



*Called as God’s family,
we strive to achieve our personal best,
by living and learning in Christ.*

Department Mission Statement

The department aims to deliver high quality physical education, where academic progress matches the excellence achieved through our provision of extracurricular activities. Students are challenged to try new ideas and explore the best strategies to achieve success. They actively engage with the subject to develop their self-confidence, promote their learning, health and well-being.

Key Stage 2 Knowledge and skills requirement

Relevant knowledge gained from previous key stage(s)	Relevant skills gained from previous key stage(s)
An understanding of how and why becoming physically confident will support or contribute to their health, fitness and well-being.	Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
Knowledge of how to compete in sport to build character and an understanding of key values within sport such as fairness and respect.	Experience skills related to communicating, collaborating and competing with each other.
Understanding of how to improve in different physical activities and sports and how to evaluate and recognise their own success.	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Skills developed from engaging in outdoor and adventurous activity challenges both individually and within a team

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Key Stage 3 Knowledge and skills requirement

Relevant knowledge gained from previous key stage(s)	Relevant skills gained from previous key stage(s)
<p>Understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p>They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Competent, confident and expert in their techniques, and apply them across different sports and physical activities.</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Develop their technique and improve their performance in other competitive sports.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p>Take part in competitive sports and activities outside school through community links or sports clubs.</p>



Key Stage 4 Knowledge and skills requirement

Relevant knowledge gained from previous key stage(s)	Relevant skills gained from previous key stage(s)
<p>1.1 Applied anatomy and physiology Learners will develop knowledge and understanding of the basic structures and functions of body systems that are particularly important to physical activities and sports.</p> <p>They will also study the short and long-term effects of exercise on these systems, and how these effects can impact on physical fitness and performance.</p> <p>Learners will develop the ability to collect and use data, analyse movement and apply their knowledge and understanding, using examples from physical activity and sport.</p> <p>1.2 Physical training Learners will develop their knowledge and understanding of the components of fitness required for physical activities and sports and how each can be measured.</p> <p>Learners will also be able to apply their knowledge of training principles to personal exercise/training programmes to improve fitness, along with the knowledge of how to optimise training and helping to prevent injury.</p> <p>2.1 Socio-cultural issues Physical activities and sports play an integral part of society in the UK. In this topic, learners will develop their knowledge and understanding of the factors that continue to impact on physical activities and sports in the UK today. Learners will be introduced to engagement patterns of different social groups in physical activities and sports. Learners will develop their understanding of the influences of commercialism and the media on physical activities and sports.</p>	<p>AO1: Develop knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: Analysis and evaluation of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Data Analysis and interpretation. Collection and presentation of data in graphs, tables.</p> <p>AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.</p>

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The ethical and socio-cultural issues in physical activities and sports will enable learners to develop their understanding of sportsmanship, gamesmanship and deviance in sport along with being able to apply theories to practical examples from physical activities and sports.

2.2 Sport Psychology

Learners will develop their knowledge and understanding of the psychological factors that can affect performers. They will also develop their knowledge and understanding of how movement skills are learned and performed in physical activities and sports.

The characteristics and classification of skilful movement will be understood, along with the role of goal setting and mental preparation to improve performance in physical activities and sports.

Learners will develop their knowledge and understanding of guidance and feedback that affects the learning and performance of movement skills.

Learners will be able to identify key terms and describe psychological concepts, using practical examples from their own performances. Learners will show that they can explain and evaluate sports psychology theories and principles and be able to apply theory to practice.

2.3 Health, fitness and well being

Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle.

Learners will develop their knowledge and understanding of diet and nutrition. Learners will understand the main components of a balanced diet,



including the effects of these components and hydration on performers using a range of examples from physical activities and sports.

Key Stage 5 Knowledge and skills requirement

Knowledge to be Built	Skills to be Developed
<p>Component 01: Physiological factors affecting performance Physiological factors affecting performance, focuses on developing the learner’s knowledge of the science behind physical activity. This includes the structure and function of key systems in the human body, the forces that act upon us and the adaptations we make to our bodies through diet and training regimes.</p> <p>Through the study of this component, learners will gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They will also study the effects of force and motion on the body and how these effects can be used in physical activities to our advantage.</p> <p>This topic focuses on key systems of the human body involved in movement and physical activity. Learners will develop their knowledge and understanding of the changes within these body systems prior to exercise, during exercise of differing intensities and during recovery.</p> <p>Learners will know and understand the different energy systems and factors that affect the interplay of the energy systems during physical activity. Application of this theoretical knowledge will enable learners to understand how changes in physiological states can influence performance in physical activities and sport.</p>	<p>AO1: Develop knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: Analysis and evaluation of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Knowledge and use of definitions, equations, formulae and units of measurement. Ability to plot, label and interpret graphs and diagrams.</p> <p>Synoptic element; extended answer question drawing knowledge from multiple areas of the specification.</p> <p>AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Evaluation and analysis of performance for improvement.</p>

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Component 02: Psychological factors affecting performance

This component focuses on the psychological factors affecting physical activities and sports. This includes models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person. It also includes psychological factors affecting group dynamics and the effects of leadership and stress on performers.

Through the study of this component, learners will gain a deeper understanding of the underlying psychological factors that influence our performance in physical activity and sport. They will learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited to that individual's personality; therefore, assisting in developing practical performance in physical activities and sports.

Component 03: Socio-cultural issues in physical activity and sport

This component focuses on the sociological and contemporary issues that influence and affect physical activity and sport for both the audience and the performer and how sport affects society.

It includes the emergence and evolution of modern sport and how social and cultural factors shaped the characteristics of sports and pastimes in pre-industrial and post-industrial Britain.

The impact of the modern Olympic Games will be understood as well as the impact on society of hosting global sporting events. The ever-evolving modern technology and its influence on sport performers and spectators will be understood and practical examples will be used by learners to show the effect of modern technology.

Component 04: Performance in physical education (NEA)

The Evaluation and Analysis of Performance for Improvement (EAPI):



<p>In addition to a practical performance, learners will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Learners will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, learners will provide an oral response analysing and critically evaluating their peers' performance.</p>	
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Curriculum Plan				
Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed ((Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
7	KS3 Games Curriculum	<p>Autumn Term <i>Trampolining – Students will develop a basic knowledge on how to construct and perform a short routine. They will start to improve their awareness of how the skill is executed, with reference to correct technique and performance strategies.</i></p> <p><i>Table tennis – Students will develop a basic knowledge of applicable rules and tactics of the game.</i></p> <p><i>Basketball – Students will develop a basic knowledge of applicable rules and regulations of the game.</i></p> <p><i>Netball – Students will develop basic knowledge of rules and regulations of the game. Introduction to positioning on court. They will apply tactics and strategies from other invasion games.</i></p>	<p>Autumn Term <i>Trampolining – Students will be able to perform the basic shapes and landing positions in isolation. There will be application of sequencing, leading up to the ability to perform a short routine.</i></p> <p><i>Table tennis – Students will be able to perform basic skills in practice conditions. A basic ability to serve in practice and perform shot rallies.</i></p> <p><i>Basketball – Students develop the basic ability to shoot, dribble, pass and catch. There is some application of the footwork rule. Students develop a basic ability to use space and awareness of others on court.</i></p> <p><i>Netball – Students will have a limited ability to perform in a practice game but find it difficult to integrate a range of</i></p>	<ul style="list-style-type: none"> • KS3 Games Assessment tasks – practical activity assessment grid • Champion & challenger assessment tasks/Kings & peasants • Ladder system assessment tasks • Individual skills assessment tasks • Small-sided games – match play

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		<p><i>Football</i> – Students will develop basic knowledge of rules and regulations of the game. Introduction to attacking and defensive positions. They will apply basic tactics and strategies from other invasion games.</p> <p>Spring Term <i>Badminton</i> – Students gain knowledge of applicable rules and regulations of the game. A key focus is the understanding of where to stand when receiving the serve, and serving.</p> <p><i>Volleyball</i> – Students build upon the concept of net/wall games. They have to adapt knowledge of other team sports to transfer to a new setting. Key area of focus are the understanding of three touch rules and basic scoring.</p> <p><i>Rugby</i> – Students have basic knowledge of applicable rules and tactics of the game. Some positional awareness (forwards, backs).</p> <p><i>Football</i> – Students will develop basic knowledge of rules and regulations of the game. Introduction to attacking and defensive</p>	<p>skills in a game situation. Basic ability to apply strategies. Can pass the ball to team-mate but does not always support the receiver for the return.</p> <p><i>Football</i> – Students will show the ability to perform skills in practice situations and small sided games when under pressure from an opposing player. They will have limited ability to control the ball when under pressure from an opponent.</p> <p>Spring Term <i>Badminton</i> – Students will develop their ability to perform a range of skills; these will be developed to a level where basic shots and returns are used to good effect in practice, and there will be some application in a full game.</p> <p><i>Volleyball</i> – Students will develop a range of core skills to link more than one volley in a rally with a partner. They will develop their ability to perform an underarm serve. They will also begin to anticipate the ball flight to get into position to play a return.</p> <p><i>Rugby</i> – Students have the ability to perform skills with limited levels of technique and little effectiveness. Some basic ability to tackle with little effectiveness when under pressure</p>	
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		<p>positions. They will apply basic tactics and strategies from other invasion games.</p> <p>Summer Term <i>Athletics</i> – Students develop their knowledge on a range of factors associated with Athletics. From the types of events, world records, top athletes to the rules and tactics within each event. They also develop knowledge of safety and technical information related to each event.</p> <p><i>Gymnastics</i> - Students will develop a basic knowledge on how to construct and perform a short floor routine. They will start to improve their awareness of how a floor routine is performed, with reference to the correct technique for a skill and how basic dance techniques can be applied in routines.</p> <p><i>Tennis</i> - standard of shot selection and execution will be limited showing limited</p>	<p>from an opponent and display frequent errors.</p> <p><i>Football</i> – Students will show the ability to perform skills in practice situations and small sided games when under pressure from an opposing player. They will have limited ability to control the ball when under pressure from an opponent.</p> <p>Summer Term <i>Athletics</i> – Students develop the ability to perform in three chosen events to a basic standard. They focus on skills related to events within each discipline; run, jump and throw. They develop their ability to perform and link together some of the essential technical requirements to produce a performance.</p> <p><i>Gymnastics</i> – Students will be able to perform the basic shapes, rolls and acrobatic skills in isolation. There will be application of sequencing of skills, leading up to the ability to perform a short floor routine.</p> <p><i>Tennis</i> – students have a limited ability to perform some skills and perform consistent drive rallies. Some ability to</p>	
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		<p>technique and understanding. Knowledge of applicable rules and tactics will be limited.</p> <p><i>Rounders</i> - a limited ability to set fields to deploy a certain tactic to outwit the opponent, which will often be ineffective. Knowledge of applicable rules and regulations of the game will be limited.</p> <p><i>Cricket</i> - knowledge of applicable rules and regulations of the game will be limited. Some awareness of field positions and tactics to run out batsman. Basic knowledge of the attacking and defensive shots.</p>	<p>perform basic serves with limited technique and ground strokes, which will often be ineffective</p> <p><i>Rounders</i> - a limited ability to perform some of the basic skills listed for batter and fielder and a basic ability to perform to some of the basic skills listed for bowler. Ability to bat and field over a distance of 25 metres (male) and 15 metres (female)</p> <p><i>Cricket</i> - the ability to perform some of the listed skills for batter or bowler and some of the listed skills for field or wicket keeper. Students have the ability to catch and throw over-arm a ball over at least a 10 metres distance</p>	
8	KS3 Games Curriculum	<p>Autumn Term <i>Trampolining</i> – Students will continue to develop their knowledge on how to construct and perform a 10-bounce routine. They will start to improve their awareness of how the skill is executed, with reference to correct technique and height of performance.</p> <p><i>Basketball</i> – Students continue to develop their knowledge of applicable rules and regulations of the game. They start to apply strategies: Can pass the ball into a space ahead of teammates but does not always support the receiver in offensive play. They develop some awareness of</p>	<p>Autumn Term <i>Trampolining</i> – Students will be able to perform the basic shapes, twists and landing positions in isolation, with improvement to height and control. Students will further develop their technique and begin to effectively combine landing skills together. These combinations will be added into a 10 bounce routine.</p> <p><i>Table tennis</i> – Students will develop a range of skills. An ability to serve, sometimes clearing the net/land on</p>	<ul style="list-style-type: none"> • KS3 Games Assessment tasks – practical activity assessment grid • Champion & challenger assessment tasks/Kings & peasants • Ladder system assessment tasks • Individual skills assessment tasks • Small-sided games – match play



		<p>simple tactics to overcome opponents' weaknesses.</p> <p><i>Table tennis</i> – Students will start to develop sufficient knowledge to outwit their opponent showing technique and understanding. They will build upon their existing knowledge of applicable rules and tactics for successful performance.</p> <p><i>Netball</i> – Students will develop knowledge of applicable rules and regulations of the game. A major focus is on the technical requirements and rules related to the specific positions on court. They will begin to apply tactics and strategies building on their knowledge from other invasion games. Students will also develop a basic awareness of simple tactics to overcome opponents.</p> <p><i>Football</i> – know how to defend and attack in a variety of situations showing sound technique and some understanding. some ability to interact with the roles of other positions on the team.</p> <p>Spring Term <i>Badminton</i> – Students will build on existing knowledge of applicable rules and regulations for successful performance in either singles or doubles. They will start to develop a sound</p>	<p>opposite side of the table. Improved reactions around the table; to return the ball on a serve and rally backhand and forehand sometimes effectively in practice.</p> <p><i>Basketball</i> – Students develop skills to perform in a practice game and start to integrate a range of these skills in a game situation. They improve their basic technique; improve their effectiveness to shoot, dribble, pass and catch. Students begin to explore more advanced skills such as the lay-up shot.</p> <p><i>Netball</i> – Students will develop and perform a range of skills in a practice game and start to integrate these skills into a game situation.</p> <p><i>Football</i> - the ability to perform effectively in a full performance situation showing a range of skills to a sound standard. A sound ability to control the ball when under pressure from an opponent.</p> <p>Spring Term <i>Badminton</i> – The ability to perform a range of skills is further developed. Students will focus on their ability to</p>	
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		<p>standard of understanding of positioning and specific role awareness.</p> <p><i>Volleyball</i> – Students start to develop knowledge of tactics when performing: Formation, rotation of serve, strategies to set-up an attack. They focus on understanding rules related to match play and self-referee/officiate their competitive matches.</p> <p><i>Rugby</i> - apply some skills of Forward or Back play, where appropriate. a sound ability to fulfil and understanding positional requirements with limited flexibility to change roles depending upon the situation. Knowledge of applicable rules and tactics for successful team play will be of a sound standard</p> <p><i>Football</i> – know how to defend and attack in a variety of situations showing sound technique and some understanding. some ability to interact with the roles of other positions on the team.</p>	<p>perform a variety of shots effectively in practice, and increase their successful application to a full game. Students start to attempt to attack space.</p> <ul style="list-style-type: none"> - Knowledge of applicable rules and regulations for successful performance in either singles or doubles will be of a sound standard - A sound standard of understanding of positioning and specific role awareness. <p><i>Volleyball</i> – Students continue to develop the ability to perform a range of skills. They perform three touch rallies in practice conditions (e.g. with a partner and with no net) consistently and in a game often so that others can participate. They develop the ability to set effectively and focus on the dig, smash and block in isolation. They continue to develop their anticipation skills and improve their ability to select the correct response. They continue to improve their ability to serve underarm consistently and explore the overarm serve.</p> <p><i>Rugby</i> - the ability to perform a range of skills showing sound levels of technique and effectiveness. Some ability to tackle with limited effectiveness when under pressure from an opponent. A sound ability to</p>	
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		<p>Summer Term <i>Gymnastics – Students will develop their knowledge on artistic gymnastics and the apparatus involved in this discipline. Students will understand how to safety move around on different apparatuses and use these well when constructing a short routine. The students will further continue to develop their understanding of how a routine is judged, relating to the execution, landing deductions and dance techniques.</i></p> <p><i>Tennis - a sound standard of shot selection and execution to outwit an opponent showing some technique and understanding. A knowledge of applicable rules and tactics for successful performance will be of a sound standard</i></p> <p><i>Rounders - the ability to set fields to deploy a certain tactic to outwit the opponent with some effectiveness. Knowledge of applicable rules,</i></p>	<p>pass and receive with limited effectiveness in full game</p> <p><i>Football - the ability to perform effectively in a full performance situation showing a range of skills to a sound standard. A sound ability to control the ball when under pressure from an opponent.</i></p> <p>Summer Term <i>Gymnastics – Students will be able to perform the more advanced rolls and acrobatic skills in isolation. They will further be introduced into the use of apparatus, exploring how to springboard jump and basic vaulting/landing skills. Skills learnt will be added together into a short routine, improving execution and performance techniques.</i></p> <p><i>Tennis the ability to perform a range of skills to a sound standard. The ability to perform consistent drive rallies using a variety of techniques to a sound standard. The ability to perform sometimes effectively serves and ground strokes displaying sound</i></p>	
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		<p>regulations and tactics for successful team play will be of a sound standard</p> <p><i>Cricket</i> - the ability to adapt their play to suit differing conditions and outwit their opponents with some consistency. The knowledge of applicable rules, regulations and tactics for successful team play will be of a sound standard</p> <p><i>Athletics</i> – Students recap and build upon their existing knowledge of the rules and regulations of each event and their application (including officials commands/signals). They develop specific knowledge within each discipline – race tactics, lane positioning, entry/qualification levels for field competitions.</p>	<p>standard of technique. A sound standard of volley</p> <p><i>Rounders</i> the ability to perform to a sound standard, the skills for batter and fielder and the ability to perform some of the listed skills for bowler. Ability to bat and field over a distance of 30 metres (male) and 20 metres (female)</p> <p><i>Cricket</i> - the ability to perform to a sound standard most of the listed skills for batter or bowler. The ability to perform to a sound standard most of the listed skills for field or wicket keeper. The ability to catch and throw a ball over at least a 20 metres distance</p> <p><i>Athletics</i> – Students further develop their ability to perform in three chosen events. They are able to compare and evaluate to their previous performances. They strive to improve their ability to perform and link together most of the technical requirements to produce an effective performance.</p>	
9	KS3 Games Curriculum	<p>Autumn Term <i>Trampolining</i> – Students will continue to develop their knowledge on how to construct and perform a competitive 10-bounce routine. They will further understand how to improve the</p>	<p>Autumn Term <i>Trampolining</i> – Students will be able to perform the effective landing positions skills in isolation and explore combining advanced landing skills together.</p>	<ul style="list-style-type: none"> • KS3 Games Assessment tasks – practical activity assessment grid



		<p><i>performance of a skill, referring to execution, height and horizontal displacement.</i></p> <p><i>Basketball</i> – Students knowledge of applicable rules and regulations for successful team play will be further developed. They will apply simple tactics to include understanding of positioning to support team-mates.</p> <p><i>Table tennis</i> – Students will further develop the knowledge required to ability to outwit an opponent in some situations showing sound technique and understanding. Their knowledge of applicable rules and tactics for successful performance will enable them to engage in competition.</p> <p><i>Netball</i> – Students will continue to improve their knowledge of applicable rules and regulations for successful team play. They will develop an understanding or playing in a favoured position and of positioning to support teammates. They will develop knowledge of simple tactics to overcome opponents.</p> <p><i>Football</i> - the ability to defend in a variety of situations showing sound technique and some understanding. Some ability to interact with the roles of other positions on the team</p>	<p><i>Students will improve their control and height when performing skills in isolation and also in their routine, to help improve the execution of skills. Some students may begin to explore advanced skills such as somersaults.</i></p> <p><i>Table tennis</i> – Students will perform the whole range of skills to a sound standard; they will develop some advanced skills. They will consistently serve to a sound standard. Their reactions around the table are more effective to return the ball on a serve and rally sometimes selecting the correct backhand and forehand response.</p> <p><i>Basketball</i> – Students improve their ability to dribble the ball with either hand and choose the most appropriate pass effectively. They develop their ability to shoot, feint and drive to a lay-up shot in practice, and attempt to apply this skill in a game situation.</p> <p><i>Netball</i> – Students will develop the skills required to catch and pass to a good standard. They will also improve their footwork greatly within this unit. They will improve their tactical skills; lose his/her marker with a measure of success.</p>	<ul style="list-style-type: none"> • Champion & challenger assessment tasks/Kings & peasants • Ladder system assessment tasks • Individual skills assessment tasks • Small-sided games – match play
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		<p>Spring Term <i>Badminton</i> – Students knowledge of applicable rules and regulations, and tactics for successful performance in either singles or doubles will be developed to a good standard. They will understand positions, roles and conditions of play and the ability to use them to advantage in a game.</p> <p><i>Volleyball</i> – Students will continue to develop their knowledge of rules during game play. This will enable them to further improve their ability to anticipate the ball and select the correct response with effective outcomes. They continue to develop their understanding of systems of play and start to use formation and strategy to good effect.</p> <p><i>Rugby</i> - the ability to apply some skills of Forward or Back play, where appropriate. a sound ability to fulfil and understanding positional requirements with limited flexibility to change roles depending upon the situation knowledge of applicable rules and tactics for successful team play will be of a sound standard.</p>	<p><i>Football</i> - the ability to perform effectively in a full performance situation showing a range of skills to a sound standard. A sound ability to control the ball when under pressure from an opponent</p> <p>Spring Term <i>Badminton</i> – Students focus on their ability to consistently perform effectively the whole range of skills to a good standard when under pressure from an opponent. They will develop the ability to select effective shots to play in practice and match situations and produce effective attacking strokes to a good standard.</p> <p><i>Volleyball</i> – Students will develop their ability to consistently perform effectively the whole range of skills. They focus on performing three touch rallies in practice conditions (e.g. 3 v 3) consistently and in a full-sided game. Students further improve the consistency of their set and dig and continue to work on their ability to smash and block. They will start to get more consistent with the over-arm serve.</p>	
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		<p><i>Football</i> - the ability to defend in a variety of situations showing sound technique and some understanding. Some ability to interact with the roles of other positions on the team</p> <p>Summer Term <i>Tennis</i> – a sound standard of shot selection and execution to outwit an opponent showing some technique and understanding. Knowledge of applicable rules and tactics for successful performance will be of a sound standard</p> <p><i>Rounders</i> – the ability to set fields to deploy a certain tactic to outwit the opponent with some effectiveness. Knowledge of applicable rules, regulations and tactics for successful team play will be of a sound standard</p> <p><i>Cricket</i> – the ability to adapt their play to suit differing conditions and outwit their opponents with some consistency. Knowledge of applicable rules, regulations and tactics for successful team play will be of a sound standard. the ability to set fields to deploy a certain tactic to outwit the opponent with some</p>	<p><i>Rugby</i> - the ability to perform a range of skills showing sound levels of technique and effectiveness. A sound ability to tackle with limited effectiveness when under pressure from an opponent. A sound ability to pass and receive with limited effectiveness in full game</p> <p><i>Football</i> - the ability to perform effectively in a full performance situation showing a range of skills to a sound standard. A sound ability to control the ball when under pressure from an opponent</p> <p>Summer Term <i>Tennis</i> – the ability to perform a range of skills to a sound standard. The ability to perform consistent drive rallies using a variety of techniques to a sound standard and to perform sometimes effectively serves and ground strokes displaying sound standard of technique. A sound standard of volley.</p> <p><i>Rounders</i> – the ability to perform to a sound standard most of the listed skills for batter and fielder and the ability to perform some of the listed skills for bowler. Ability to bat and field over a distance of 30 metres (male) and 20</p>	
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		<p>effectiveness. Knowledge of applicable rules, regulations and tactics for successful team play will be of a sound standard.</p> <p><i>Athletics</i> – Students consolidate their knowledge of the rules and tactics related to each event. The structure of competition and their awareness of competition regulations. They develop a good understanding of performance standards for KS3 and they are able to use this data to compare their own performance. This knowledge also enables them to discuss elite performance and world lead times/distances. They further develop their knowledge of safety related to specific events.</p> <p><i>Gymnastics</i> – Students will further develop their knowledge on artistic gymnastics and the apparatus involved in this discipline. Students will understand how to perform a routine on the two apparatus: floor and vault. The students will continue to enhance one another performance relating to the execution, landing deductions and dance techniques.</p>	<p>metres (female). The ability to perform to a sound standard most of the listed skills for bowler and fielder and the ability to perform some of the listed skills for batter. Ability to field over a distance of 30 metres (male) and 20 metres (female) and bat over a distance of 25 metres (male) and 15 metres (female).</p> <p><i>Cricket</i> – the ability to perform to a sound standard most of the listed skills for batter or bowler. Perform to a sound standard most of the listed skills for field or wicket keeper. The ability to catch and throw a ball over at least a 20 metres distance. The ability to perform to a sound standard most of the listed skills for batter and fielder and the ability to perform some of the listed skills for bowler. Ability to bat and field over a distance of 30 metres (male) and 20 metres (female). The ability to perform to a sound standard most of the listed skills for bowler and fielder and the ability to perform some of the listed skills for batter. Ability to field over a distance of 30 metres (male) and 20 metres (female) and bat over a distance of 25 metres (male) and 15 metres (female)</p>	
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			<p><i>Athletics</i> – Students develop specific techniques designed to maximise their performance: (Track) Starting, Finishing, Posture, Leg and arm action, Head carriage. (Jumps) Approach, Synchronisation of arm and leg action, Take off/pole plant, Flight, Landing. (Throws) Initial stance, Grip, Throwing action, Release phase, Recovery phase/follow through</p> <p><i>Gymnastics</i> - Students will be able to perform the more advanced rolls and acrobatic skill both in isolation and when sequencing two or more skills together. Students may begin to explore advanced skills such as handsprings and walkovers. The students will further be able to explore how to vaulting/landing skills, to enable them to perform both a floor and vault routine.</p>	
10	Component 02: Socio-cultural issues and Sport psychology	<p>Autumn Term</p> <p><i>Engagement patterns</i> – Students develop their knowledge and understanding of current participation trends using a range of valid and respected sources. The factors affecting participation for a range of different groups in society will be understood, along with strategies to promote participation</p> <p><i>Commercialisation</i> – Students will develop their knowledge and understanding of the</p>	<p>AO1: Develop knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p>	<ul style="list-style-type: none"> • Hagle/KS4/GCSEPE Assessment tasks • My revision notes: OCR GCSE PE – revision tasks • OCR GCSE PE Summary exam questions and revision activities • PiXL PE resources

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		<p>commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports.</p> <p>Spring Term <i>Ethical and socio-cultural issues</i> – Student will build on their KS3 knowledge to explore ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be understood along with reasons for player violence with practical examples in physical activities and sports.</p> <p><i>Sport psychology</i> – This topic will introduce some key psychological themes: Characteristics of skilful movement, skill classification, goal setting, mental preparation, types of guidance and types of feedback. Students will develop knowledge on each theme which provides the basis for study at KS5.</p> <p>Summer Term <i>Health, fitness and well-being</i> – Students develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Within this topic – diet and nutrition is</p>	<p>AO3: Analysis and evaluation of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Data Analysis and interpretation. Collection and presentation of data in graphs, tables.</p> <p>AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. Synoptic assessment is the learner’s understanding of the connections between different elements of the subject.</p>	<ul style="list-style-type: none"> • OCR Website resources • Exam 01 Unit Assessments • Exam 02 Unit Assessments
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		develop from the concept of healthy lifestyles at KS3.		
11	Component 01: Physical factors affecting performance	<p>Autumn Term <i>Skeletal system</i> – Students will develop their basic anatomical knowledge from KS3 games lessons to name and locate the major bones of the body. They will also identify major joints along with the associated articulating bones in the knee, elbow, shoulder and hip. Knowledge will be developed of the types of movement at hinge joints and ball and socket joints. <i>Muscular system</i> – Students develop knowledge of the location of the major muscle groups. And their knowledge of the roles of muscles as agonists, antagonists, fixators and also how they operate as antagonistic pairs.</p> <p><i>Movement analysis</i> – In this topic students gain the basis for biomechanics at KS5. They develop knowledge of three classes of lever, how and where these levers might operate to produce movement. They also become aware of the mechanical advantage provided by levers in movement.</p> <p>Spring Term <i>Aerobic and anaerobic exercise</i> – Students build upon their existing knowledge on energy production from KS3 athletics to define aerobic and anaerobic exercise and be able to give practical examples of aerobic and anaerobic activities.</p>	<p>AO1: Develop knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: Analysis and evaluation of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Data Analysis and interpretation. Collection and presentation of data in graphs, tables.</p> <p>AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. Synoptic assessment is the learner’s understanding of the connections between different elements of the subject.</p>	<ul style="list-style-type: none"> • Huggle/KS4/GCSEPE Assessment tasks • My revision notes: OCR GCSE PE – revision tasks • OCR GCSE PE Summary exam questions and revision activities • PiXL PE resources • OCR Website resources • Exam 01 Unit Assessments • Exam 02 Unit Assessments • AEP 1; analysis and evaluation • AEP 2; overview and assessment • AEP 3; movement analysis • AEP 4; action plan • AEP 5; Assessment task

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		<p><i>Cardiovascular and respiratory systems</i> – Students develop their knowledge and understanding of the structure and function of the cardiovascular and respiratory systems. This topic is an important foundation in understanding the pathway of blood and air through these body systems, and the mechanisms responsible for this at KS5.</p> <p><i>Effects of exercise</i> – Students use knowledge from the practical experiences in KS3 games to investigate the short and long-term effects of exercise on muscles and bones, the heart and the respiratory system.</p> <p>Summer Term</p> <p><i>Components of fitness</i> – Based upon fitness knowledge gained at KS3, students improve their knowledge and understanding of the components of fitness, including cardiovascular endurance, muscular endurance, speed, strength, flexibility and agility. They will be able to define each component and to apply using a range of practical examples from physical activities and sports.</p> <p><i>Optimising training</i> – Students develop their knowledge and understanding of the principles of training. They will be able to define each principle and be able to apply each to personal exercise/ training programmes.</p>		
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	<p>Component 03: Non-exam assessment. Analysing and evaluating performance</p>	<p><i>Prevention of injury</i> – Students will utilise the health and safety aspects of KS3 games to develop their knowledge and understanding of how to prevent injury when participating in physical activities and sport. The potential hazards will be known in a range of physical activities and sports settings.</p> <p>Autumn Term Building upon data from fitness components and personal performance at KS3, students assess the physical fitness strengths and weaknesses of the performer being analysed using tests for the different components of fitness. Students then analyse the importance of the different components of fitness for the activity.</p> <p>Spring Term Using knowledge of core and advanced skills developed at KS3, students give an overview of the key skills in an activity and assess the strengths/weaknesses of the performer being analysed in that activity. Following this, students produce an action plan to improve an aspect of the performance of the performer being analysed.</p> <p>Summer Term AEP submission and moderation process</p>		
12	<p>Component 01: Physiological factors</p>	<p>Autumn Term</p>	<p>AO1: Develop knowledge and understanding of the factors that</p>	<p>• Huggle/KS5/A-LevelPE Assessment tasks</p>

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<p>affecting performance</p>	<p><i>Skeletal and muscular systems</i> – Students develop their knowledge and understanding of the roles of the skeletal and muscular systems in the performance of movement skills. Building on KS4, students explore a wider range of types of joints, connective tissue, ranges of movement and greater application of practical examples.</p> <p>Spring Term <i>Cardiovascular and respiratory systems</i> – Students need to know key terms and develop their knowledge and understanding of the cardiovascular and respiratory systems. At KS5 this knowledge is extended to include the function of these body systems at rest, during exercise and during recovery.</p> <p>Summer Term Diet and nutrition – Students recap their KS4 knowledge and understanding of the components and functions of a balanced diet. At KS5, they explore how this relates to diet, hydration and dietary supplements to performance in physical activities and sports. Further knowledge and understanding will also be developed of ergogenic aids and how they are used to improve sports performance.</p>	<p>underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: Analysis and evaluation of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Knowledge and use of definitions, equations, formulae and units of measurement. Ability to plot, label and interpret graphs and diagrams.</p> <p>Synoptic element; extended answer question drawing knowledge from multiple areas of the specification.</p> <p>AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Evaluation and analysis of performance for improvement.</p>	<ul style="list-style-type: none"> • My revision notes: OCR A-Level PE – revision tasks • OCR A-Level PE (1&2) Summary exam questions and revision activities • PiXL PE resources • OCR Website resources • Exam 01 Unit Assessments • Exam 02 Unit Assessments • Exam 03 Unit Assessments
<p>Component 02: Psychological factors affecting performance</p>	<p>Autumn Term <i>Skill Classification</i> – At KS4, students learn how to conduct a basic task analysis using two skill classifications. At KS5, they develop this</p>		



		<p>knowledge to cover six classifications and the analysis of skills using the continua is more detailed.</p> <p><i>Methods of practice</i> – Students will develop a detailed understanding of the impact of the environment and conditions in which new skills are learned on the success of acquiring these motor skills. This builds upon their action plan at KS4 and focuses on the methods of practice as a means to enhance skill development.</p> <p><i>Stages of learning, guidance and feedback</i> – Building upon the characteristics of skilled performance topic at KS4, students learn new terminology for evaluating levels of performer and apply this knowledge to help identify the most effective training aids and methods to enhance skill performance. The evaluative component of types of feedback is also developed from KS4.</p> <p>Spring Term <i>Transfer</i> – Skill transfer is introduced at KS5. Students focus on the different types of transfer and methods of optimising positive transfer to maximise skill development.</p> <p><i>Theories of learning</i> – At KS4 these theories are introduced with simplified terminology and concepts. These are developed at KS5 to reflect the three theories of learning which are prevalent in Sport Science research.</p>		
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	<p>Component 03: Socio-cultural issues in physical activity and sport</p>	<p><i>Goal setting</i> – Students apply the SMART principle to a range of training and practice settings. At KS5, they evaluate the effectiveness of this principle related to a wider range of factors.</p> <p>Summer Term <i>Individual differences</i> – Students’ knowledge and understanding will be developed on the individual differences affecting performers in physical activity and sport. At KS4, motivation is the sole focus, and then at KS5 this is combined with a focus on personality, attitudes, aggression, arousal and social facilitation.</p> <p>Autumn Term <i>Emergence and evolution of modern sport</i> – In this topic area, students are required to undertake case studies in particular sports (for example football, tennis, athletics or cricket) which can be charted through the different time periods covered.</p> <p>Spring Term <i>Sport in the 21st Century</i> – In this topic, students develop their knowledge and understanding of how physical activity and sport have developed through time and the factors that shape contemporary sport. Building upon the knowledge gained in socio-cultural influences at KS4.</p>		
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		<p>Summer Term <i>Global sporting events</i> - Students will explore and understand the nature of global sporting events and how they reflect and are impacted upon by social issues.</p>		
13	<p>Component 01: Physiological factors affecting performance</p>	<p>Autumn Term <i>Injury prevention & rehabilitation</i> – students will develop knowledge on acute and chronic injuries, risk factors, warm up and cool down, common sports injuries and treatments.</p> <p><i>Energy systems</i> – students will build upon their knowledge of aerobic and anaerobic exercise to explore the contribution of the three energy systems to exercise of different intensities and durations. At this stage EPOC is also studied to understand the recovery process.</p> <p><i>Biomechanical Principles, levers and technology</i> – students will recap knowledge on the three lever systems. Newton’s Laws will be covered in addition to modern technology as a means of maximising elite sport performance.</p> <p>Spring Term <i>Environmental effects of body systems</i> – Studies will use their existing knowledge of body systems developed at KS4 and Year 12 Exam 01 to explore how altitude and heat impact training and performance. Links to training preparation is covered in the form of the acclimatisation process.</p>	<p>AO1: Develop knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3: Analysis and evaluation of the factors that underpin performance and involvement in physical activity and sport.</p> <p>Knowledge and use of definitions, equations, formulae and units of measurement. Ability to plot, label and interpret graphs and diagrams.</p> <p>Synoptic element; extended answer question drawing knowledge from multiple areas of the specification.</p> <p>AO4: Demonstrate and apply relevant skills and techniques in physical activity</p>	<ul style="list-style-type: none"> • Haggley/KS5/A-Level PE Assessment tasks • My revision notes: OCR A-Level PE – revision tasks • OCR A-Level PE (1&2) Summary exam questions and revision activities • PiXL PE resources • OCR Website resources • Exam 01 Unit Assessments • Exam 02 Unit Assessments • Exam 03 Unit Assessments <p>Evaluative Comments EAPI 1 – analysis of performance, picking the player EAPI 2 – Strengths and weaknesses profiling</p>

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	<p>Component 02: Psychological factors affecting performance</p>	<p><i>Linear, angular & projectile motion & fluid mechanics</i> – Students use knowledge on axis of rotation and forces from KS4 to examine different types of motion to include application of Bernoulli’s principle and Magnus effect.</p> <p>Summer Term Students will undertake tasks related to a course overview, exam preparation, revision and exam technique.</p> <p>Autumn Term <i>Memory Models</i> – These topics are not covered at KS4 but relate to the information processing content covered in Year 12. Two models are covered with application to skill acquisition.</p> <p><i>Aggression</i> – Three approaches to aggression in sport seek to build upon prior knowledge from KS4 on violence in sport. There is a synoptic link to personality and topics within component 03.</p> <p><i>Social Facilitation and attributions</i> – Audience effects on performance are studied in relation to theories of arousal and emotional control. Building upon KS4 topics on mental preparation. This topic also covers the reasons given for success and failure in sport which relates to motivation.</p> <p><i>Group dynamics and Leadership</i> – Effective leadership is studied in relation to maximising</p>	<p>and sport. Evaluation and analysis of performance for improvement.</p>	<p>EAPI 3 – links to overall success of performance</p> <p>EAPI 4 – justify evaluative comments through application of relevant theory</p> <p>Development plan:</p> <p>EAPI 5 – prioritising the weakness</p> <p>EAPI 6 – justification of timescale and weakness</p> <p>EAPI 7 – applying the principles of training and measuring improvement</p> <p>EAPI 8 – Development plan</p> <p>EAPI 9 – Coaching points and adaptations</p> <p>EAPI 10 – justifying development plan through application of relevant theory</p>
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	<p>Component 03: Socio-cultural issues in physical activity and sport</p>	<p>individual and group performance. Building upon Year 12 topics within Exam 02.</p> <p>Spring Term <i>Stress management</i> – Students extend their knowledge of mental preparation techniques from KS4 to explore stress and anxiety as multidimensional concepts and to examine cognitive and somatic stress management methods.</p> <p><i>Confidence and self-efficacy</i> – Students explore two key theories in self-confidence and self-efficacy. A key development from KS4 is to analyse practical examples using each theory.</p> <p>Summer Term Students will undertake tasks related to a course overview, exam preparation, revision and exam technique.</p> <p>Spring term <i>Ethics & deviance</i> – Students develop KS4 knowledge on the ethics involved in sport and deviance that affects sport and sporting behaviour.</p> <p><i>Commercialisation, media & excellence</i> – Students further their understanding of the positive and negative impacts of commercialisation and the media on physical activity and sport. At KS5 routes to sporting excellence are covered in detail.</p>		
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	<p>Non-exam assessment: Evaluation and analysis of performance for improvement (EAPI)</p>	<p><i>Modern technology in sport</i> – Students reflect upon the developing influences of modern technology in physical activities and sport.</p> <p>Summer Term Students will undertake tasks related to a course overview, exam preparation, revision and exam technique.</p> <p>Autumn Term <i>Evaluative comments</i> – Building upon AEP knowledge gained at KS4, students will create a strengths and weakness profile; skills, tactics and fitness. Evaluate links to the overall success of performance and justification of comments through application of theory.</p> <p>Spring Term <i>Development plan</i> – Based upon action plan knowledge from AEP, students will create a viable long-term development plan to improve a prioritised weakness of performance.</p> <p>Summer Term EAPI submission and moderation process</p>		
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