

CURRICULUM OVERVIEW 2020-2021

Physical Education: Covid Compliant Curriculum

In an attempt to create a broad and balanced curriculum whilst ensuring students are safe and lessons are delivered in a Covid compliant manner, a number of temporary adaptations will occur.

These will include:

- Students being collected from their teaching room and escorted to their changing facility.
- All students will sanitise hands on entering the changing facility.
- All students will change in a ventilated area and promote the social distancing rule to the best of their ability.
- Within lessons, students will work in small groups and only handle personalised equipment.
- Students will be given their own unique number for their equipment.
- Students will only handle their equipment such as a ball but may pass the ball to another providing they do not pick it up.
- Students will ideally work outside where weather permits this.
- Students will focus on isolated skills only and participate in small-sided games (students will not play in contact games).
- Students will be escorted back to their classroom for their theory-based lessons.
- Students will not be permitted to borrow kit.

SUBJECT: PHYSICAL EDUCATION – CORE PE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS
KS4 Year 11 6 week rotation (12 lessons)	<p><u>Fitness Testing</u> (Girls & boys for 2 weeks): Students will undertake a series of fitness tests to highlight their strengths and areas of needs in relation to their fitness as part of their baseline assessment.</p> <p>What does certain fitness tests measure and how can these be used to allow us to understand our needs?</p> <p><u>Hockey</u> (Girls and boys): Passing; receiving; dribbling; tackling; shooting; tactics. How can width, depth and tactics be used to outwit your opposing team in hockey?</p> <p><u>Table tennis</u> (Girls and boys): Drives; pushes; footwork; serving; return of serve; topspin. What advanced techniques and tactics can be developed to outwit your opponent in competitive singles matches? What are the procedures regarding playing doubles?</p> <p><u>Health related fitness</u> (Girls & boys): Components of fitness; training methods; principles of training. Students carry out additional fitness tests to measure the impact of PE. How can the key fitness components and training principles be used to improve sports performance through a training programme?</p> <p><u>Badminton</u> (Girls & boys): Serving; return of serve; forehand shots – smash; backhand shots; footwork, court positioning; singles and doubles matches. What advanced techniques and tactics can be developed to outwit your opponent in singles and doubles matches?</p>				<p><u>Tennis</u> (Girls and boys): Groundstrokes; volleys; serving; positioning; tactics; doubles. What advanced techniques and tactics can be applied to outwit your opponent?</p> <p>Athletics (Girls and boys): Running; jumping; throwing. What advanced techniques and tactics are required to perform each event with efficiency in athletics?</p>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS
KS4 Year 10 6 week rotation (12 lessons)	<p>Fitness Testing (Girls & boys for 2 weeks): Students will undertake a series of fitness tests to highlight their strengths and areas of needs in relation to their fitness as part of their baseline assessment.</p> <p>What does certain fitness tests measure and how can these be used to allow us to understand our needs?</p> <p>Table tennis (Girls and boys): Drives; pushes; footwork; serving; return of serve; topspin.</p> <p>What advanced techniques and tactics can be developed to outwit your opponent in competitive singles matches? What are the procedures regarding playing doubles?</p> <p>Hockey (Girls and boys): Passing; receiving; dribbling; tackling; shooting; tactics.</p> <p>How can width, depth and tactics be used to outwit your opposing team in hockey?</p> <p>Badminton (Girls & boys): Serving; return of serve; forehand shots – smash; backhand shots; footwork, court positioning.</p> <p>Why is it important to perform consistent forehand and backhand shots in a game situation? Why is the serve important, and how can it be used to a players' advantage?</p> <p>Health related fitness (Girls & boys): Principles of training.</p> <p>How can the key training principles be applied to health-related fitness?</p> <p>Students carry out additional fitness tests to measure the impact of PE.</p>				<p>Tennis (Girls & boys): Groundstrokes; ready position; volleys; serving; positioning.</p> <p>What advanced techniques and tactics can be developed to outwit your opponent?</p> <p>Athletics (Girls and boys): Running; jumping; throwing.</p> <p>What advanced techniques and tactics are required to perform each event with efficiency in athletics?</p>	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS	THE BIG QUESTIONS
KS4 Year 9 6 week rotation (12 lessons)	<p><u>Fitness Testing</u> (Girls & boys for 2 weeks): Students will undertake a series of fitness tests to highlight their strengths and areas of needs in relation to their fitness as part of their baseline assessment.</p> <p>What does certain fitness tests measure and how can these be used to allow us to understand our needs?</p> <p><u>Table tennis</u> (Girls and boys): Drives; pushes; footwork; serving; return of serve; topspin. What advanced techniques and tactics can be developed to outwit your opponent in competitive singles matches? What are the procedures regarding playing doubles?</p> <p><u>Hockey</u> (Girls and boys): Passing; receiving; dribbling; tackling; shooting; tactics. How can width, depth and tactics be used to outwit your opposing team in hockey?</p> <p><u>Badminton</u> (Girls & boys): Serving; return of serve; forehand shots – smash; backhand shots; footwork, court positioning. Why is it important to perform consistent forehand and backhand shots in a game situation? Why is the serve important, and how can it be used to a players' advantage?</p> <p><u>Health related fitness</u> (Girls & boys): Principles of training. How can the key training principles be applied to health-related fitness to allow us to complete everyday tasks with ease?</p>				<p><u>Tennis</u> (Girls & boys): Groundstrokes; ready position; volleys; serving; positioning. What advanced techniques and tactics can be applied to outwit your opponent?</p> <p><u>Athletics</u> (Girls and boys): Running; jumping; throwing. What advanced techniques and tactics are required to perform each event with efficiency in athletics?</p>	
<p style="text-align: center;"><u>Year 9: Theory content (delivered throughout all activities)</u></p> <p>Understand how sports injuries can occur:</p> <ul style="list-style-type: none"> Importance of adhering to the rules and regulations. <p>Recognise certain hazards that could potentially cause an injury:</p> <ul style="list-style-type: none"> Visual risk assessment of surface and equipment. <p>Awareness of the characteristics of the group:</p> <ul style="list-style-type: none"> Size of the group, age and experience of participants, fitness levels and medical conditions . 						

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KS3 Year 8 6 week rotation (12 lessons)	<p><u>Fitness Testing</u> (Girls & boys for 2 weeks): Students will undertake a series of fitness tests to highlight their strengths and areas of needs in relation to their fitness as part of their baseline assessment.</p> <p>What does certain fitness tests measure and how can these be used to allow us to understand our needs?</p> <p><u>Gymnastics</u> (Girls and boys): Rolls; balances; turns; jumps; travel.</p> <p>What are the key features of a gymnastics routine?</p> <p><u>Table tennis</u> (Girls and boys): Drives; pushes; footwork; serving; return of serve; topspin.</p> <p>What advanced techniques and tactics can be developed to outwit your opponent in competitive singles matches? What are the procedures regarding playing doubles?</p> <p><u>Hockey</u> (Girls and boys): Passing; receiving; dribbling; tackling; shooting; tactics.</p> <p>How can width, depth and tactics be used to outwit your opposing team in hockey?</p> <p><u>Badminton</u> (Girls & boys): Serving; return of serve; forehand shots – smash; backhand shots; footwork, court positioning.</p> <p>Why is it important to perform consistent forehand and backhand shots in a game situation? Why is the serve important, and how can it be used to a players' advantage?</p> <p><u>Health related fitness</u> (Girls & boys): Principles of training.</p> <p>How can the key training principles be applied to health-related fitness to allow us to lead a healthy active lifestyle?</p>				<p><u>Athletics</u> (Girls & boys): Running; jumping; throwing.</p> <p>What are the key skills and techniques required to perform each event with efficiency in athletics?</p> <p><u>Tennis</u> (Girls and boys): Groundstrokes; ready position; volleys; serving.</p> <p>Why is the serve important in tennis; and how can basic tactics be used to outwit your opponent?</p>	
<p><u>Year 8: Theory content (delivered throughout all activities)</u></p> <p>Understand the key components of a cool down:</p> <ul style="list-style-type: none">• Pulse lowering; and stretching. <p>Know the physical benefits of a cool down:</p> <ul style="list-style-type: none">• Helps the body's transition back to a resting state; gradually lowers heart rate; gradually lowers body temperature; circulates blood and oxygen; reduces breathing rate; and removes waste products such as lactic acid. <p>Intrinsic factors influencing the risk of injury:</p> <ul style="list-style-type: none">• Physical preparation; individual variables; psychological factors; posture and causes of poor posture; and sports injuries related to poor posture.						

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KS3 Year 7 6 week rotation (12 lessons)	<p><u>Hockey</u> (Girls & boys): Passing; dribbling; shooting; tackling. What key skills are required to outwit your opposing team in hockey?</p> <p><u>Badminton</u> (Girls and boys): Serving - short and long; return of serve, forehand shots – overhead clear, underarm clear. What key skills are required to outwit your opponent in badminton?</p> <p><u>Dance</u> (Girls and boys): Aesthetics; balance; body shape; expression. What movements, techniques and sequences are used in boxing as a dance?</p> <p><u>Table tennis</u> (Girls and boys): Drives; pushes; footwork. What are the differences between pushes and drives? Why is footwork important in table tennis?</p>				<p><u>Athletics</u> (Girls & boys): Running; jumping; throwing. What are the key skills required to perform each event in athletics?</p> <p><u>Tennis</u> (Girls & boys): Groundstrokes; ready position; volleys. What skills are required to outwit your opponent in tennis?</p>	
<p align="center"><u>Year 7: Theory content (delivered throughout all activities)</u></p> <p>Understand the key components of a warm up:</p> <ul style="list-style-type: none"> Pulse raising; mobility; stretching; dynamic movements; and skill rehearsal. <p>Know the physical benefits of a warm up:</p> <ul style="list-style-type: none"> Warming up muscles / preparing the body for physical activity (including identification of the key muscle groups); body temperature; heart rate; flexibility of muscles and joints; pliability of ligaments and tendons; blood flow and oxygen to muscles; and the speed of muscle contraction. <p>Extrinsic factors influencing the risk of injury:</p> <ul style="list-style-type: none"> Type of activity; coaching / supervision; environmental factors; equipment; and safety hazards. Application to practical examples throughout the year. 						