



Colton Hills Community School

Many Minds, One Mission

Department: Colton Hills Community School Physical Education

Twitter - @ColtonHills PE

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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>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Baseline Testing. Organisation of equipment.						
Invasion Games (Football Rugby and T1 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, responsible, confident,	- 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, confident, practice,

				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		resilience, perseverance)
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Autumn 2 Formal assessment. Organisation of equipment.

Invasion Games (Football Rugby and T1 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	- 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.	- 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,
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			terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/ respiration. Breathing rates.	- 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		<u>connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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Spring 1 Be appropriately challenged.

Invasion Games (Football Rugby and T1 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	- 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)
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	(Democracy, Law, Liberty, Respect and tolerance.) - Badminton is on the BTEC sport syllabus allowing for more knowledge and practice of the skills.	explain answers fully regarding skills, techniques or tactics.	explain answers fully regarding skills, techniques or tactics. - Post 16 Subject specific terminology. Muscles, Bones, Energy systems. Heart rate. Inspiration/ respiration. Breathing rates.	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		- <u>HPL: ACPS</u> <u>(Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS -</u> <u>(Collaborative, confident, practice, resilience, perseverance)</u>
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Spring 2 Confidence to participate in new sports

Invasion	- Able to set students	- Transferable	- Transferable	- Practical skills	- Students becoming	- Healthy Living
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Games (Football Rugby and T1 Swimming Badminton)	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.	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.	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. - Develop competence to	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) - <u>HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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				excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		
Summer 1 Confidence to showcase your talents						
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.	- 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 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 -

				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		<u>(Collaborative, confident, practice, resilience, perseverance)</u>
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Summer 2 Confidence to take leadership opportunities.

Rounders Outdoor 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 work individually and in teams	– 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) - <u>HPL: ACPS</u> <u>(Metacognition, Intellectual confidence, self regulation, big picture thinking,</u>
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			- 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		<u>precision,</u> <u>automaticity,</u> <u>connection</u> <u>finding, strategy</u> <u>planning , speed</u> <u>and accuracy)</u> - <u>VAAS -</u> <u>(Collaborative,</u> <u>confident,</u> <u>practice,</u> <u>resilience,</u> <u>perseverance)</u>
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Year 8: COOPERATION

To work as part of a team and cooperate in competitive situations.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u> To work as a part of a team without conflict						
Invasion Games (Football Rugby and T1 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.) - 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) - <u>HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative,</u>

			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		<u>confident,</u> <u>practice,</u> <u>resilience,</u> <u>perseverance)</u>
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Autumn 2 Work with students from all different backgrounds

Invasion Games (Football Rugby and T1 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/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) - <u>HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking,</u>
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			- 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		<u>precision,</u> <u>automaticity,</u> <u>connection</u> <u>finding, strategy</u> <u>planning , speed</u> <u>and accuracy)</u> - <u>VAAS -</u> <u>(Collaborative,</u> <u>confident,</u> <u>practice,</u> <u>resilience,</u> <u>perseverance)</u>
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Spring 1 Respect feelings and views from peers and staff

Invasion Games (Football Rugby and T1 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,
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	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) - <u>HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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Spring 2 Cooperate with others in competitive situations

Invasion Games (Football Rugby and T1 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/Fitness/ Basketball 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 leaders.	- 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)
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				- Develop competence to excel in a range of activities. - Engage in competitive sports and activities. - Lead, healthy, active lives		
Summer 1 Create and communicate effective skills						
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)

			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		- <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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Summer 2 Create and communicate effective tactics

Rounders Outdoor 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	- 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)
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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. - 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.	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 competitive sports and activities. - Lead, healthy,	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) - <u>HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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				active lives		
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Year 9: COMPETENCE

To apply a range of skills and tactics consistently in competitive situations.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u> To be able to be able to lead a small group in a pre-planned activity						
Invasion Games (Football Rugby and T1 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.) - 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) - <u>HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative,</u>

			- 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		<u>confident,</u> <u>practice,</u> <u>resilience,</u> <u>perseverance)</u>
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Autumn 2 Understand why they have used the skill in specific situations and reflect how they have done this

Invasion Games (Football Rugby and T1 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/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) - <u>HPL: ACPS</u> <u>(Metacognition,</u> <u>Intellectual</u> <u>confidence, self</u> <u>regulation, big</u> <u>picture thinking,</u>
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			- 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		<u>precision,</u> <u>automaticity,</u> <u>connection</u> <u>finding, strategy</u> <u>planning , speed</u> <u>and accuracy)</u> - <u>VAAS -</u> <u>(Collaborative,</u> <u>confident,</u> <u>practice,</u> <u>resilience,</u> <u>perseverance)</u>
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Spring 1 To be able to show skills and tactics during a sustained period of physical activity

Invasion Games (Football Rugby and T1 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,
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	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 (<u>Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy</u>) - VAAS - (<u>Collaborative, confident, practice, resilience, perseverance</u>)
Spring 2 To be able to officiate effectively						
Invasion Games (Football Rugby and T1	- 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

Rugby) Swimming Badminton	- 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 <u>(Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - VAAS - <u>(Collaborative, confident, practice, resilience, perseverance)</u>
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				competitive sports and activities. - Lead, healthy, active lives		
Summer 1 Apply the skills from earlier in the curriculum to shape their performance						
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,

			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		<u>perseverance)</u>
<u>Summer 2</u> Apply a range of skills and tactics consistently in competitive situations						
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) - <u>HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection</u>

			- 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.	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		<u>finding, strategy planning , speed and accuracy</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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Year 10: COMPETITIVE (CORE) & CURIOSITY (BTEC)

Develop self-progression and personal best. Research and independent learning.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Compete against your personal best						
Invasion Games (Football Rugby and T1 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.) - 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.	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		<u>confident,</u> <u>practice,</u> <u>resilience,</u> <u>perseverance)</u>
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Autumn 2 Compete against others personal bests

Invasion Games (Football Rugby and T1 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.)	- 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) - <u>HPL: ACPS</u> <u>(Metacognition,</u>
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	- 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		<u>Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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Spring 1 Knowledge of theory and application to lifestyle

Invasion Games (Football Rugby and T1 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/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. - Calculate BMI, fitness testing. Joints – Swimming/ S&F. Types of leaders. Calories, diet	- 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 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) - 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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			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		
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Spring 2 Develop self-progression and personal best

Invasion Games (Football Rugby and T1 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/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,
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			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		<u>connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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Summer 1 Review your competitive performance and others

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)
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	opportunities - Analysis, review and implementation of development of skills. - Promote British Values (Democracy, Law, Liberty, Respect and tolerance.) - Encourage personal bests and self-motivation in competition.	of rules, regulations and scoring systems. - Confidence to explain answers fully regarding skills, techniques or tactics.	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. Contractions – Isometric, concentric and eccentric. Barriers to exercise (community links). ATP-PC system, lactate	- 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 competitive sports and activities. - Lead, healthy, active lives	they should in life.	- 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)
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			system and aerobic system.			
Summer 2 Create an idea of how to improve personal performance						
Rounders Outdoor 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>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<u>Autumn 1</u> Take responsibility for own learning						
Invasion Games (Football Rugby and T1 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.) - 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) - <u>HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative,</u>

			- 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		<u>confident,</u> <u>practice,</u> <u>resilience,</u> <u>perseverance)</u>
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Autumn 2 Lead a healthy active lifestyle.

Invasion Games (Football Rugby and T1 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/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. - Calculate BMI, fitness testing. Joints – Swimming/ S&F. Types of leaders. Calories, diet	- 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 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, connection finding, strategy planning , speed and accuracy) - VAAS - (Collaborative, confident, practice, resilience, perseverance)
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			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,III - 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		
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Spring 1 Take leadership roles in extracurricular, inter house and lessons

Invasion Games (Football Rugby and T1 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	- 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)
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	(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.	explain answers fully regarding skills, techniques or tactics.	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. Contractions – Isometric, concentric and eccentric. Barriers to exercise (community links). ATP-PC system, lactate system and aerobic system. - Fibre types I,II,III - Delivery of	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	– 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.	- <u>HPL: ACPS</u> <u>(Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS -</u> <u>(Collaborative, confident, practice, resilience, perseverance)</u>
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			oxygen - Sedentary lifestyle - Skills audit – Skills needed to develop.			
Spring 2 Take responsibility for own well being						
Invasion Games (Football Rugby and T1 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/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. - Calculate BMI,	- 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,	- 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,

Year 12: COMMUNITY

Taking leadership roles in the wider school community.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Induction 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 characteristics 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 characteristics 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 lives		<u>confident,</u> <u>practice,</u> <u>resilience,</u> <u>perseverance)</u>
Autumn 2 Take leadership roles in extracurricular, inter house and lessons						
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 characteristics 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 characteristics 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 <u>(Metacognition, Intellectual</u>

		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.	<u>confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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Spring 1 To develop confidence in exam technique and leadership skills

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)
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				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		
Spring 2 Refine exam technique and redrafting of essay writing.						
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. Lead, healthy, active lives	and active.	<u>finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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Summer 1 To appreciate and embrace revision techniques and leadership opportunities

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	- Transferable unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of leadership	- Transferable unit specific skills - Reflection on peers work and own performance - Knowledge and understanding of leadership	- 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	– 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	- Healthy Living (HSC, BTEC SPORT) - Technological Progress (ICT) - Artistic creativity (TGFU approach) - Civic Responsibility (L.S - Numeracy (Maths) - English (Spoken, written, reading)
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	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 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	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.	Science (Biology, A&P, Physics, Biomechanics) - <u>HPL: ACPS (Metacognition, Intellectual confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
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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)
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				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		
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Year 13: CAREERS

Committed to future learning pathways.

<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
Autumn 1 Understand expectations and focus on targets for future careers.						
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.) - <u>Students to start thinking about next step in their careers.</u> - <u>Allows students to explore a lot of different careers in sport.</u>	- Transferable 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.	- Transferable 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.	- 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 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. 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.	- 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 understanding of careers in sport and start to develop independent flipped learning. - Engage in competitive sports and activities. Lead, healthy, active lives		<u>confident,</u> <u>practice,</u> <u>resilience,</u> <u>perseverance)</u>
Autumn 2 To appreciate and embrace independent learning techniques and potential career opportunities						
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 <u>(Metacognition, Intellectual</u>

		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.	<u>confidence, self regulation, big picture thinking, precision, automaticity, connection finding, strategy planning , speed and accuracy)</u> - <u>VAAS - (Collaborative, confident, practice, resilience, perseverance)</u>
Spring 1 Take leadership roles in extracurricular, inter house and lessons						
BTEC SPORT UNIT 2 & 3	Develop confidence to ask questions. - Develop passion for flipped learning and independent research.	- Transferable unit specific skills - Reflection on	- Transferable unit specific skills - Reflection on	- Written skills suitable to the essay writing. - Students can understand the	– Students becoming aware of different cultural attitudes towards aspects of physical activity and	- Healthy Living (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 and start to develop	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)
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				independent flipped learning. - Engage in competitive sports and activities. Lead, healthy, active lives		
Spring 2 To be prepared for further education or future careers						
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 explain answers fully regarding specific unit topics	- Transferable 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.	- 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 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. 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.	- 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,

Appendix A: Whole-school Curriculum Vision

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.