

## Curriculum Intent

Year 7			
KS2 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from KS2 for your subject?</p> <p>Students knowledge in KS2 PE can be limited due to lack of subject specialists. Students will bring knowledge, skills, understanding and meaning in fundamental movements and social interactions. They will have prior knowledge in areas such as throwing, catching and movement.</p> <p>Students that demonstrate a higher level of skill acquisition and knowledge tend to be engaging in sport at a grass roots level receive regular coaching. More often this will be in the traditional invasion games activities.</p>	<p>What is the key knowledge and skills that we want to pass on to students in Year 7 that builds up from KS2?</p> <p>During Year 7 students follow a programme in which they will be taught a wide variety of sports and activities including netball, rugby, badminton and basketball, to name but a few. Students will also begin to learn the importance of life skills and how can be accessed through PE and transferred into everyday life.</p> <p>Knowledge: Basic rules and regulations of the sports they are learning about. This will feed into our KS4 OCR sports studies course.</p> <p>Skills: Development in</p> <ul style="list-style-type: none"> <li>- spacial awareness (team games)</li> <li>- Hand eye coordination</li> <li>- outwitting an opponent</li> <li>- decision making</li> </ul>	<p>What do we want students to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Knowledge/skills: Understanding of how to complete the necessary skills in each sport covered across the 4 cycles. To acquire skills and put into small conditioned game situations. To build self confidence and resilience.</p> <p>Misconceptions: Students feel wary of Rugby due to the contact nature of the sport. For boys locally there is a saturation of football clubs. Visiting local schools and developing grassroots rugby is key.</p> <p>Girls arriving at secondary school believing that some sports are not accessible as they are 'boys' sports. Our curriculum has been created to allow access to sports such as rugby and football.</p>	<p>What is the meaning that we want students to seek in this year group to support personal growth and development?</p> <p>Wider module reflection questions/points: To have accessed and enjoyed PE To have a greater understanding of the sports that they have participated in across the year. To be motivated and have acquired enough skills to feel confident in joining a local sports club</p> <p>What opportunities are there for FBV, PSHCE and SMSC development are there in this year group? PSHCE - As stated in DfE students need to be made aware of the "importance of physical activity and diet for a healthy lifestyle." This is delivered through core lessons throughout the 4 learning cycles.</p> <p>Spiritual - Emotions provoked by an understanding of what the body can achieve. How it feels to adopt various roles including coach, leader, manager etc...</p>

## Curriculum Intent

			<p><b>Moral</b> - An understanding of how PE can influence their healthy living and lifestyle. To understand the rules by which the sports they play are governed and why they must be abided by</p> <p><b>Social</b> - Social education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Students are given the role of a coach or leader to develop their social skills in cooperation, communication, commitment, loyalty and team work.</p> <p><b>Cultural</b> - To have an understanding of where certain sports originated from and why this plays a factor. For example the Haka in rugby. Being able to try different sports from around the globe.</p>
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## Curriculum Intent

<b>Year 8</b>			
<b>KS3 Prior Learning</b>	<b>Knowledge and Skills</b>	<b>Understanding</b>	<b>Meaning</b>
<p>What is the key knowledge, skills, understanding and meaning that students bring from Year 7?</p> <p>Basic rules and regulations of the sports they are learning about. This will feed into our KS4 OCR sports studies course.</p> <p>Skills: Development in</p> <ul style="list-style-type: none"> <li>- spacial awareness (team games)</li> <li>- Hand eye coordination</li> <li>- outwitting an opponent</li> <li>- decision making</li> </ul>	<p>What is the key knowledge and skills that we want to pass on to students in Year 8 that builds up from Year 7?</p> <p>The students in Year 8 are taught the same areas of experience as in Year 7, with a particular focus on developing their skills and knowledge. They will be asked to focus on some areas of coaching and self-management, including leading warm ups for small groups</p> <p>Knowledge: Greater understanding of tactics in team/individual sports.</p> <p>Awareness of how positions change in sports where the number on each team has increased. For example, Football - 9v9 becomes 11v11. Addition of new key positions within the team</p> <p>Skills: Develop higher order skills so students can access greater milestones and progress as sportsmen and women.</p> <p>For example:</p>	<p>What do we want students to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Knowledge/skills: How skills can be transferable across numerous sports. How they can utilise their skill set to be a well rounded sports person.</p> <p>To understand what it means to be healthy and how physical activity can positively impact their lives.</p> <p>To understand that sport is for all and not just for team/individual performers.</p> <p>Misconceptions:</p> <p>Girls provided opportunities to compete in non traditional sports which historically were not accessible as they are 'boys' sports. Our curriculum has been created to allow access to sports such as rugby and football.</p>	<p>What is the meaning that we want students to seek in this year group to support personal growth and development? To build on fundamental key skills from Y7. Adding better technique and applying the to have a positive impact on team/individual performance</p> <p>Wider module reflection questions/points: To be still enjoying their PE experience. For those who have joined teams due to Y7 learning to now be developing as a performer/player/athlete</p> <p>What opportunities are there for FBV, PSHCE and SMSC development are there in this year group? As stated in DfE students need to be made aware of the "importance of physical activity and diet for a healthy lifestyle." This is delivered through core lessons throughout the 4 learning cycles.</p>

## Curriculum Intent

	<p>Rugby - Develop skills at the breakdown 2v2, rucking, mauls</p> <p>Football - Move from 9v9 to 11v11.</p>		<p><b>Spiritual</b> - Emotions provoked by an understanding of what the body can achieve. How it feels to adopt various roles including coach, leader, manager etc...</p> <p><b>Moral</b> - An understanding of how PE can influence their healthy living and lifestyle. To understand the rules by which the sports they play are governed and why they must be abided by</p> <p><b>Social</b> - Social education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Students are given the role of a coach or leader to develop their social skills in cooperation, communication, commitment, loyalty and team work.</p> <p><b>Cultural</b> - To have an understanding of where certain sports originated from and why this plays a factor. For example the Haka in rugby. Being able to try different sports from around the globe.</p>
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## Curriculum Intent

KS3 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that students bring from Year 8?</p> <p><i>Basic rules and regulations of the sports they are learning about. This will feed into our KS4 OCR sports studies course.</i></p> <p><i>Skills: Development in</i></p> <ul style="list-style-type: none"> <li>- <i>More complex skills in the wide variety of sports on offer</i></li> <li>- <i>team play</i></li> <li>- <i>phases of play</i></li> <li>- <i>positions of play to maximise impact</i></li> </ul>	<p>What is the key knowledge and skills that we want to pass on to students in Year 9 that builds up from Year 8?</p> <p>In Year 9 students follow a programme which allows further skill development and creates a sense of independence. In a range of sports and activities students will be asked to lead warm ups and parts of the lesson, and encouraged to analyse their own performance and that of their team, developing appropriate feedback</p> <p>Knowledge: Greater understanding of skills and tactics in team/individual sports.</p> <p>Understanding of the positive impact sport and Physical Education has on mental well-being. And what it is to have a healthy diet</p> <p>A greater understanding of how personal performance can impact team performance both positively and negatively</p> <p>Improved knowledge on position specific skill requirements.</p> <p>Skills: Develop higher order skills so students can access greater milestones and progress as sportsmen and women.</p> <p>For example:</p>	<p>What do we want students to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Knowledge/skills: <i>How skills can be transferable across numerous sports. How they can utilise their skill set to be a well rounded sports person.</i></p> <p><i>To understand what it means to be healthy and how physical activity can positively impact their lives.</i></p> <p><i>To understand that sport is for all and not just for team/individual performers.</i></p> <p>Misconceptions: That PE only benefits the team performers and those students that enjoy traditional sports within a PE context. The department has a philosophy of ‘sport for all’ and this is reflected in a wide range of activities both on the curriculum and extracurricular. This is designed to give opportunities for our students that want to represent the school but also to promote a healthy active lifestyle for all students and allowing this to be accessed in a variety of ways.</p>	<p>What is the meaning that we want students to seek in this year group to support personal growth and development? To build on fundamental key skills from Y7. Adding better technique and applying the to have a positive impact on team/individual performance</p> <p>Wider module reflection questions/points: To be still enjoying their PE experience. Students to start thinking if PE would be a suitable option choice for further study.</p> <p>To understand what it is to be healthy and not just participating. To understand the positive impact physical exercise has on the body and the mind.</p> <p>What opportunities are there for FBV, PSHCE and SMSC development are there in this year group? As stated in DfE students need to be made aware of the “importance of physical activity and diet for a healthy lifestyle.” This is delivered through core lessons throughout the 4 learning cycles.</p> <p>Spiritual - Emotions provoked by an understanding of what the body can achieve. How it feels to adopt various roles including coach, leader, manager etc...</p>

## Curriculum Intent

	<p><b>Basketball - Develop both the lay-up on left and right side. The idea of setting screens to allow team movement around the key</b></p>		<p><b>Moral - An understanding of how PE can influence their healthy living and lifestyle. To understand the rules by which the sports they play are governed and why they must be abided by</b></p> <p><b>Social - Social education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Students are given the role of a coach or leader to develop their social skills in cooperation, communication, commitment, loyalty and team work.</b></p> <p><b>Cultural - To have an understanding of where certain sports originated from and why this plays a factor. For example the Haka in rugby. Being able to try different sports from around the globe.</b></p>
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## Curriculum Intent

<b>Year 10</b>			
<b>KS3/4 Prior Learning</b>	<b>Knowledge and Skills</b>	<b>Understanding</b>	<b>Meaning</b>
<p><b>What is the key knowledge, skills, understanding and meaning that students bring from Year 9?</b></p> <p>Students over the course of KS3 have had exposure to a wide range of team and individual sporting activities. This has allowed skill acquisition both in isolation and in competitive situations. Students have learned how to impact performance through high level skill and tactical awareness.</p> <p>Students have also developed knowledge and understanding of what a healthy and active lifestyle is and the benefits both physically and mentally.</p> <p>Throughout the key stage students are made aware of possible career opportunities through sport and what is needed in the way of education to access these careers.</p>	<p><b>What is the key knowledge and skills that we want to pass on to students in Year 10 that builds up from Year 9?</b></p> <p>Knowledge: Our KS3 curriculum should give students an understanding of content that will be delivered in our KS4 vocational curriculum.</p> <p>In Year 10 students can study for an OCR Sports Studies qualification. The course is broken into four modules. They will take two modules in Year 10 and two in Year 11.</p> <p>R051 (Year 10) Contemporary issues in sport - exam 25%</p> <p>R052 (Year 10) Practical Sport - practical assessment/coursework 25%</p> <p>They will gain knowledge in</p>	<p><b>What do we want students to build through the application of knowledge and skills, including key concepts and misconceptions?</b></p> <p>Knowledge/skills: Students are to build knowledge as a performer, an official and an analyst.</p> <p>Also have in depth knowledge of contemporary issues within sport.</p> <p>Develop physical skills within sport allowing them to gain the best possible marks as a performer.</p> <p>To develop classroom skills to maximise attainment in the examined and coursework modules.</p> <p>Develop revision skills as the R051 'contemporary issues in sport' exam will likely be the first exam they have taken at KS4</p>	<p><b>What is the meaning that we want students to seek in this year group to support personal growth and development?</b></p> <p>Wider module reflection questions/points:</p> <p>What opportunities are there for FBV, PSHCE and SMSC development are there in this year group?</p> <p>As stated in DfE students need to be made aware of the "importance of physical activity and diet for a healthy lifestyle." This is delivered through core lessons throughout the 4 learning cycles.</p> <p>Spiritual - Emotions provoked by an understanding of what the body can achieve. How it feels to adopt various</p>

## Curriculum Intent

<p>This will inform them when it comes to their options choices.</p>	<ul style="list-style-type: none"> <li>- Performance indicators for individual and team sport</li> <li>- Role of officials in sports. Knowledge of rules and regulations of a sport and how to officiate effectively</li> <li>- Skill classification</li> <li>- Skill practice</li> <li>- Analysing skill</li> <li>- Subjective and objective feedback</li> <li>- Measuring improvement</li>   <li>- User groups</li> <li>- Barriers to participation</li> <li>- Solution to overcome barriers</li> <li>- sporting values</li> <li>- Performance enhancing drugs</li> <li>- benefits and drawbacks of hosting major sporting events</li> <li>- the role of national governing bodies in sport</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- sport specific skill development in a team and individual sport of their choice.</li> <li>- Movement of an official around the playing area</li> <li>- Correct hand signals</li> <li>- Analysing data correctly</li> <li>- Giving accurate feedback</li> </ul>	<p><b>Misconceptions:</b> That sports courses are all practical.</p> <p>Students will be made aware in the options process that our vocational qualification has an element of practical however roughly 75% of the course is either examined through an exam or coursework.</p>	<p>roles including coach, leader, manager etc...</p> <p><b>Moral</b> - An understanding of how PE can influence their healthy living and lifestyle. To understand the rules by which the sports they play are governed and why they must be abided by. To understand the moral issues that face sport through topics such as performance enhancing drugs.</p> <p><b>Social</b> - Social education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Students are given the role of a coach or leader to develop their social skills in cooperation, communication, commitment, loyalty and team work. A social awareness from understanding sporting values as well as Olympic and Paralympic values. Knowing that sport can bring about social cohesion and National pride.</p> <p><b>Cultural</b> - To have an understanding of where certain sports originated from and why this plays a factor. For example the Haka in rugby. Being able to try different sports from around the globe. Being aware of different cultures and how they impact both performers and spectators. For example Jonathan Edwards would not participate in any event on a Sunday due to his religion</p>
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## Curriculum Intent

<b>Year 11</b>			
<b>KS4 Prior Learning</b>	<b>Knowledge and Skills</b>	<b>Understanding</b>	<b>Meaning</b>
<p>What is the key knowledge, skills, understanding and meaning that students bring from Year 10?</p> <p>Students have gained knowledge of contemporary issues in sport, being an official and skill analysis and improvement.</p> <p>There are links within these two modules that feed into the remaining two modules. Students are encouraged</p>	<p>What is the key knowledge and skills that we want to pass on to students in Year 11 that builds up from Year 10?</p> <p>Knowledge:</p> <p>In Year 11 students will study the remaining two modules of the OCR Sports Studies course.</p> <p>R053 - (Year 11) Sports Leadership - delivering a session/coursework 25%</p>	<p>What do we want students to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p>Knowledge/skills:</p> <p>Develop knowledge of</p> <ul style="list-style-type: none"> <li>- Skills qualities of an effective sports leader</li> <li>- How to plan a sports session</li> </ul>	<p>What is the meaning that we want students to seek in this year group to support personal growth and development?</p> <p>Wider module reflection questions/points:</p> <p>What opportunities are there for FBV, PSHCE and SMSC development are there in this year group?</p>

## Curriculum Intent

<p>to recognise the synoptic links to develop a higher level of understanding</p>	<p>R054 - (Year 11) Media and sport - Coursework 25%</p> <p>Knowledge of sports leadership. What it entails. What skills must a person possess to allow them to be effective</p> <p>What does delivering a session look like. The planning, risk assessing, delivery, reflection, time management, organisation, personal qualities.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Organisation</li> <li>- Time keeping</li> <li>- Coaching style</li> </ul>	<ul style="list-style-type: none"> <li>- How to risk assess for a sports session</li> <li>- Necessary skills needed to deliver a session effectively</li> <li>- How to effectively evaluate</li> </ul> <ul style="list-style-type: none"> <li>- The relationship between media and sport</li> <li>- positives and negatives of the relationship between media and sport</li> </ul> <p>Misconceptions:</p> <ul style="list-style-type: none"> <li>- Delivering sports sessions is easy</li> </ul>	<p>As stated in DfE students need to be made aware of the “importance of physical activity and diet for a healthy lifestyle.” This is delivered through core lessons throughout the 4 learning cycles.</p> <p>Spiritual - Emotions provoked by an understanding of what the body can achieve. How it feels to adopt various roles including coach, leader, manager etc...</p> <p>Moral - An understanding of how PE can influence their healthy living and lifestyle. To understand the rules by which the sports they play are governed and why they must be abided by. To understand the moral issues that face sport through topics such as performance enhancing drugs.</p> <p>Social - Social education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Students are given the role of a coach or leader to develop their social skills in cooperation, communication, commitment, loyalty and team work. A social awareness from understanding sporting values as well as Olympic and Paralympic values. Knowing that sport can bring about social cohesion and National pride.</p>
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## Curriculum Intent

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