outwit opponents Safely implement and record fitness programme	2. Know the skills used by coaches to improve the performance of athletes. 2. Rugby – learn the rules of touch rugby and select skills to outwit opponents.	
3. Planning a session. Use appropriate methods of training for specific needs/goals 3. Athletics - develop running skills and link activities to planning sessions.	3. BORG Scale - Rate of Perceived Exertion (RPE) – Learn how to use this scale and why. Understand how it is linked to heart rate 3. Tennis – develop skills from week 1 on a bigger scale.	3. Skill audit – develop an understanding of the skills pupils have and compare this to those identified in week 1. Importance of fitness testing 3. Seated Volleyball – Apply skills learned in weeks 1 and 2 to the disability version. Develop an understanding of why this version exists.	3. Filing Systems – develop an understanding of how using a filing system can help organisation. Learn the structure of the musculoskeletal system 3. Handball - develop team work skills passing and creating space	3. Session delivery – less confident pupils will assist teacher in the delivery of planned session 3. Effects on the respiratory system 3. Ultimate Frisbee – develop throwing and catching skills	3. Plan a sports coaching session – develop knowledge of planning from fitness and assisting units 3. Lacrosse – develop throwing, catching and shooting skills	
4. Session delivery 4. Football develop team work skills – passing and creating space	4. Gather and record data at rest and during exercise Additional Principles of training 4. Tennis – pupils will learn how to select skills in game situations.	4. Progression Planning – develop an understanding of how to develop skills and set realistic goals Prepare for exam (revise) 4. Gymnastics (falling, rolls, balances) – Pupils understand why it is important to roll falling and develop static balance skills (hand/ headstand)	4. Planners and calendars – develop an understanding of how to use calendars and diaries to organise time. Learn the structure of the cardiovascular system 4. Handball – learn the rules of the game and use skills to outwit opponents Safely implement and record fitness programme	4. Self-assessment – pupils evaluate their own performance as an assistant 4. Long-term adaptations of muscles 4. Ultimate Frisbee – develop a knowledge of the rules. Pupils will use team work skills from other invasion games i.e. passing and creating space to outwit opponents. Safely implement and record fitness programme	4. Deliver session – coach part of the plan to an individual or group and demonstrate effective communication skills 4. Lacrosse – learn the rules of pop lacrosse and select skills to outwit opponents	
5. Session delivery 5. Goalball – Understand sport for the visually impaired	5. Present data using graphs Methods of training 5. Hockey (with ball) – develop teamwork skill from football (passing and creating space)	5. Peer Assessment – evaluate the progress of others to embed the success criteria Sit External Exam	5. Review own organisational skills and evaluate progress. 5. Tuchukball - develop team work skills passing and creating space	5. Peer assessment - pupils evaluate another pupil's performance as an assistant 5. Long-term adaptations of CV system	5. Review own performance of coaching – evaluate own strengths and areas for improvement 5. Trampolining – visit trampoline/ gymnastics centre to develop basic skills.	

		5. Gymnastics (vault) – develop dynamic skills (through/ straddle vault)	Safely implement and record fitness programme	Review programme 5. Rounders – develop bowling and batting skills.	
6. Review session delivery 6. Badminton – develop defensive clearing skills and understand why these are used	6. Outline observations and draw conclusions 6. Hockey (with puck) – Develop and understanding of other versions of the sport (ice/roller) and their popularity in other countries	6. Assessment – pupils show understanding of how to develop vocational skills 6. Gymnastics – develop more complex vaulting skills (handspring)	6. Review peer’s organisation skills and evaluate progress 6. Tuchukball – learn the rules of the game and use skills to outwit opponents Safely implement and record fitness programme	6. Review of learning – pupils demonstrate knowledge and understanding of assisting in a sports activity 6. Long-term adaptations of respiratory system 6. Rounders – understand rules of the game (adapted) and select appropriate skills to outwit opponent 7. Review and recap knowledge gaps	6. Review of learning from the unit – pupils demonstrate their knowledge and understanding of coaching. 6. Trampolining – develop skills further and link them to produce a routine.
7. Assessment of learning – pupils show understanding of components, tests and methods of training. 7. Badminton – develop attacking skills dropshot/smash and understand when to use them	7. Christmas Dodgeball				7. Participate in School Sports Day

		Term 1		Term 2			
Weeks		7	7	7	5		
Year 11	Core Knowledge/ Skills and Concepts	<p>L2 – The Sports Performer in Action - Learn about the different energy systems and relate these to the activities/sports that have been learned.</p> <p>Focus on practical aspects of P.E.</p> <p>Athletics, football, goalball (sport for the blind) and badminton</p>	<p>L2 - Practical Performance in Sport. Review performance in 2 chosen sports</p> <p>Focus on practical aspects of P.E.</p> <p>Tennis, table tennis, seated table tennis and hockey</p>	<p>in each sport.</p> <p>L2 - Practical Performance in Sport. Recall the rules, appropriate dress, skills and techniques for 2 chosen activities.</p> <p>Focus on practical aspects of P.E.</p> <p>Volleyball (normal and seated) gymnastics (vault).</p>	<p>Improve skills, knowledge and concepts in areas where there are gaps.</p> <p>Develop organisation skills to complete portfolio. Prepare for exam (L2) if necessary, by fine tuning knowledge, literacy and numeracy skills.</p> <p>Focus on practical aspects of P.E.</p> <p>Basketball, handball and Tchoukball</p> <p>Improve practical skills in activities that students are most engaged with.</p>		
	Weekly Focus	<p>1. Team work skills and behaviour</p> <p>1. ATP-CP system</p> <p>1. Athletics - develop throwing skills. Link activities to components of fitness.</p>	<p>1. Choose a topic to research – develop knowledge of community, sector or hobby-based activities.</p> <p>Produce an observation checklist that can be used effectively to review performance in a sport</p> <p>1. Table Tennis – develop attacking (forehand drive) and defensive (backhand push) skills and understand when to select each shot.</p>	<p>1. Understand the benefits of physical activity</p> <p>Describe the rules, regulations and scoring systems of a sport</p> <p>1. Volleyball – develop teamwork skills learned in other sports i.e. passing (set) and positioning.</p>	<p>1. Basketball - develop team work skills (passing and creating space then shooting and rebounds).</p>		
		<p>2. Relate skills to task</p> <p>2. Glycolysis/lactic acid system</p> <p>2. Athletics - develop jumping skills. Link activities to fitness tests.</p>	<p>2. Pupils will develop ideas about what they would like to develop in their local area.</p> <p>Review own performance and make recommendations</p> <p>2. Seated Table Tennis – develop skills in a seated position. Understand the need for inclusive version of the sport. Compare physiological differences (HR/Breathing) for table tennis/seated</p>	<p>2. Understand the health risks of smoking and drinking</p> <p>Describe the rules, regulations and scoring systems of a 2nd sport</p> <p>2. Volleyball – develop defensive (digs) and attacking (spikes/drop shots)</p>	<p>2. Basketball – recap the rules of the game and use skills to outwit opponents</p>		

<p>3. Planning as a team</p> <p>3. The aerobic energy system</p> <p>3. Athletics - develop running skills and link activities to planning sessions.</p>	<p>3. Research sources and keep a research log – develop organisation and reflection skills</p> <p>Produce a 2nd observation checklist that can be used effectively to review performance in a sport</p> <p>3. Tennis – develop skills from week 1 on a bigger scale.</p>	<p>3. Understand the benefits of healthy eating</p> <p>Describe the roles and responsibilities of officials from a sport</p> <p>3. Seated Volleyball – Apply skills learned in weeks 1 and 2 to the disability version. Develop an understanding of why this version exists.</p>	<p>3. Handball - develop team work skills passing and creating space</p>		
<p>4. Deliver session as a team</p> <p>4. Review of portfolio of evidence</p> <p>4. Football develop team work skills – passing and creating space</p>	<p>4. Plan presentation – develop ICT skill to create a PowerPoint presentation</p> <p>Review own performance and make recommendations</p> <p>4. Tennis – pupils will learn how to select skills in game situations.</p>	<p>4. Research information on staying healthy and active</p> <p>Describe the roles and responsibilities of officials from a sport</p> <p>4. Gymnastics (falling, rolls, balances) – Pupils understand why it is important to roll falling and develop static balance skills (hand/ headstand)</p>	<p>4. Handball – recap the rules of the game and use skills to outwit opponents</p>		
<p>5. Review own performance in team</p> <p>5. Recap knowledge gaps</p> <p>5. Goalball – Understand sport for the visually impaired</p>	<p>5. Present findings – develop public speaking skills.</p> <p>Describe the components of fitness and technical and tactical demands of a sport</p> <p>5. Hockey (with ball) – develop teamwork skill from football (passing and creating space</p>	<p>5. Produce a plan to improve lifestyle through healthy active habits</p> <p>Organise and submit portfolio</p> <p>5. Gymnastics (vault) – develop dynamic skills (through/ straddle vault)</p>	<p>5. Tuchukball - develop team work skills passing and creating space</p>		
<p>6. Deliver feedback to others</p> <p>6. End of topic assessment</p> <p>6. Badminton – develop defensive clearing skills and understand why these are used</p>	<p>6. Peer and self-review of presentation skills.</p> <p>Describe the components of fitness and technical and tactical demands of a 2nd sport</p> <p>6. Hockey (with puck) – Develop and understanding of other versions of the sport (ice/roller) and their popularity in other countries.</p>	<p>6. Review of learning – peer and self-assess the plan that has been produced to embed knowledge of healthy active lifestyle</p> <p>Make amendments to portfolio based on feedback</p> <p>6. Gymnastics – develop more complex vaulting skills (handspring)</p>	<p>6. Tuchukball – recap the rules of the game and use skills to outwit opponents</p>		
<p>7. Review of unit and learning</p> <p>Review feedback on assessment and act upon it</p> <p>Badminton – develop attacking skills dropshot/smash and understand when to use them.</p>	<p>7. Christmas sporting activities</p>				

