

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>PSA RELEASED SEPTEMBER</p> <p><u>Topics:</u></p> <p>A1 - Types and providers of sport and physical activities</p> <p>A2 – Types and needs of participants</p> <p>A3 – Barriers to participation in sport and physical activity</p> <p>A4 – Methods to address barriers to participation</p> <p>B1 – Different types of sports clothing and equipment required for participation</p> <p>B2 – Different types of technology and their benefits for participation and performance</p> <p>B3 – The limitations of using technology in sport and physical activity</p> <p>COMPLETE TASK 1 AND 2 OF PSA</p>	<p><i>Component 1: Preparing Participants to Take Part in Sport and Physical Activity.</i></p> <p><u>Topics:</u></p> <p>C1 – Planning a warm-up</p> <p>C2 – Adapting warm-ups for different types of participants and activities</p> <p>C3 – Delivering a warm-up to prepare participants for physical activity</p> <p>COMPLETE TASK 3 PART 1 AND PART 2 OF PSA</p> <p>MARKS SUBMITTED 15TH DECEMBER</p>	<p><i>Component 2: Taking Part and Improving Other participants sporting performance</i></p> <p>PSA RELEASED JANUARY</p> <p><u>Topics:</u></p> <p>A1 – Components of physical fitness</p> <p>A2 – Components of skill related fitness</p> <p>A1/2 – Components of fitness and their link to sports performance</p> <p>B2 – Key officials, roles and responsibilities</p> <p>B3 – Key rules and regulations</p> <p>COMPLETE TASK 1 AND 3 OF PSA</p>	<p><i>Component 2: Taking Part and Improving Other participants sporting performance</i></p> <p><u>Topics:</u></p> <p>C1 – Planning drills and conditioned practices</p> <p>C2 – Organising drills, supporting participants.</p> <p>COMPLETE TASK 2 AND 4 PART 1 AND PART 2.</p> <p>MARKS SUBMITTED 6TH MAY</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>A1 – The importance of fitness for successful participation in sport</p> <p>A2 – Fitness training principles</p> <p>A3 – 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>B1 – Importance of fitness testing and requirements for administration of each test</p> <p>B2 – Fitness test methods</p> <p>B3 – Fitness test methods 2</p> <p>B4 – 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>FINAL EXAM DUE MAY YEAR 11</p>	Y11 LEAVE

Physical Education: Medium Term Overview

Year 10	Spring Term 1	Unit Title: Component 2 – Taking part and improving other participants sporting performance	No of Lessons: 13 (Approx.)
Overview/Intent	<p>Component 2 will cover these main areas:</p> <ul style="list-style-type: none"> Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance. 		
Essential Knowledge (what must students know):	Essential Skills (what must students be able to demonstrate):	Lessons:	

<ul style="list-style-type: none"> • Components of physical fitness and their definitions: aerobic endurance, Muscular endurance, Muscular strength, Speed, Flexibility, Body Composition. • Components of skill-related fitness and their definitions: Power, Agility, Reaction Time, Balance, Coordination. • Apply how the components of fitness are used in variety of sport, fitness, outdoor activities in various scenarios and how they impact on performance. • Techniques, strategies and fitness required for different sports. • Skills: passing, scoring, travelling, intercepting. • Strategies: tactics, decision making. • Isolated practices • Competitive situations • Officials in sport – referee/umpire, assistant referee/line umpire, scorers, judges, timekeepers, video review officials. • Responsibilities – appearance, equipment, fitness requirements, effective communication, control of players, health and safety. <p>Terminology: aerobic endurance, Muscular endurance, Muscular strength, Speed, Flexibility, Body Composition, Power, Agility, Reaction Time, Balance, Coordination, passing, scoring, travelling, intercepting, tactics, decision making, Isolated practices, Competitive situations, referee/umpire, assistant referee/line umpire, scorers, judges, timekeepers, video review officials, appearance,</p>	<p>Students will be able to:</p> <p>Use the essential knowledge to formulate answers to the following tasks.</p> <ul style="list-style-type: none"> • Task 1: Apply knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. (Assess, Identify, Describe, Evaluate, Justify) 	<ol style="list-style-type: none"> 1. LA.A1 – Components of fitness – introduction and physical components. 2. LA.A1 – Components of fitness - physical components. 3. LA.A1 – Components of fitness – skill-related components. 4. LA.A1 – Components of fitness – skill-related components. 5. LA.A2 – Components of fitness linked to sports 6. LA.B1 – Practical participation in sport 7. LA.A – Assessment Task 1 8. LA.A – Assessment Task 1 9. LA.A – Assessment Task 1 10. LA.A – Assessment Task 1 – feedback and corrections 11. LA.B1 – Practical participation in sport 12. LA.B2 – Roles of officials in sport 13. LA.B2 – Responsibilities of officials in sport
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equipment, fitness requirements, effective communication, control of players, health and safety		
<p>Careers Links:</p> <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>

Physical Education: Medium Term Overview			
Year 10	Spring Term 2	Unit Title: Component 2 – Taking part and improving other participants sporting performance	No of Lessons: 13 (Approx.)
Overview/Intent	<p>Component 2 will cover these main areas:</p> <ul style="list-style-type: none"> • Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants’ sporting performance. 		
<p>Essential Knowledge (what must students know):</p> <ul style="list-style-type: none"> • Techniques, strategies and fitness required for different sports. • Skills: passing, scoring, travelling, intercepting. • Strategies: tactics, decision making. • Isolated practices • Competitive situations 	<p>Essential Skills (what must students be able to demonstrate):</p> <p>Students will be able to:</p> <p>Use the essential knowledge to formulate answers to the following tasks.</p> <ul style="list-style-type: none"> • Task 2: Demonstration of practical ability through participation in their chosen sport. 	<p>Lessons:</p> <ol style="list-style-type: none"> 14. LA.B2 – Rules and regulations in sport 15. LAB – Assessment Task 3 16. LA.B1 – Practical participation in sport 17. LA.B – Assessment Task 3 18. LA.B – Assessment Task 3 19. LA.B – Assessment Task 3 – feedback and corrections 20. LA.C1/2 – Leadership skills theory – STEPOD & POFT 	

<ul style="list-style-type: none"> • Officials in sport – referee/umpire, assistant referee/line umpire, scorers, judges, timekeepers, video review officials. • Responsibilities – appearance, equipment, fitness requirements, effective communication, control of players, health and safety. • Rules and regulations in sport – number of players, length of play, scoring system, playing area, equipment, starting and restarting play, non-adherence to the rules, application of rules and regulations. • Planning drills and conditioned practices to develop participants’ sporting skills. • Unopposed stationary drills, drills with the introduction of travel, passive oppositions, active opposition. Demonstrations of the technique. Teaching Points. • Delivering a session – STEPOD and POFT. <p>Terminology:</p> <p>passing, scoring, travelling, intercepting, tactics, decision making, Isolated practices, Competitive situations, referee/umpire, assistant referee/line umpire, scorers, judges, timekeepers, video review officials, appearance, equipment, fitness requirements, effective communication, control of players, health and safety, number of players, length of play, scoring system, playing area, equipment, starting and restarting play, non-adherence to the rules, application of rules and regulations, unopposed stationary drills, drills with the</p>	<p>Performs skills with accuracy, fluency and control through isolated practices and competitive situations. Selects and performs appropriate strategies during competitive situations. (apply, select, demonstrate, perform)</p> <ul style="list-style-type: none"> • Task 3: Apply knowledge and understanding of the main officials and their key responsibilities including the actions the officials would normally take to ensure adherence to the given rules. An account of the key rules and regulations. (Assess, Identify, Describe, Evaluate, Justify) • Task 4.1: Apply knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. (Assess, Identify, Describe, Evaluate, Justify) • 	<ul style="list-style-type: none"> 21. LA.B1 – Practical participation in sport 22. LA.C1/2 – Teaching points opposed/unopposed 23. LA.C2 – Isolated practices 24. LA.C2 – Conditioned practices 25. LA.C – Assessment Task 4.1 26. LA.B1 – Practical participation in sport <p>**ASSESSMENT OF TASK 2 WILL TAKE PLACE OVER A DAY OF FILMING WHERE STUDENTS WILL BE TAKE OFF TIMETABLE**</p>
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introduction of travel, passive oppositions, active opposition		
Careers Links: <ul style="list-style-type: none"> • Sports science • PE teacher • Physiotherapist • Professional sportsperson • Sports coach/consultant • Sports policy at local and national level • Diet and fitness instructor • Personal trainer 	Enrichment: Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.	MYPB: Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation

Physical Education: Medium Term Overview			
Year 10	Summer Term 1	Unit Title: Component 2 – Taking part and improving other participants sporting performance	No of Lessons: 9 (Approx.)
Overview/Intent	Component 2 will cover these main areas: Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants’ sporting performance.		
Essential Knowledge (what must students know): <ul style="list-style-type: none"> • Techniques, strategies and fitness required for different sports. • Skills: passing, scoring, travelling, intercepting. • Strategies: tactics, decision making. • Isolated practices • Competitive situations • Planning drills and conditioned practices to develop participants’ sporting skills. • Unopposed stationary drills, drills with the introduction of travel, passive oppositions, 	Essential Skills (what must students be able to demonstrate): Students will be able to: Use the essential knowledge to formulate answers to the following tasks. <ul style="list-style-type: none"> • Task 2: Demonstration of practical ability through participation in their chosen sport. Performs skills with accuracy, fluency and control through isolated practices and competitive situations. Selects and performs appropriate 	Lessons: <ul style="list-style-type: none"> 27. LA.C – Assessment Task 4.1 28. LA.C – Assessment Task 4.1 29. LA.C – Assessment Task 4.1 – feedback and corrections 30. LA.C3 – Practical leading a session 31. LA.B1 – Practical participation in sport 32. LA.C3 – Practical leading a session 33. LA.C3 – Practical leading a session 34. LA.C3 – Practical leading a session 35. LA.C3 – Practical leading a session 	

<p>active opposition. Demonstrations of the technique. Teaching Points.</p> <ul style="list-style-type: none"> Delivering a session – STEPOD and POFT. <p>Terminology:</p> <p>unopposed stationary drills, drills with the introduction of travel, passive oppositions, active opposition, organisation, space, timing, equipment, positioning, organisation of participants, demonstrations, providing instructions, observing participants, feedback to participants, teaching points.</p>	<p>strategies during competitive situations. (apply, select, demonstrate, perform)</p> <ul style="list-style-type: none"> Task 4.1: Apply knowledge and understanding of planning drills and conditioned practices for a chosen sport skill. (Assess, Identify, Describe, Evaluate, Justify) Task 4.2: Demonstrate a practical ability in delivering appropriate drills to improve participants’ performance including providing support. Including demonstrations, teaching points and appropriate support. (demonstrate, lead, provide feedback) 	<p>**ASSESSMENT OF TASK 3 PART 2 WILL TAKE PLACE OVER A DAY OF FILMING WHERE STUDENTS WILL BE TAKE OFF TIMETABLE**</p>
<p>Careers Links:</p> <ul style="list-style-type: none"> Sports science PE teacher Physiotherapist Professional sportsperson Sports coach/consultant Sports policy at local and national level Diet and fitness instructor Personal trainer 	<p>Enrichment:</p> <p>Opportunity to participate in extracurricular clubs, school teams and in wider community clubs.</p>	<p>MYPB:</p> <p>Empathy, Collaboration, Creativity, Evaluation, Innovation, Integrity, Resilience, Self-motivation</p>