Department: Colton Hills Community School Physical Education

<u>Twitter - @ColtonHills PE</u> <u>Instagram - @ColtonHillsPE</u>

Vision Statement:

At Colton Hills Community School we recognise the importance of PE with its role in promoting a passion for health and wellbeing. Making a positive impact on physical and mental health whilst promoting lifelong learners is what we are passionate about. The intent of our PE curriculum is to provide students with high quality PE and sport provision, not only as a student but as a performer, competitor, leader and coach capacities. It is our vision that every child achieves their potential allowing them to lead a physically active lifestyle which encompasses their lifelong love of sport and exercise.

Strapline:

'Exercising Potential'

Curriculum Story:

Physical education is fundamental to building cross cultural relationships through collaborative and creative thinking. We aim to strengthen independent thought through a range of tactics and strategies in team and individual activities. Students are encouraged to express their own opinions, which allows them to think critically, communicate and allow reflection. Students can analyse their own performances, looking for ways to develop and improve. This supports the holistic growth of the student, allowing them to obtain the knowledge needed to understand what a healthy lifestyle is and how to live one beyond Colton Hills Community School through being an effective communicator, being resilient, responsible, confident and respectful.

Skills developed:

At Colton Hills we strive to inspire our students through fun and engaging PE lessons that are enjoyable, challenging and inclusive for everyone. Through our teaching in PE we aim to instil our core values, transferable practical and tactical skills which can be used in an array of sports. Moral values, such as respect and resilience are teased out of students on their journey. We aim to provide students with opportunities to take part in competitive sport in lessons and in a vast array of opportunities in our extracurricular programmes.

Year 7: CONFIDENCE

To find the confidence to fail and learn.

<u>Topics</u>	Why we teach this	<u>Links to</u> <u>last topic</u>	Links to future topics	<u>Key skills</u> <u>developed</u>	Cultural capital opportunities	Links to whole school curriculum
<u>Autumn 1</u> Base	eline Testing. Organisation of eq	vipment.	<u>. </u>	<u> </u>		
Invasion Games (Hockey, Handball, Football, Netball, Tag Rugby) Swimming Badminton Baseline	 Initial Baseline of student's ability. Able to set students appropriately. Develop confidence to ask questions. Encouragement in participation in lessons and extracurricular. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Set Expectations of routine and welcome back to the school year. Badminton is on the BTEC sport syllabus allowing for more knowledge and practice of the skills. 	N/A	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. Focus on the chosen employability skill(s) for the half term: Communication, resilience, 	- Students reflecting on values surrounding competition which includes etiquette, sportsmanship and fair play.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy) - VAAS - (Collaborative,

Autumn 2 Form	nal assessment. Organisation of e	quipment.		responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		confident, practice, resilience, perseverance)
Invasion Games (Hockey, Handball, Football, Netball, Tag Rugby) Swimming Badminton	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Badminton is on the BTEC sport syllabus allowing for more knowledge and practice of the skills. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams 	- Students learning to handle success and defeat with dignity Giving time for focus group discussions on entry tasks and challenge questions as well as listening to other people's opinions and giving feedback.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking,

			- Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates.	making informed choices. - Focus on the chosen employability skill(s) for the half term: Communication, resilience, responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
	propriately challenged.	,	,		_	
Invasion Games (Hockey, Handball, Football, Netball, Tag Rugby) Swimming Badminton	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept 	- Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules - Students discovering the role of sport in society and the arts as well as	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology,

development of skills. - Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) - Badminton is on the BTEC sport syllabus allowing for more knowledge and practice of the skills.	- Confidence to explain answers fully regarding skills, techniques or tactics.	- Confidence to explain answers fully regarding skills, techniques or tactics. - Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates.	decisions. - Students can solve problems on their own or working collaboratively. - Students have opportunities to work individually and in teams making informed choices. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives	learning sports from different traditions.	A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
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	lence to participate in new sports		_		1	
Invasion Games (Hockey, Handball, Football, Netball, Tag Rugby) Swimming Badminton	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Badminton is on the BTEC sport syllabus allowing for more knowledge and practice of the skills. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. Focus on the chosen employability skill(s) for the half term: Communication, resilience, responsible, confident, respectful. Be physically active for sustained periods of time. 	- Students becoming aware of different cultural attitudes towards aspects of physical activity - Students competing against schools around the country often from different cultures Students are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)

Summer 1 Conf	idence to showcase your talents			 Develop competence to excel in a range of activities. Engage in competitive sports and activities. Lead, healthy, active lives 		
Athletics Intensive Swimming	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Allow weaker swimmers the opportunity to develop further. Encourage personal bests and self-motivation in competition. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/ 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. Focus on the chosen employability skill(s) for the half term: 	- Students learn that sport has rules to keep people safe as does society for the same reason - Students are challenged to give 100% effort in lessons and have an ethos of encouraging others as they should in life.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy)

Summer 2 Conf	idence to take leadership opportu	unities.	respiration. Breathing rates.	 Communication, resilience, responsible, confident, respectful. Be physically active for sustained periods of time. Develop competence to excel in a range of activities. Engage in competitive sports and activities. Lead, healthy, active lives 		- VAAS - (Collaborative, confident, practice, resilience, perseverance)
Softball Cricket Rounders Oudoor Adventure (Building trust, problem solving and team work) Intensive Swimming	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) 	- Transferable skills, routines and tactics. - Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems. - Confidence to explain answers fully regarding skills, techniques or tactics.	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to 	- Students are asked to reflect on their actions and how this affects others in a team - Students are taught to believe in themselves and what they can achieve if they have a 'can do' attitude.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big

	and mode choose and choose and choose and choose are specific as a constant of the choose and choose and choose are specific as a constant of the choose are specific and choo	ork individually and in teams aking informed oices. Ocus on the osen apployability ill(s) for the half rm: ommunication, silience, sponsible, approximately crive for stained periods time. Ocus on the ocus on the osen activities. It is a range activities. It is a control of activities of a	picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
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Year 8: COOPERATION

To work as part of a team and cooperate in competitive situations.								
<u>Topics</u>	Why we	Links to	Links to future	Key skills	<u>Cultural capital</u>	Links to whole		
	<u>teach this</u>	<u>last topic</u>	<u>topics</u>	<u>developed</u>	<u>opportunities</u>	school curriculum		
Autumn 1 To v	vork as a part of a team without co	nflict						
Football Rugby Swimming Badminton Fitness	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Set Expectations of routine and welcome back to the school year. Badminton/Fitness are on the BTEC sport syllabus allowing for more knowledge and practice of the skills. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	- Transferable skills, routines and tactics Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems Confidence to explain answers fully regarding skills, techniques or tactics Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. Calculate BMI, fitness testing. Joints — Swimming/S&F. Types of	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. Focus on the chosen employability skill(s) for the half term: Communication, resilience, 	- Students reflecting on values surrounding competition which includes etiquette, sportsmanship and fair play.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative,		

Autumn 2 Wor	k with students from all different bo	ackgrounds	leaders.	responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		confident, practice, resilience, perseverance)
Football Rugby Swimming Badminton Fitness	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Badminton/Fitness are on the BTEC sport syllabus allowing for more knowledge and practice of the skills. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams 	 Students learning to handle success and defeat with dignity. Giving time for focus group discussions on entry tasks and challenge questions as well as listening to other people's opinions and giving feedback. 	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking,

			- Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. Calculate BMI, fitness testing. Joints — Swimming/S&F. Types of leaders.	making informed choices. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
	ect feelings and views from peers an		T			
Basketball Handball Netball Swimming Badminton Fitness	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept 	- Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules - Students discovering the role of sport in society and the arts as well as	 Healthy Living (HSC, BTEC SPORT) Technological Progress (ICT) Artistic creativity (TGFU approach) Civic Responsibility (L.S Numeracy (Maths) English (Spoken, written, reading) Science (Biology,

development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Badminton/Fitness/ Basketball are on the BTEC sport syllabus allowing for more knowledge and practice of the skills.	- Confidence to explain answers fully regarding skills, techniques or tactics.	 Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. Calculate BMI, fitness testing. Joints — Swimming/S&F. Types of leaders. 	decisions. - Students can solve problems on their own or working collaboratively. - Students have opportunities to work individually and in teams making informed choices. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives	learning sports from different traditions.	A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
			- Lead, healthy,		

asketball	- Able to set students	- Transferable	- Transferable	- Practical skills	 Students becoming 	- Healthy Living
andball	appropriately.	skills, routines	skills, routines	suitable to the	aware of different	(HSC, BTEC
etball	- Develop confidence to ask	and tactics.	and tactics.	sport.	cultural attitudes	SPORT)
wimming	questions.	D. Classian and	De Classifera e a	- Tactical skills	towards aspects of	- Technological
adminton tness	 Develop practical techniques and tactical endeavour. 	- Reflection on peers and own	 Reflection on peers and own 	suitable to the sport.	physical activity	Progress (ICT) - Artistic creativity
111633	- Encouragement in	performance	performance	- Students can play	- Students competing	(TGFU approach
	participation in lessons and	por ronniumos	por roundings	within the rules	against schools around the country	- Civic
	extracurricular.	- Knowledge and	- Knowledge and	across sporting	often from different	Responsibility (L.S
	- Peer assessment	understanding	understanding	activities.	cultures.	- Numeracy (Maths
	opportunities	of rules,	of rules,	- Students know	- Students are	- English (Spoken,
	 Analysis, review and implementation of 	regulations and scoring systems.	regulations and scoring systems.	how to behave in PE and accept	challenged to increase	written, reading) - Science (Biology,
	development of skills.	scoring systems.	scoring systems.	decisions.	their personal fitness	A&P, Physics,
	- Promote British Values	- Confidence to	- Confidence to	- Students can solve	and know the role in	Biomechanics)
	(Democracy, Law, Liberty,	explain answers	explain	problems on their	society of being healthy and active	- HPL: ACPS
	Respect and tolerance.)	fully regarding	answers fully	own or working	and free from	(Metacognition,
	- Badminton/Fitness/	skills, techniques	regarding skills,	collaboratively.	illness/disease.	<u>Intellectual</u>
	Basketball are on the BTEC sport syllabus allowing for	or tactics.	techniques or tactics.	 Students have opportunities to 	,	confidence, self
	more knowledge and		ractics.	work individually		regulation, big
	practice of the skills.			and in teams		picture thinking,
	•		- Post 16 Subject	making informed		<u>precision,</u> automaticity,
			specific terminology.	choices.		connection
			Muscles, Bones,	- Focus on the		finding, strategy
			Energy systems.	chosen employability		planning, speed
			Heart rate.	skill(s) for the half		and accuracy)
			Inspiration/	term:		VAAC
			respiration.	- Communication,		 VAAS - (Collaborative,
			Breathing rates Calculate BMI,	resilience,		confident,
			fitness testing.	responsible, confident,		practice,
			Joints —	respectful.		resilience,
			${\sf Swimming}/$	- Be physically		perseverance)
			S&F. Types of	active for		-
			leaders.	sustained periods		

of time.

Summer 1 Cred	ate and communicate effective skills			- Develop competence to excel in a range of activities Engage in competitive sports and activities Lead, healthy, active lives		
Athletics Intensive Swimming	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Allow weaker swimmers the opportunity to develop further. Encourage personal bests and self-motivation in competition. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/ 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Be physically active for sustained periods of time. Develop competence to excel in a range of activities. Engage in competitive sports and activities. Lead, healthy, active lives Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their 	- Students learn that sport has rules to keep people safe as does society for the same reason - Students are challenged to give 100% effort in lessons and have an ethos of encouraging others as they should in life.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy)

	te and communicate effective taction		respiration. Breathing rates Calculate BMI, fitness testing. Joints — Swimming/ S&F. Types of leaders.	own or working collaboratively. - Students have opportunities to work individually and in teams making informed choices. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives	— Students are asked	- VAAS - (Collaborative, confident, practice, resilience, perseverance)
Softball Cricket Rounders Oudoor Adventure (Building trust, problem	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in 	 Transferable skills, routines and tactics. Reflection on peers and own performance 	 Transferable skills, routines and tactics. Reflection on peers and own performance 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play 	 Students are asked to reflect on their actions and how this affects others in a team Students are taught to believe in 	 Healthy Living (HSC, BTEC SPORT) Technological Progress (ICT) Artistic creativity (TGFU approach)

solving and team work - Orienteering) Intensive Swimming	participation in lessons and extracurricular. - Peer assessment opportunities - Analysis, review and implementation of development of skills. - Promote British Values (Democracy, Law, Liberty, Respect and tolerance.)	 Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	within the rules across sporting activities Students know how to behave in PE and accept decisions Students can solve problems on their own or working collaboratively Students have opportunities to	themselves and what they can achieve if they have a 'can do' attitude.	- Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big
			- Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates Calculate BMI, fitness testing. Joints — Swimming/S&F. Types of leaders.	work individually and in teams making informed choices. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy,		picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)

		active lives	

Year 9: COMPETENCE

To apply a range of skills and tactics consistently in competitive situations.									
<u>Topics</u>	Why we	<u>Links to</u>	<u>Links to future</u>	<u>Key skills</u>	<u>Cultural capital</u>	Links to whole			
	<u>teach this</u>	<u>last topic</u>	<u>topics</u>	<u>developed</u>	<u>opportunities</u>	school curriculum			
Autumn 1 To b	e able to be able to lead a small g	group in a pre-planne	ed activity						
Swimming Badminton Basketball Handball Fitness Rugby Football Netball	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Set Expectations of routine and welcome back to the school year. Badminton/Fitness/ Leadership are on the BTEC sport syllabus allowing for more knowledge and practice of the skills. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. Focus on the chosen employability skill(s) for the half term: Communication, resilience, 	- Students reflecting on values surrounding competition which includes etiquette, sportsmanship and fair play.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative,			

<u>Autumn 2</u> Und	erstand why they have used the skil	l in specific situations	- Calculate BMI, fitness testing. Joints — Swimming/ S&F. Types of leaders. Calories, diet and antagonistic pairs.	responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		confident, practice, resilience, perseverance)
Swimming Badminton Basketball Handball Fitness Rugby Football Netball	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Badminton/Fitness/ Leadership are on the BTEC sport syllabus allowing for more knowledge and practice of the skills. 	- Transferable skills, routines and tactics. - Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems. - Confidence to explain answers fully regarding skills, techniques or tactics.	- Transferable skills, routines and tactics. - Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems. - Confidence to explain answers fully regarding skills, techniques or tactics.	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams 	 Students learning to handle success and defeat with dignity. Giving time for focus group discussions on entry tasks and challenge questions as well as listening to other people's opinions and giving feedback. 	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking,

			- Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates Calculate BMI, fitness testing. Joints — Swimming/S&F. Types of leaders. Calories, diet and antagonistic pairs.	making informed choices. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
Spring 1 To be	e able to show skills and tactics durin - Able to set students	g a sustained period - Transferable	ot physical activity - Transferable	- Practical skills	- Students developing	- Healthy Living
Swimming Badminton Basketball Handball Fitness Netball Football Rugby	appropriately. - Develop confidence to ask questions. - Develop practical techniques and tactical endeavour. - Encouragement in participation in lessons and extracurricular. - Peer assessment opportunities - Analysis, review and implementation of	skills, routines and tactics. - Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems.	skills, routines and tactics. - Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems.	suitable to the sport. - Tactical skills suitable to the sport. - Students can play within the rules across sporting activities. - Students know how to behave in PE and accept	their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules — Students discovering the role of sport in society and the arts as well as	(HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology,

development of skills. - Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) - Badminton/Fitness/ Leadership are on the BTEC sport syllabus allowing for more knowledge and practice of the skills.	- Confidence to explain answers fully regarding skills, techniques or tactics.	- Confidence to explain answers fully regarding skills, techniques or tactics. - Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates Calculate BMI, fitness testing. Joints — Swimming/S&F. Types of leaders. Calories, diet and antagonistic pairs.	decisions. - Students can solve problems on their own or working collaboratively. - Students have opportunities to work individually and in teams making informed choices. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives	learning sports from different traditions.	A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
Swimming Badminton Basketball Handball - Able to set students appropriately Develop confidence to ask questions.	- Transferable skills, routines and tactics.	- Transferable skills, routines and tactics.	 Practical skills suitable to the sport. Tactical skills 	 Students becoming aware of different cultural attitudes towards aspects of 	- Healthy Living (HSC, BTEC SPORT) - Technological

		T				
Fitness Football Netball Rugby	- Develop practical techniques and tactical endeavour Encouragement in participation in lessons and extracurricular Peer assessment opportunities - Analysis, review and implementation of development of skills Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) - Badminton/Fitness/ Leadership are on the BTEC sport syllabus allowing for more knowledge and practice of the skills.	 Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. Calculate BMI, fitness testing. Joints — Swimming/S&F. Types of leaders. Calories, diet and antagonistic pairs. 	suitable to the sport. - Students can play within the rules across sporting activities. - Students know how to behave in PE and accept decisions. - Students can solve problems on their own or working collaboratively. - Students have opportunities to work individually and in teams making informed choices. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in	physical activity — Students competing against schools around the country often from different cultures. - Students are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease.	Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S) - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)

Summer 1 App	oly the skills from earlier in the curric		performance	competitive sports and activities. - Lead, healthy, active lives		
Athletics Intensive Swimming	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Allow weaker swimmers the opportunity to develop further. Encourage personal bests and self-motivation in competition. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. Calculate BMI, fitness testing. Joints — 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. Focus on the chosen employability skill(s) for the half term: Communication, resilience, responsible, confident, respectful. 	- Students learn that sport has rules to keep people safe as does society for the same reason - Students are challenged to give 100% effort in lessons and have an ethos of encouraging others as they should in life.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience,

Summer 2 Appl	y a range of skills and tactics consi	stently in competitive	Swimming/ S&F. Types of leaders. Calories, diet and antagonistic pairs.	 Be physically active for sustained periods of time. Develop competence to excel in a range of activities. Engage in competitive sports and activities. Lead, healthy, active lives 		perseverance)
Softball Cricket Rounders Intensive Swimming	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) 	- Transferable skills, routines and tactics. - Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems. - Confidence to explain answers fully regarding skills, techniques or tactics.	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. Focus on the 	- Students are asked to reflect on their actions and how this affects others in a team - Students are taught to believe in themselves and what they can achieve if they have a 'can do' attitude.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection

- Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates Calculate BMI, fitness testing. Joints — Swimming/S&F. Types of	chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful Be physically active for sustained periods of time Develop	finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
respiration.	confident,	<u>practice,</u>
_	l -	<u>resilience,</u>
· ·		<u>perseverance)</u>
_		
	<u> </u>	
	•	
leaders.	competence to	
Calories, diet	excel in a range	
and	of activities.	
antagonistic	- Engage in	
pairs.	competitive sports	
	and activities.	
	- Lead, healthy,	
	active lives	

Year 10: COMPETITIVE (CORE) & CURIOSITY (BTEC)

<u>Topics</u>	Why we teach this	<u>Links to</u> last topic	Links to future topics	<u>Key skills</u> <u>developed</u>	Cultural capital opportunities	Links to whole school curriculum
Autumn 1 Com	npete against your personal best					
Basketball Swimming Badminton Fitness Football/ Handball/ Rugby/ Netball	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Set Expectations of routine and welcome back to the school year. Badminton/Fitness/ Basketball are on the practical sport syllabus allowing for more knowledge and practice of the skills for BTEC Sport. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. Focus on the chosen employability skill(s) for the half term: Communication, resilience, 	- Students reflecting on values surrounding competition which includes etiquette, sportsmanship and fair play.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative,

Autumn 2 Comr	pete against others personal bests		- Calculate BMI, fitness testing. Joints — Swimming/ S&F. Types of leaders. Calories, diet and antagonistic pairs. Contractions — Isometric, concentric and eccentric. Barriers to exercise (community links). ATP-PC system, lactate system and aerobic system.	responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		confident, practice, resilience, perseverance)
Basketball Swimming Badminton Fitness Football/ Handball/ Rugby/ Netball	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working 	 Students learning to handle success and defeat with dignity. Giving time for focus group discussions on entry tasks and challenge questions as well as listening to other people's opinions and giving feedback. 	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition,

- Badminton/Fitness/ Basketball are on the practical sport syllabus allowing for more knowledge and practice of the skills for BTEC Sport.	skills, techniques or tactics.	regarding skills, techniques or tactics. - Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/ respiration. Breathing rates Calculate BMI, fitness testing. Joints — Swimming/ S&F. Types of leaders. Calories, diet and antagonistic pairs. Contractions — Isometric, concentric and eccentric. Barriers to exercise (community links). ATP-PC system, lactate system and aerobic system.	collaboratively. - Students have opportunities to work individually and in teams making informed choices. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
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	- Able to set students	- Transferable	- Transferable	- Practical skills	 Students developing 	- Healthy Living
Basketball	appropriately.	skills, routines	skills, routines	suitable to the	their moral stance	(HSC, BTEC
wimming	- Develop confidence to ask	and tactics.	and tactics.	sport.	through developing a	SPORT)
adminton	questions.	D (1)	5.0	- Tactical skills	sense of fair play and	- Technological
iness	- Develop practical techniques	- Reflection on	- Reflection on	suitable to the	positive sporting	Progress (ICT)
ootball/ andball/	and tactical endeavour Encouragement in	peers and own performance	peers and own performance	sport. - Students can play	behaviour as well as	 Artistic creativity (TGFU approach
ugby/	participation in lessons and	performance	performance	within the rules	reflecting on the need for rules	- Civic
etball	extracurricular.	- Knowledge and	- Knowledge and	across sporting	– Students	Responsibility (L.
	- Peer assessment	understanding	understanding	activities.	discovering the role of	- Numeracy (Maths
	opportunities	of rules,	of rules,	- Students know	sport in society and	- English (Spoken,
	- Analysis, review and	regulations and	regulations and	how to behave in	the arts as well as	written, reading)
	implementation of	scoring systems.	scoring systems.	PE and accept decisions.	learning sports from	- Science (Biology,
	development of skills Promote British Values	- Confidence to	- Confidence to	- Students can solve	different traditions.	A&P, Physics, Biomechanics)
	(Democracy, Law, Liberty,	explain answers	explain	problems on their		- HPL: ACPS
	Respect and tolerance.)	fully regarding	answers fully	own or working		(Metacognition,
	- Badminton/Fitness/	skills, techniques	regarding skills,	collaboratively.		Intellectual
	Basketball are on the	or tactics.	techniques or	- Students have		confidence, self
	practical sport syllabus		tactics.	opportunities to		<u>regulation, big</u>
	allowing for more knowledge and practice of the skills for			work individually and in teams		<u>picture thinking,</u>
	BTEC Sport.		- Post 16 Subject	making informed		<u>precision,</u>
	2.20 open.		specific	choices.		<u>automaticity,</u>
			terminology.	- Focus on the		<u>connection</u>
			Muscles, Bones,	chosen		finding, strategy
			Energy systems. Heart rate.	employability		planning , speed and accuracy)
		Inspiration/	skill(s) for the half term:		<u>ana accuracy)</u>	
			respiration.	- Communication,		- <u>VAAS -</u>
			Breathing rates.	resilience,		(Collaborative,
			- Calculate BMI,	responsible,		confident,
			fitness testing.	confident,		<u>practice,</u>
			Joints — Swimming/	respectful.		<u>resilience,</u>
			S&F. Types of	- Be physically		<u>perseverance)</u>
			leaders.	active for		
			Calories diet	sustained periods		

Calories, diet

of time.

Spring 2 Develo	p self-progression and personal be	est	and antagonistic pairs. Contractions — Isometric, concentric and eccentric. Barriers to exercise (community links). ATP-PC system, lactate system and aerobic system.	 Develop competence to excel in a range of activities. Engage in competitive sports and activities. Lead, healthy, active lives 		
Basketball Swimming Badminton Fitness Football/ Handball/ Rugby/ Netball	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Badminton/Fitness/ Basketball are on the practical sport syllabus allowing for more knowledge and practice of the skills for BTEC Sport. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. 	 Students becoming aware of different cultural attitudes towards aspects of physical activity Students competing against schools around the country often from different cultures. Students are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease. 	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity,

Summer 1 Revi	ew your competitive performance a	and others	terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/ respiration. Breathing rates Calculate BMI, fitness testing. Joints — Swimming/ S&F. Types of leaders. Calories, diet and antagonistic pairs. Contractions — Isometric, concentric and eccentric. Barriers to exercise (community links). ATP-PC system, lactate system and aerobic system.	 Focus on the chosen employability skill(s) for the half term: Communication, resilience, responsible, confident, respectful. Be physically active for sustained periods of time. Develop competence to excel in a range of activities. Engage in competitive sports and activities. Lead, healthy, active lives 		connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
Athletics	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. 	- Students learn that sport has rules to keep people safe as does society for the same reason - Students are challenged to give 100% effort in lessons and have an ethos of encouraging others as	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths)

opportunities	of rules,	of rules,	- Students know	they should in life.	- English (Spoken,
- Analysis, review and	regulations and	regulations and	how to behave in		written, reading)
implementation of	scoring systems.	scoring systems.	PE and accept		- Science (Biology,
development of skills.			decisions.		A&P, Physics,
- Promote British Values	- Confidence to	- Confidence to	- Students can solve		Biomechanics)
(Democracy, Law, Liberty,	explain answers	explain	problems on their		- HPL: ACPS
Respect and tolerance.)	fully regarding	answers fully	own or working		(Metacognition,
 Encourage personal bests 	skills, techniques	regarding skills,	collaboratively.		Intellectual
and self-motivation in	or tactics.	techniques or	- Students have		confidence, self
competition.		tactics.	opportunities to		regulation, big
			work individually		picture thinking,
		D . 1 / C	and in teams		precision,
		- Post 16 Subject	making informed		=
		specific	choices.		automaticity,
		terminology.	- Focus on the		connection
		Muscles, Bones,	chosen		finding, strategy
		Energy systems.	employability		planning, speed
		Heart rate.	skill(s) for the half		and accuracy)
		Inspiration/	term:		- VAAS -
		respiration.	- Communication,		
		Breathing rates.	resilience,		(Collaborative,
		- Calculate BMI,	responsible,		confident,
		fitness testing.	confident,		<u>practice,</u>
		Joints —	respectful.		<u>resilience,</u>
		Swimming/	- Be physically		<u>perseverance)</u>
		S&F. Types of	active for		
		leaders.	sustained periods		
		Calories, diet	of time.		
		and	- Develop		
		antagonistic	competence to		
		pairs.	excel in a range		
		Contractions –	of activities.		
		Isometric,	- Engage in		
		concentric and	competitive sports		
		eccentric.	and activities.		
		Barriers to	- Lead, healthy,		
		exercise	active lives		
		(community			
		links). ATP-PC			
		system, lactate			

Summer 2 Crea	te an idea of how to improve pers	onal performance	system and aerobic system.			
Softball Cricket Rounders Oudoor Adventure (Building trust, problem solving and team work)	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) 	- Transferable skills, routines and tactics. - Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems. - Confidence to explain answers fully regarding skills, techniques or tactics.	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. Calculate BMI, fitness testing. Joints — Swimming/S&F. Types of 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. Focus on the chosen employability skill(s) for the half term: Communication, resilience, responsible, confident, respectful. Be physically active for 	- Students are asked to reflect on their actions and how this affects others in a team - Students are taught to believe in themselves and what they can achieve if they have a 'can do' attitude.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)

	leaders. Calories, diet and antagonistic pairs. Contractions — Isometric, concentric and eccentric. Barriers to exercise (community links). ATP-PC system, lactate system and aerobic system.	sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives			
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Year 11: CHALLENGE (CORE) & COMMITTED (BTEC)

Lead a healthy active lifestyle. Take opportunities to excel in the course

<u>Topics</u>	Why we	<u>Links to</u>	Links to future	Key skills	<u>Cultural capital</u>	Links to whole
	teach this	<u>last topic</u>	<u>topics</u>	developed	<u>opportunities</u>	school curriculum
<u>Autumn 1</u> Take	responsibility for own learning					
Football/ Basketball/ Handball/ Rugby/ Netball Swimming Badminton Fitness	 Able to set students appropriately. Develop confidence to ask questions. Develop practical techniques and tactical endeavour. Encouragement in participation in lessons and extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Set Expectations of routine and welcome back to the school year. Badminton/Fitness/ Basketball are on the practical sport syllabus allowing for more knowledge and practice of the skills for BTEC Sport. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. Focus on the chosen employability skill(s) for the half term: Communication, resilience, 	- Students reflecting on values surrounding competition which includes etiquette, sportsmanship and fair play.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S) - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative,

	- Calculate BMI, fitness testing. Joints — Swimming/ S&F. Types of leaders. Calories, diet and antagonistic pairs. Contractions — Isometric, concentric and eccentric. Barriers to exercise (community links). ATP-PC system, lactate system and aerobic system Fibre types I,II,IIX - Delivery of oxygen - Sedentary lifestyle - Skills audit — Skills needed to develop.	responsible, confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		confident, practice, resilience, perseverance)
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utumn 2 Lea rotball/ usketball/ ugby/ etball vimming udminton	- Able to set students appropriately Develop confidence to ask questions Develop practical techniques and tactical endeavour Encouragement in participation in lessons and extracurricular Peer assessment opportunities - Analysis, review and implementation of development of skills Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) - Badminton/Fitness/ Basketball are on the practical sport syllabus allowing for more knowledge and practice of the skills for BTEC Sport.	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. 	 Transferable skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific 	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in teams making informed choices. 	- Students learning to handle success and defeat with dignity Giving time for focus group discussions on entry tasks and challenge questions as well as listening to other people's opinions and giving feedback Students are asked to reflect on their actions and how this affects others in a team - Students are taught to believe in themselves and what they can achieve if they have a 'can do' attitude.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S. Numeracy (Maths English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity,
			terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/ respiration. Breathing rates Calculate BMI, fitness testing. Joints — Swimming/ S&F. Types of leaders. Calories, diet	 Focus on the chosen employability skill(s) for the half term: Communication, resilience, responsible, confident, respectful. Be physically active for sustained periods 		connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)

Calories, diet

of time.

			and antagonistic pairs. Contractions — Isometric, concentric and eccentric. Barriers to exercise (community links). ATP-PC system, lactate system and aerobic system Fibre types I,II,IIX - Delivery of oxygen - Sedentary lifestyle - Skills audit — Skills needed to develop.	 Develop competence to excel in a range of activities. Engage in competitive sports and activities. Lead, healthy, active lives 		
Football/ Basketball/ Handball/ Rugby/ Netball Swimming Badminton Fitness	- Able to set students appropriately. - Develop confidence to ask questions. - Develop practical techniques and tactical endeavour. - Encouragement in participation in lessons and extracurricular. - Peer assessment opportunities - Analysis, review and implementation of development of skills. - Promote British Values	- Transferable skills, routines and tactics Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems Confidence to	- Transferable skills, routines and tactics Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems Confidence to	 Practical skills suitable to the sport. Tactical skills suitable to the sport. Students can play within the rules across sporting activities. Students know how to behave in PE and accept decisions. Students can solve 	- Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules - Students discovering the role of sport in society and the arts as well as learning sports from different traditions.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics)

(Democracy, Law, Liberty, Respect and tolerance.) - Badminton/Fitness/ Basketball are on the practical sport syllabus - Explain answers fully regarding skills, techniques or tactics. - Explain answers fully answers fully regarding skills, techniques or tactics. - Students learn that own or working collaboratively. - Students have opportunities to opp	tion,
- Badminton/Fitness/ skills, techniques regarding skills, collaboratively. Basketball are on the or tactics. skills, techniques regarding skills, collaboratively. techniques or - Students have does society for the confidence	tion,
Basketball are on the or tactics. techniques or - Students have does society for the confidence	
constant and an extend the latest and the latest an	
Practical sport syliabus Tactics, Opportunities to came reacon	<u>self</u>
in a contract of the contract	bi <u>g</u>
allowing for more knowledge work individually — Students are picture thin	king,
and practice of the skills for BTEC Sport - Post 16 Subject	
100% effort in lessons gutomaticit	у,
choices. and have an ethos of segmention	_
encouraging others as every	nteav
they should in life.	
Lie and wards	-
least resting / Skill(s) for the fall	<u>- y /</u>
respiration, term: - Communication, - VAAS -	
Breathing rates. Communication, resilience, (Collaborate	ive,
Colorlate PAN resilience,	
- Calculate BMI, responsible, fitness testing. confident, practice,	
Joints – respectful. resilience,	
Swimming/ - Be physically perseveran	50)
S&F. Types of active for	(e)
leaders. sustained periods	
Calories, diet of time.	
and - Develop	
antagonistic competence to	
pairs. excel in a range	
Contractions – of activities.	
Isometric, - Engage in	
concentric and competitive sports	
eccentric. and activities.	
Barriers to Barriers to Lead, healthy,	
exercise exercise active lives	
(community	
links). ATP-PC	
system, lactate	
system and	
aerobic system.	
- Fibre types	
I,II,IIX	
- Delivery of	

Spring 2 Take r	responsibility for own well being - Able to set students	- Transferable	oxygen - Sedentary lifestyle - Skills audit — Skills needed to develop. - Transferable	- Practical skills	– Students becoming	- Healthy Living
Football/ Basketball/ Handball/ Rugby/ Netball Swimming Badminton Fitness	appropriately. - Develop confidence to ask questions. - Develop practical techniques and tactical endeavour. - Encouragement in participation in lessons and extracurricular. - Peer assessment opportunities - Analysis, review and implementation of development of skills. - Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) - Badminton/Fitness/ Basketball are on the practical sport syllabus allowing for more knowledge and practice of the skills for BTEC Sport.	skills, routines and tactics. - Reflection on peers and own performance - Knowledge and understanding of rules, regulations and scoring systems. - Confidence to explain answers fully regarding skills, techniques or tactics.	skills, routines and tactics. Reflection on peers and own performance Knowledge and understanding of rules, regulations and scoring systems. Confidence to explain answers fully regarding skills, techniques or tactics. Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/respiration. Breathing rates. Calculate BMI,	suitable to the sport. - Tactical skills suitable to the sport. - Students can play within the rules across sporting activities. - Students know how to behave in PE and accept decisions. - Students can solve problems on their own or working collaboratively. - Students have opportunities to work individually and in teams making informed choices. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible,	aware of different cultural attitudes towards aspects of physical activity — Students competing against schools around the country often from different cultures. - Students are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease.	(HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) - Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident,

Summer 1	N/A	N/A	fitness testing. Joints — Swimming/ S&F. Types of leaders. Calories, diet and antagonistic pairs. Contractions — Isometric, concentric and eccentric. Barriers to exercise (community links). ATP-PC system, lactate system and aerobic system. Fibre types I,II,IIX Delivery of oxygen Sedentary lifestyle Skills audit — Skills needed to develop.	confident, respectful. - Be physically active for sustained periods of time. - Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives	N/A	practice, resilience, perseverance)
EXAMS	N/A	N/A	N/A	N/A	N/A	N/A
Summer 2	N/A	N/A	N/A	<u>N/A</u>	<u>N/A</u>	N/A
EXAMS	13/12	<u> </u>	IN/A	<u> </u>	<u> </u>	<u> 147</u>

Year 12: COMMUNITY

<u>Topics</u>	Why we teach this	<u>Links to</u> <u>last topic</u>	Links to future topics	<u>Key skills</u> <u>developed</u>	Cultural capital opportunities	Links to whole school curriculum
<u>Autumn 1</u> Induc	tion and readiness for BTEC					
BTEC SPORT UNIT 1 & 4	Develop confidence to ask questions. Develop passion for flipped learning and independent research. Encouragement in participation in lessons and leadership in extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.)	- Transferable unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of leadership roles, skills and charecteristics Confidence to explain answers fully regarding specific unit topics.	 Transferable unit specific skills Reflection on peers work and own performance Knowledge and understanding of leadership roles, skills and charecteristics Confidence to explain answers fully regarding specific unit topics. 	 Written skills suitable to the essay writing. Students can understand the specification and criterias for the units taught. Students know how to behave in BTEC Sport and develop confidence in leadership opportunities. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in groups making informed choices and presenting when necessary. Focus on the chosen employability skill(s) for the half 	 Students becoming aware of different cultural attitudes towards aspects of physical activity and how this may affect different scenarios related to the BTEC specification. Students leading students in extracurricular opportunities competing against schools around the country often from different cultures. Students are challenged to increase their personal fitness and know their role in school life by being a positive role model through being healthy and active. 	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative,

				term: - Communication, resilience, responsible, confident, respectful Develop competence to excel in a range of skills, qualities and characteristics needed to develop independent flipped learning Engage in competitive sports and activities. Lead, healthy, active		confident, practice, resilience, perseverance)
Autumn 2 Take	leadership roles in extracurricular		T	lives		
BTEC SPORT UNIT 1 & 4	Develop confidence to ask questions. - Develop passion for flipped learning and independent research. - Encouragement in participation in lessons and leadership in extracurricular. - Peer assessment opportunities - Analysis, review and implementation of development of skills. - Promote British Values (Democracy, Law, Liberty, Respect and tolerance.)	- Transferable unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of leadership roles, skills and charecteristics Confidence to explain answers fully regarding	- Transferable unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of leadership roles, skills and charecteristics Confidence to explain answers fully regarding	 Written skills suitable to the essay writing. Students can understand the specification and criterias for the units taught. Students know how to behave in BTEC Sport and develop confidence in leadership opportunities. Students can solve problems on their own or working 	 Students becoming aware of different cultural attitudes towards aspects of physical activity and how this may affect different scenarios related to the BTEC specification. Students leading students in extracurricular opportunities competing against schools around the country often from different cultures. 	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual

	specific unit topics.	specific unit topics.	collaboratively. - Students have opportunities to work individually and in groups making informed choices and presenting when necessary. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Develop competence to excel in a range of skills, qualities and characteristics needed to develop independent flipped learning. - Engage in competitive sports and activities. Lead, healthy, active lives	- Students are challenged to increase their personal fitness and know their role in school life by being a positive role model through being healthy and active.	confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
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pring i to dev	elop confidence in exam technique	<u> </u>		VA / 4:: 14H	Γ	
STEC SPORT UNIT 1 & 4	Develop confidence to ask questions. - Develop passion for flipped learning and independent research. - Encouragement in participation in lessons and leadership in extracurricular. - Peer assessment opportunities - Analysis, review and implementation of development of skills. - Promote British Values (Democracy, Law, Liberty, Respect and tolerance.)	- Transferable unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of leadership roles, skills and charecteristics Confidence to explain answers fully regarding specific unit topics.	- Transferable unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of leadership roles, skills and charecteristics Confidence to explain answers fully regarding specific unit topics.	 Written skills suitable to the essay writing. Students can understand the specification and criterias for the units taught. Students know how to behave in BTEC Sport and develop confidence in leadership opportunities. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in groups making informed choices and presenting when necessary. Focus on the chosen employability skill(s) for the half term: Communication, resilience, responsible, 	- Students becoming aware of different cultural attitudes towards aspects of physical activity and how this may affect different scenarios related to the BTEC specification Students leading students in extracurricular opportunities competing against schools around the country often from different cultures Students are challenged to increase their personal fitness and know their role in school life by being a positive role model through being healthy and active.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach - Civic Responsibility (L.S Numeracy (Math) - English (Spoken, written, reading) Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)

respectful. - Develop

Spring 2 Refine	exam technique and redrafting of			competence to excel in a range of skills, qualities and characteristics needed to develop independent flipped learning Engage in competitive sports and activities. Lead, healthy, active lives		
BTEC SPORT UNIT 1 & 4	Develop confidence to ask questions. - Develop passion for flipped learning and independent research. - Encouragement in participation in lessons and leadership in extracurricular. - Peer assessment opportunities - Analysis, review and implementation of development of skills. - Promote British Values (Democracy, Law, Liberty, Respect and tolerance.)	- Transferable unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of leadership roles, skills and charecteristics Confidence to explain answers fully regarding specific unit topics.	 Transferable unit specific skills Reflection on peers work and own performance Knowledge and understanding of leadership roles, skills and charecteristics Confidence to explain answers fully regarding specific unit topics. 	 Written skills suitable to the essay writing. Students can understand the specification and criterias for the units taught. Students know how to behave in BTEC Sport and develop confidence in leadership opportunities. Students can solve problems on their own or working collaboratively. Students have opportunities to work individually and in groups making informed choices and 	 Students becoming aware of different cultural attitudes towards aspects of physical activity and how this may affect different scenarios related to the BTEC specification. Students leading students in extracurricular opportunities competing against schools around the country often from different cultures. Students are challenged to increase their personal fitness and know their role in school life by being a positive role model through being healthy 	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection

				presenting when necessary. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Develop competence to excel in a range of skills, qualities and characteristics needed to develop independent flipped learning. - Engage in competitive sports and activities.	and active.	finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
				Lead, healthy, active		
Summer 1 To gr	preciate and embrace revision ted	hniques and leaders	hin appartunities	lives		
BTEC SPORT UNIT 1 & 4	Develop confidence to ask questions. - Develop passion for flipped	- Transferable unit specific skills	- Transferable unit specific skills	- Written skills suitable to the essay writing.	 Students becoming aware of different cultural attitudes 	- Healthy Living (HSC, BTEC SPORT)
	learning and independent research. - Encouragement in participation in lessons and leadership in extracurricular. - Peer assessment opportunities - Analysis, review and implementation of	 Reflection on peers work and own performance Knowledge and understanding of leadership 	 Reflection on peers work and own performance Knowledge and understanding of leadership 	 Students can understand the specification and criterias for the units taught. Students know how to behave in BTEC Sport and develop 	towards aspects of physical activity and how this may affect different scenarios related to the BTEC specification. – Students leading students in extracurricular	 Technological Progress (ICT) Artistic creativity (TGFU approach) Civic Responsibility (L.S Numeracy (Maths) English (Spoken, written, reading)

development of skills Promote British Values (Democracy, Law, Liberty, Respect and tolerance.)	roles, skills and charecteristics Confidence to explain answers fully regarding specific unit topics.	roles, skills and charecteristics Confidence to explain answers fully regarding specific unit topics.	confidence in leadership opportunities. - Students can solve problems on their own or working collaboratively. - Students have	opportunities competing against schools around the country often from different cultures Students are challenged to increase their personal fitness	Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big
			opportunities to work individually and in groups making informed choices and presenting when necessary Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful.	and know their role in school life by being a positive role model through being healthy and active.	picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
			respectful. - Develop competence to excel in a range of skills, qualities and characteristics needed to develop independent flipped learning. - Engage in competitive sports and activities. Lead, healthy, active lives		

Summer 2 To develop a passion for independent revision and flipped learning

BTEC SPORT UNIT 1 & 4

- Develop confidence to ask questions.
- Develop passion for flipped learning and independent research.
- Encouragement in participation in lessons and leadership in extracurricular.
- Peer assessment opportunities
- Analysis, review and implementation of development of skills.
- Promote British Values (Democracy, Law, Liberty, Respect and tolerance.)

- Transferable unit specific skills
- Reflection on peers work and own performance
- Knowledge and understanding of leadership roles, skills and charecteristics
- Confidence to explain answers fully regarding specific unit topics.

- Transferable unit specific skills
- Reflection on peers work and own performance
- Knowledge and understanding of leadership roles, skills and charecteristics
- Confidence to explain answers fully regarding specific unit topics.

- Written skills suitable to the essay writing.
- Students can understand the specification and criterias for the units taught.
- Students know how to behave in BTEC Sport and develop confidence in leadership opportunities.
- Students can solve problems on their own or working collaboratively.
- Students have opportunities to work individually and in groups making informed choices and presenting when necessary.
- Focus on the chosen employability skill(s) for the half term:
- Communication, resilience, responsible, confident, respectful.
- Develop

- Students becoming aware of different cultural attitudes towards aspects of physical activity and how this may affect different scenarios related to the BTEC specification.
- Students leading students in extracurricular opportunities competing against schools around the country often from different cultures.
- Students are challenged to increase their personal fitness and know their role in school life by being a positive role model through being healthy and active.

- Healthy Living (HSC, BTEC SPORT)
- Technological Progress (ICT)
- Artistic creativity (TGFU approach)
- Civic Responsibility (L.S
- Numeracy (Maths)
- English (Spoken, written, reading)
 Science (Biology, A&P, Physics, Biomechanics)
- HPL: ACPS
 (Metacognition,
 Intellectual
 confidence, self
 regulation, big
 picture thinking,
 precision,
 automaticity,
 connection
 finding, strategy
 planning, speed
 and accuracy)
- VAAS (Collaborative,
 confident,
 practice,
 resilience,
 perseverance)

		competence to	
		excel in a range	
		of skills, qualities	
		and characteristics	
		needed to	
		develop	
		independent	
		flipped learning.	
		- Engage in	
		competitive sports	
		and activities.	
		Lead, healthy, active	
		lives	

Year 13: CAREERS

Committed to future learning pathways.

BTEC SPORT UNIT 2 & 3	Why we teach this and expectations and focus on to Develop confidence to ask questions. Develop passion for flipped learning and independent research. Encouragement in participation in lessons and leadership in extracurricular. Peer assessment	Links to last topic argets for future care - Transferable unit specific skills - Reflection on peers work and own performance	Links to future topics eers. - Transferable unit specific skills - Reflection on peers work and own	- Written skills suitable to the essay writing Students can understand the specification and	- Students becoming aware of different cultural attitudes towards aspects of physical activity and	Links to whole school curriculum - Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT)
BTEC SPORT UNIT 2 & 3	Develop confidence to ask questions. Develop passion for flipped learning and independent research. Encouragement in participation in lessons and leadership in extracurricular.	- Transferable unit specific skills - Reflection on peers work and own	- Transferable unit specific skills - Reflection on peers work and	- Written skills suitable to the essay writing Students can understand the	 Students becoming aware of different cultural attitudes towards aspects of 	- Healthy Living (HSC, BTEC SPORT) - Technological
BTEC SPORT UNIT 2 & 3	Develop confidence to ask questions. Develop passion for flipped learning and independent research. Encouragement in participation in lessons and leadership in extracurricular.	- Transferable unit specific skills - Reflection on peers work and own	- Transferable unit specific skills - Reflection on peers work and	suitable to the essay writing Students can understand the	aware of different cultural attitudes towards aspects of	(HSC, BTEC SPORT) - Technological
BTEC SPORT UNIT 2 & 3	questions. Develop passion for flipped learning and independent research. Encouragement in participation in lessons and leadership in extracurricular.	unit specific skills - Reflection on peers work and own	unit specific skills - Reflection on peers work and	suitable to the essay writing Students can understand the	aware of different cultural attitudes towards aspects of	(HSC, BTEC SPORT) - Technological
	opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) Students to start thinking about next step in their careers. Allows students to explore a lot of different careers in sport.	- Knowledge and understanding of careers and pathways, application process and recruitment. Confidence to explain answers fully regarding specific unit topics.	performance - Knowledge and understanding of careers, pathways, application process and recruitment. Confidence to explain answers fully regarding specific unit topics.	criterias for the units taught. - Students know how to behave in BTEC Sport and develop confidence in potential career opportunities. - Students can solve problems on their own or working collaboratively. - Students have opportunities to work individually and in groups making informed choices and presenting when necessary. - Focus on the	how this may affect different scenarios related to the BTEC specification. Students leading students in extracurricular opportunities competing against schools around the country often from different cultures. Allowing potential progression in careers in sport. Students are challenged to increase their personal fitness and know their role in school life by being a positive role model through being healthy	- Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy)
				chosen employability skill(s) for the half	and active.	- <u>VAAS -</u> (Collaborative,

Autumn 2 To ap	ppreciate and embrace independe		•			confident, practice, resilience, perseverance)
BTEC SPORT UNIT 2 & 3	Develop confidence to ask questions. - Develop passion for flipped learning and independent research. - Encouragement in participation in lessons and leadership in extracurricular. - Peer assessment opportunities - Analysis, review and implementation of development of skills. - Promote British Values (Democracy, Law, Liberty, Respect and tolerance.)	- Transferable unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of careers and pathways, application process and recruitment. - Confidence to	- Transferable unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of careers, pathways, application process and recruitment. Confidence to	 Written skills suitable to the essay writing. Students can understand the specification and criterias for the units taught. Students know how to behave in BTEC Sport and develop confidence in potential career opportunities. Students can solve problems on their own or working 	- Students becoming aware of different cultural attitudes towards aspects of physical activity and how this may affect different scenarios related to the BTEC specification Students leading students in extracurricular opportunities competing against schools around the country often from different cultures.	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual

Spring 1 Take leadership roles in extracurricular	explain answers fully regarding specific unit topics	explain answers fully regarding specific unit topics.	collaboratively. - Students have opportunities to work individually and in groups making informed choices and presenting when necessary. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Develop competence to excel in a range of understanding of careers in sport and start to develop independent flipped learning. - Engage in competitive sports and activities. Lead, healthy, active lives	Allowing potential progression in careers in sport. - Students are challenged to increase their personal fitness and know their role in school life by being a positive role model through being healthy and active.	confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
Develop confidence to ask	- Transferable	- Transferable	- Written skills	– Students becoming	- Healthy Living
BTEC SPORT UNIT 2 & 3 - Develop confidence to disk questions Develop passion for flipped learning and independent research.	unit specific	unit specific skills - Reflection on	suitable to the essay writing. - Students can understand the	aware of different cultural attitudes towards aspects of physical activity and	(HSC, BTEC SPORT) - Technological Progress (ICT)

- Encouragement in participation in lessons and leadership in extracurricular. - Peer assessment opportunities - Analysis, review and implementation of development of skills. - Promote British Values (Democracy, Law, Liberty, Respect and tolerance.)	peers work and own performance - Knowledge and understanding of careers and pathways, application process and recruitment. Confidence to explain answers fully regarding specific unit topics	peers work and own performance - Knowledge and understanding of careers, pathways, application process and recruitment. Confidence to explain answers fully regarding specific unit topics.	specification and criterias for the units taught. - Students know how to behave in BTEC Sport and develop confidence in potential career opportunities. - Students can solve problems on their own or working collaboratively. - Students have opportunities to work individually and in groups making informed choices and presenting when necessary. - Focus on the chosen employability skill(s) for the half term: - Communication, resilience, responsible, confident, respectful. - Develop competence to excel in a range of understanding of careers in sport	how this may affect different scenarios related to the BTEC specification. Students leading students in extracurricular opportunities competing against schools around the country often from different cultures. Allowing potential progression in careers in sport. Students are challenged to increase their personal fitness and know their role in school life by being a positive role model through being healthy and active.	- Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
			of careers in sport and start to develop		

Spring 2 To be prepared for further education or	future careers - Transferable	- Transferable	independent flipped learning Engage in competitive sports and activities. Lead, healthy, active lives - Written skills	– Students becoming	- Healthy Living
BTEC SPORT UNIT 2 & 3 Develop confidence to ask questions. Develop passion for flipped learning and independent research. Encouragement in participation in lessons and leadership in extracurricular. Peer assessment opportunities Analysis, review and implementation of development of skills. Promote British Values (Democracy, Law, Liberty, Respect and tolerance.)	unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of careers and pathways, application process and recruitment. Confidence to explain answers fully regarding specific unit topics	unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of careers, pathways, application process and recruitment. Confidence to explain answers fully regarding specific unit topics.	suitable to the essay writing. - Students can understand the specification and criterias for the units taught. - Students know how to behave in BTEC Sport and develop confidence in potential career opportunities. - Students can solve problems on their own or working collaboratively. - Students have opportunities to work individually and in groups making informed choices and presenting when necessary. - Focus on the chosen employability skill(s) for the half	aware of different cultural attitudes towards aspects of physical activity and how this may affect different scenarios related to the BTEC specification. Students leading students in extracurricular opportunities competing against schools around the country often from different cultures. Allowing potential progression in careers in sport. Students are challenged to increase their personal fitness and know their role in school life by being a positive role model through being healthy and active.	(HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading) Science (Biology, A&P, Physics, Biomechanics) - HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning, speed and accuracy) - VAAS - (Collaborative,

Summer 1				term: - Communication, resilience, responsible, confident, respectful Develop competence to excel in a range of understanding of careers in sport and start to develop independent flipped learning Engage in competitive sports and activities. Lead, healthy, active lives		confident, practice, resilience, perseverance)
			<u>, </u>		_	
EXAMS	<u>N/A</u>	<u>N/A</u>	N/A	<u>N/A</u>	N/A	<u>N/A</u>
Summer 2		I	I	<u>_</u>		
EXAMS	N/A	N/A	N/A	N/A	N/A	N/A

OUR CURRICULUM VISION

Colton Hills Community School is an inner-city school with a diverse cohort that draws from a wide range of cultures, nationalities and identities. A significant majority of our students come from working class backgrounds, and many from households where resources can be scarce and access to cultural capital is limited. Our school proudly holds the status of a School of Sanctuary, where students from across the local area – and across the globe, too – can come together to learn harmoniously regardless of their background and upbringing. We are aware of the challenges of our students' lives, but do not use them as an excuse.

Therefore, the intention of our curriculum is that we will offer our students the access to a broad and varied curriculum that seeks to equip them for modern life. We intend it to be knowledge-rich, deep in its explorations of topics, challenging in its delivery and with a distinctive, outward-looking, international feel. We recognised the importance of grounding our curriculum in its wider contexts to enable us to fill gaps in our students' knowledge that they may have when compared to students from more affluent backgrounds, and we are unapologetic in ensuring that our students have every opportunity to engage with as much powerful knowledge as those more fortunate than they are.

With these school contexts in mind, at Colton Hills we have built our curriculum around a series of thematically based Curricular Concepts that students will see in various subjects, enabling them to draw links and supporting them in making connections that might not always be apparent to them.

The intention of our curriculum at all stages is that we will teach all children at the school that:

- 1 Humanity is on an optimistic, positive journey of developing tolerance, enfranchisement and rights for all peoples, and we must all play our part in this (SOCIAL JUSTICE)
- 2 Diversity is a gift to be valued, one that enriches our school, and that the shared histories of all cultures are worthy of respect and understanding (CULTURAL DIVERSITY)
- 3 Respect for the law, democracy and its institutions are vital, but that existing power structures should always be respectfully questioned (CIVIC RESPONSIBILITY)
- 4 Technological development is full of great human achievement, but is not without its challenges and drawbacks of which we must always be aware (TECHNOLOGICAL PROGRESS)
- 5 The natural world is a place of wonder, mystery and beauty that should be respected, revered and protected, particularly in the face of climate change (PRECIOUS PLANET)
- 6 Our health mentally, physically and spiritually is of primary importance and must be preserved as it contributes immensely to a happy and productive life (HEALTHY LIVING)
- 7 Being enterprising and financially independent is crucial, but making money should always be weighed against the moral decisions about who it might affect (ETHICAL ENTERPRISE)
- 8 An appreciation of the vast array of creative arts and their power to entertain and educate is vital in an enriched, meaningful and fulfilled life (ARTISTIC CREATIVITY)

Students who leave school with wider awareness of the world around them, with self-respect and with a personal morality will be best able to take advantage of all that life offers, and find their place in the world as a citizen of all of their communities.