

### **Biddulph High School Curriculum Intent:**

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential. Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society. Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges. We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

### **Curriculum Intent for Physical Education:**

All teachers will follow the scheme of work provided by the department. This will ensure that all students receive the same high-quality provision. All units of work will provide a clear outline of the knowledge and skills required and assessments will ensure that this knowledge has been retained and that skills can be evidenced. Teachers will ensure that gaps are closed through regular monitoring within the classroom. DINT activities will allow for interleaving and recap of previous learning. Misconceptions will be identified through effective questioning and the regular inspection of student work.

GCSE Physical Education Long Term Plans						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p><i>Component 1: Preparing Participants to Take Part in Sport and Physical Activity.</i></p> <p><b>PSA RELEASED SEPTEMBER</b></p> <p><u>Topics:</u></p> <p><b>A1</b> - Types and providers of sport and physical activities</p> <p><b>A2</b> – Types and needs of participants</p> <p><b>A3</b> – Barriers to participation in sport and physical activity</p> <p><b>A4</b> – Methods to address barriers to participation</p> <p><b>B1</b> – Different types of sports clothing and equipment required for participation</p> <p><b>B2</b> – Different types of technology and their benefits for participation and performance</p> <p><b>B3</b> – The limitations of using technology in sport and physical activity</p> <p><b>COMPLETE TASK 1 AND 2 OF PSA</b></p>	<p><i>Component 1: Preparing Participants to Take Part in Sport and Physical Activity.</i></p> <p><u>Topics:</u></p> <p><b>C1</b> – Planning a warm-up</p> <p><b>C2</b> – Adapting warm-ups for different types of participants and activities</p> <p><b>C3</b> – Delivering a warm-up to prepare participants for physical activity</p> <p><b>COMPLETE TASK 3 PART 1 AND PART 2 OF PSA</b></p> <p><b>MARKS SUBMITTED 15<sup>TH</sup> DECEMBER</b></p>	<p><i>Component 2: Taking Part and Improving Other participants sporting performance</i></p> <p><b>PSA RELEASED JANUARY</b></p> <p><u>Topics:</u></p> <p><b>A1</b> – Components of physical fitness</p> <p><b>A2</b> – Components of skill related fitness</p> <p><b>A1/2</b> – Components of fitness and their link to sports performance</p> <p><b>B2</b> – Key officials, roles and responsibilities</p> <p><b>B3</b> – Key rules and regulations</p> <p><b>COMPLETE TASK 1 AND 3 OF PSA</b></p>	<p><i>Component 2: Taking Part and Improving Other participants sporting performance</i></p> <p><u>Topics:</u></p> <p><b>C1</b> – Planning drills and conditioned practices</p> <p><b>C2</b> – Organising drills, supporting participants.</p> <p><b>COMPLETE TASK 2 AND 4 PART 1 AND PART 2.</b></p> <p><b>MARKS SUBMITTED 6<sup>TH</sup> MAY</b></p>	<p><i>Component 3: Developing fitness to improve other participants' performance in sport and physical activity</i></p> <p><u>Topics:</u></p> <p><b>A1</b> – The importance of fitness for successful participation in sport</p> <p><b>A2</b> – Fitness training principles</p> <p><b>A3</b> – Exercise intensity</p>	<p><i>Component 3: Developing fitness to improve other participants' performance in sport and physical activity</i></p> <p><u>Topics:</u></p> <p><b>B1</b> – Importance of fitness testing and requirements for administration of each test</p> <p><b>B2</b> – Fitness test methods</p> <p><b>B3</b> – Fitness test methods 2</p> <p><b>B4</b> – Interpretation of fitness test results</p>

Year 11	<p><i>Component 3: Developing fitness to improve other participants' performance in sport and physical activity</i></p> <p><u>Topics:</u> C1 – Requirements for each of the fitness training methods. C2 – Fitness training methods for physical components of fitness. C3 - Fitness training methods for skill related components of fitness</p>	<p><i>Component 3: Developing fitness to improve other participants' performance in sport and physical activity</i></p> <p><u>Topics:</u> C4 – Additional requirements for each of the training methods C5 – Provision for taking part in fitness training methods. C6 – The effects of long term fitness training on the body systems</p>	<p><i>Component 3: Developing fitness to improve other participants' performance in sport and physical activity</i></p> <p><u>Topics:</u> C6 – The effects of long term fitness training on the body systems D1 – Personal information to aid training/fitness programme design D2 – Fitness programme design D3 – Motivational techniques for fitness programming</p>	<p><i>Component 3: Developing fitness to improve other participants' performance in sport and physical activity</i></p> <p><u>Topics:</u> D2 – Fitness programme design D3 – Motivational techniques for fitness programming</p> <p>*REVISION*</p>	<p><i>Component 3: Developing fitness to improve other participants' performance in sport and physical activity</i></p> <p>*REVISION*</p> <p><b>FINAL EXAM DUE MAY YEAR 11</b></p>	Y11 LEAVE

**Physical Education: Medium Term Overview**

Year 10	Autumn Term 1	Unit Title: Component 1 - Preparing Participants to Take Part in Sport and Physical Activity.	No of Lessons: 18 lessons (approx.)
Overview/Intent	<p>Component 1 will cover these main areas:</p> <ul style="list-style-type: none"> <li>Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</li> </ul>		
Essential Knowledge (what must students know):	Essential Skills (what must students be able to demonstrate):	Lessons:	

<ul style="list-style-type: none"> <li>• Types of physical activity.</li> <li>• Benefits of physical activity – social, emotional and physical benefits.</li> <li>• Needs of participants.</li> <li>• Providers of sport and physical activities, including specific characteristics of different provision types.</li> <li>• Barriers to participation in sport and physical activity.</li> <li>• Methods to address barriers to participation</li> <li>• How warm-ups can be adapted for participants needs.</li> <li>• Principles of coaching and leading the warm-up.</li> <li>• Delivering a warm-up – STEPOD and POFT.</li> </ul> <p><b>Terminology:</b> Individual, team, fitness, outdoor adventurous, social, emotional, physical, wellbeing, age, gender, ethnicity, disability, audio, visual, type 2 diabetes, asthma, high blood pressure, coronary heart disease, public, private, voluntary, sector, funding source, aim, quality, accessibility, cost, access, location, transport, resources, time, body image, parental influence, cultural, social norms, role models, pulse raiser, mobiliser, preparation stretch, static, dynamic, simple, compound, adapt, intensity, impact, organisation, space, timing, equipment, positioning, organisation of participants, demonstrations, providing instructions, observing participants, feedback to participants, teaching points.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use the essential knowledge to formulate answers to the following tasks.</li> <li>• <b>Task 1 (part 1): Apply</b> knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision. <b>(Assess, Identify, Describe, Evaluate, Justify)</b></li> <li>• <b>Task 1 (part 2): Apply</b> knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers. <b>(Assess, Identify, Describe, Evaluate, Justify)</b></li> <li>• <b>Task 3 (part 2): Demonstrate</b> a practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Including <b>demonstrations</b>, teaching points and appropriate support. <b>(demonstrate, lead, provide feedback)</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Introductory lesson – expectations, standards etc.</li> <li>2. Learning Aim A1 - Types of physical activity and benefits of sport</li> <li>3. LA.A1 - Sports Provision</li> <li>4. LA.A1 - Sports Provision</li> <li>5. LA.A1 – Advantages &amp; Disadvantages of Sports Provision</li> <li>6. LA.C3 – Practical Delivering a warm-up</li> <li>7. LA.A1 – Advantages &amp; Disadvantages of Sports Provision</li> <li>8. LA.A2 - Types of participant and Long term health conditions</li> <li>9. LA.A2 - Long term health conditions,, physical activity needs.</li> <li>10. LA.A3 - Barriers to physical activity</li> <li>11. LA.C3 – Practical Delivering a warm-up</li> <li>12. LA.A3 – Addressing Barriers to physical activity</li> <li>13. LA.A - Assessment Task 1</li> <li>14. LA.A - Assessment Task 1</li> <li>15. LA.A - Assessment Task 1</li> <li>16. LA.C3 – Practical Delivering a warm-up</li> <li>17. LA.A - Assessment Task 1</li> <li>18. LA.A - Assessment Task 1 feedback and corrections</li> </ol>
<p><b>Careers Links:</b></p>	<p><b>Enrichment:</b></p>	<p><b>MYPB:</b></p>

<ul style="list-style-type: none"> <li>• Sports science</li> <li>• PE teacher</li> <li>• Physiotherapist</li> <li>• Professional sportsperson</li> <li>• Sports coach/consultant</li> <li>• Sports policy at local and national level</li> <li>• Diet and fitness instructor</li> <li>• Personal trainer</li> </ul>	<p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>
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Physical Education: Medium Term Overview			
Year 10	Autumn Term 2	Unit Title: Component 1 - Preparing Participants to Take Part in Sport and Physical Activity.	No of Lessons: 17 (Approx.)
<b>Overview/Intent</b>	<p>Component 1 will cover these main areas:</p> <ul style="list-style-type: none"> <li>• Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.</li> </ul>		
<p><b>Essential Knowledge (what must students know):</b></p> <ul style="list-style-type: none"> <li>• Different types of sports clothing and equipment required for participation</li> <li>• Different types of technology and their benefits for participation and performance</li> <li>• The limitations of using technology in sport and physical activity.</li> <li>• Responses of the cardiorespiratory system and musculoskeletal system to pulse raiser activities.</li> <li>• Responses of the cardiorespiratory system and musculoskeletal system to mobilisers.</li> </ul>	<p><b>Essential Skills (what must students be able to demonstrate):</b></p> <p><b>Students will be able to:</b></p> <p>Use the essential knowledge to formulate answers to the following tasks.</p> <ul style="list-style-type: none"> <li>• <b>Task 2:</b> Apply knowledge and understanding of the types of sports clothing, equipment and technology required for a selected participant to take</li> </ul>	<p><b>Lessons:</b></p> <ol style="list-style-type: none"> <li>19. LA.B1 – Clothing, Equipment, Footwear and Technology for sports performance</li> <li>20. LA.B2/3 – Benefits and limitations of clothing, equipment and technology.</li> <li>21. LA.C3 – Practical Delivering a warm-up</li> <li>22. LA.B2/3 – Benefits and limitations of clothing, equipment and technology.</li> <li>23. LA.B - Assessment Task 2</li> <li>24. LA.B - Assessment Task 2</li> <li>25. LA.B - Assessment Task 2</li> <li>26. LA.C3 – Practical Delivering a warm-up</li> </ol>	

<ul style="list-style-type: none"> <li>• Responses of the cardiorespiratory system and musculoskeletal system to preparation stretches.</li> <li>• How warm-ups can be adapted for participants needs.</li> <li>• Recap adaptations and delivering principles.</li> <li>• Delivering a warm-up – STEPOD and POFT.</li> </ul> <p><b>Terminology:</b> assistive technology, facilities, officiating, performance analysis, thermoregulation, aerodynamics, grip, rebound, composite materials, prosthetics, computer assisted systems, video assisted decision making, GPS, trackers, accuracy of data, usability, pulse raiser, heart rate, breathing rate, depth of breathing, oxygen, working muscles, removal of carbon dioxide, temperature, pliability, muscle strain, injury, mobiliser, synovial fluid, lubrication, joints, range of movement, preparation stretch, deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius, static, dynamic, simple, compound, adapt, intensity, impact, organisation, space, timing, equipment, positioning, organisation of participants, demonstrations, providing instructions, observing participants, feedback to participants, teaching points.</p>	<p>part in a chosen physical activity. <b>(Assess, Identify, Describe, Evaluate, Justify)</b></p> <ul style="list-style-type: none"> <li>• <b>Task 3 (part 1): Apply</b> knowledge and understanding of planning a warm-up for a chosen physical activity for a selected participant and the responses of hr cardiorespiratory and musculoskeletal systems to the warm-up. <b>(Identify, Describe, Evaluate, Justify)</b></li> <li>• <b>Task 3 (part 2): Demonstrate</b> a practical ability in delivering a warm-up and support given to participants taking part in the warm-up. Including <b>demonstrations</b>, teaching points and appropriate support. <b>(demonstrate, lead, provide feedback)</b></li> </ul>	<ul style="list-style-type: none"> <li>27. LA.B - Assessment Task 2 feedback and corrections</li> <li>28. LA.C1/2 – Responses of the body systems to a warm-up</li> <li>29. LA.C1/2 – Responses of the body systems to a warm-up</li> <li>30. LA.C3 – Adaptations to warm-up planning</li> <li>31. LA.C3 – Practical Delivering a warm-up</li> <li>32. LA.C - Assessment Task 3 part 1</li> <li>33. LA.C - Assessment Task 3 part 1</li> <li>34. LA.C - Assessment Task 3 part 1 feedback and corrections</li> <li>35. LA.C3 – Delivering a warm-up; STEPOD &amp; POFT</li> </ul> <p><b>*ASSESSMENT OF TASK 3 PART 2 WILL TAKE PLACE DURING 2 DAYS FILMING WHERE STUDENTS WILL BE TAKEN OFF TIMETABLE TO COMPLETE THEIR TASK*</b></p>
<p><b>Careers Links:</b></p> <ul style="list-style-type: none"> <li>• Sports science</li> <li>• PE teacher</li> <li>• Physiotherapist</li> <li>• Professional sportsperson</li> </ul>	<p><b>Enrichment:</b> Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p><b>MYPB:</b> Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

<ul style="list-style-type: none"><li>• Sports coach/consultant</li><li>• Sports policy at local and national level</li><li>• Diet and fitness instructor</li><li>• Personal trainer</li></ul>		
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