



Physical Education at The Hinckley School

<u>Curriculum Vision</u>	<u>Subject Intent</u>
<ul style="list-style-type: none"> To provide students with a broad, inclusive and varied sporting experience enabling them to develop core skills in a multitude of sports through an ambitious, aspirational and carefully sequenced curriculum. Supported by a significant extra-curricular provision and external club links we seek to enhance life experiences for our students. We steer, inform and challenge students learning to promote excellence, enjoyment and enrichment through Sport and Physical activity. We shape resilience and determination in a practical setting to build a love and understanding of the benefits of lifelong participation in physical activity. KS3 we have equability in access, because we know our students and stretch and challenge is applied appropriately from the child's starting point. We teach the core, invasion and individual sports skills that enable access and achievement in KS4 accredited courses with a specific focus on execution. Each high-quality end point is assessed against the essential core underpinning knowledge that enables each child to function in competitive sport with no child left behind. KS4/ KS5 accredited PE is highly focused on building on prior learning to introduce advanced skills into gameplay and developing decision making. Theory delivery aspires to identify and break down student misconceptions linked to specification content at an individual level and through talking points allow students to develop their thinking and communication skills to promote outstanding outcomes. PE Students can identify their place in their learning journey, understand how to reach their end points and have clarity on how to achieve them. KS4 Core PE offers students the opportunity to 'play' without judgement or intervention. With increased pressures on KS4 students, whether this be social or academic, mental health and well-being remains a significant concern. Our aim is not to improve technical ability within KS4 core but to offer them a chance to smile, enjoy and promote physical participation in activity that can contribute to a healthy active lifestyle. 	<p>Prepare- Participate- Perform</p>

Key Stage 3

Term	Year 7	Year 8	Year 9
Autumn 1	How to pass, dribble, tackle and shoot in Football including gameplay rules. How to handle, carry and pass a rugby ball. How to tackle an opponent and set an attacking and defensive line.	How to catch, pass, dribble and shoot in Handball. How to control the ball, beat an opponent, defend and score using a header/volley in Football.	How to control and pass a ball. How to beat an opponent when dribbling. How to track and defend in football. How to finish in football. What are the three types of aerobic training? What is resistance training? What is HIIT training? What is plyometric training? What are the principles of training? What is circuit training?
Autumn 2	How to land (including travelling rules), pass, dribble and jump shot in Basketball. How to land (including pivoting), pass, dodge, find space and defend in Netball.	How to beat an opponent one on one, secure possession through rucking and mauling and how to stay on-side at the breakdown and in open play in Rugby. How to beat an opponent one on one, lay-up, defend and balance the floor when attacking in Basketball.	How to pass and land in Netball. How to dodge and mark in Netball. How to intercept in Netball. How to use a set play in Netball. Know the eleven major muscles and the three types of stretching. Know the five major movements muscles produce and a practical example for each. Muscle movement grid using muscle name, movement, agonist and sporting example. Muscular fitness circuit and Muscles GCSE preparation assessment.



Spring 1	How to perform; balancing, travelling, jumping activities and create a routine in Gymnastics. How to work as a team, follow directions, communicate with others and solve practical problems.	How to pass, shoot, dodge, create space and defend in Netball. How to execute shapes, seat drop, swivel hips and front drop in a trampolining routine.	How to beat an opponent in basketball. How to score in Basketball. How to mark and defend in Basketball. How to balance the court. How to run and handle the ball in rugby. How to tackle in Rugby. What the breakdown in rugby is and how to stay on-side.
Spring 2	What are the different types of aerobic training, stretching and components of fitness used to improve performance. How to serve, return and overarm clear in Badminton including basic gameplay rules.	How to effectively work as a team, read a map, communicate effectively, work together to solve problems in OAA and mental processing activities. Understand features of resistance, circuit, plyometrics, HIIT training as methods for improving components of fitness. How to disguise service, play at the net and smash to attempt to end the point in Badminton. How to improve athletic event techniques to improve on prior performance.	How to serve and return in badminton to control the point. How to execute defensive strokes in badminton. How to execute attacking strokes in badminton to win the point. How to catch on the run, pass single handed, dribble and shoot in Handball with the three second rule.
Summer 1	How to run, jump and throw in Athletics events.	How to improve performance in 100m, 200m, 300m, 800m, 1500m, HJ, LJ, TJ, Javelin, Discus and Shot.	Assessment of performance in 100m, 200m, 300m, 800m, 1500m, HJ, LJ, TJ, Javelin, Discus and Shot against GCSE criteria.
Summer 2	How to bat and field in Cricket including gameplay rules.	How to bowl overarm, catch successfully when the ball is struck in the air and how to throw over larger distances in the outfield in Cricket.	What are the key rules in rounders? How can you use tactics when batting? What tactics can you include when fielding?
Endpoints	<p>Core Skills</p> <p>Students in Year 7 will be exposed to a curriculum that will develop their knowledge and understanding of fundamental skills, and improve their ability to execute core skills within individual and team activities. This will uphold a focus that is inclusive of, but not limited to, the development of: passing, dribbling, shooting and tackling in team activities. Accurate replication of techniques associated with individual activities such as badminton, swimming and athletics, will also be incorporated. Skill techniques will be taught and assessed within activity blocks. By the end of the year, each student should be able to recall and complete an individual and team event using the correct technique of core skills, whilst also offering an</p>	<p>Core Skills</p> <p>Students in Year 8 will be exposed to a curriculum that will further develop their knowledge and understanding of fundamental skills, and improve their ability to execute the remaining core skills within individual and team activities that are most used for GCSE practical assessments. These core skills are more specialised towards each sport. Greater emphasis is put on using core skills to beat an opponent within invasion games. Accurate replication of techniques associated with individual activities such as swimming and athletics, will be further developed to improve performances indicators from Year 7 using timings and data. Skill techniques will be taught and assessed within activity blocks. By the end of the year, each student should be able to recall and</p>	<p>The application of all Core Skills acquired and developed in Y7 & Y8, including range & quality of skill, Physical abilities and decision making.</p> <p>Resilience</p> <p>Students in Year 8 will develop their resilience through the exposure to a broad and dynamic PE curriculum. Students will be encouraged to adapt to an array of factors within practical lessons, including: a change of activity, grouping structure, learning environment, problem solving opportunities, and activity modifications that promote stretch and challenge. Throughout, students will experience various forms of feedback that will guide students to amend misconceptions of techniques; forging positive and meaningful learning experiences. The assessment of resilience aims to encompass more than just a student's</p>



	<p>appreciation of the basic rules associated with each activity. <i>Skills learnt within Key Stage 3 Physical Education form the foundation for accessing future GCSE PE assessments, promoting continuity within our curriculum.</i></p> <p>Resilience Students in Year 7 will develop their resilience through the exposure to a broad and dynamic PE curriculum. Students will be encouraged to adapt to an array of factors within practical lessons, including: a change of activity, grouping structure, learning environment, problem solving opportunities, and activity modifications that promote stretch and challenge. Throughout, students will experience various forms of feedback that will guide students to amend misconceptions of techniques; forging positive and meaningful learning experiences. The assessment of resilience aims to encompass more than just a student's practical ability; offering scope to monitor holistic development within PE.</p>	<p>complete an individual and team event using the correct technique of all core skills to beat/ contribute to beating an opponent, whilst also offering an appreciation of the rules associated with each activity. Skills learnt within Key Stage 3 Physical Education form the foundation for accessing future GCSE PE assessments, promoting continuity within our curriculum.</p> <p>Resilience Students in Year 8 will develop their resilience through the exposure to a broad and dynamic PE curriculum. Students will be encouraged to adapt to an array of factors within practical lessons, including: a change of activity, grouping structure, learning environment, problem solving opportunities, and activity modifications that promote stretch and challenge. Throughout, students will experience various forms of feedback that will guide students to amend misconceptions of techniques; forging positive and meaningful learning experiences. The assessment of resilience aims to encompass more than just a student's practical ability; offering scope to monitor holistic development within PE</p>	<p>practical ability; offering scope to monitor holistic development within PE</p>
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Key Stage 4: OCR GCSE Physical Education 9-1

Term	Year 10	Year 11																					
Autumn 1	1.1b Muscular system and 1.1a Skeletal system.	2.2 Sports Psychology NEA- Written Coursework- Continuums																					
Autumn 2	1.1c Movement analysis and 1.1d Cardiovascular system.	2.1b Commercialisation and 2.1c Ethical and socio-cultural issues. NEA- Action Plan																					
Spring 1	1.1d Respiratory system and 1.1e Effects of Exercise on muscular, skeletal, cardio and respiratory systems.	2.1a Engagement Patterns NEA- Action Plan																					
Spring 2	1.2a Components of Fitness NEA- Written Coursework introduction, analysis and evaluation.	2.3 Health and Fitness																					
Summer 1	1,2b Principles of Training and 1.2c Preventing Injury.	Practical Moderation Paper 1 and 2 Exam																					
Summer 2	NEA- Written Coursework- overview, skill strengths and weaknesses, movement analysis, warm up/cool down plan and risk assessment.																						
Assessment Objectives & Learning Aims	<table border="1"> <thead> <tr> <th>CONTENT</th> <th colspan="2">ASSESSMENT OVERVIEW</th> </tr> </thead> <tbody> <tr> <td>Paper 1- Anatomy & Physiology and Training</td> <td> <ul style="list-style-type: none"> 1.1 Applied anatomy and physiology 1.2 Physical training </td> <td>Written paper 1: 1 hour 30% of total GCSE (9-1) 60 marks</td> </tr> <tr> <td>Paper 2- Socio-cultural issues and sports psychology</td> <td> <ul style="list-style-type: none"> 2.1 Socio-cultural influences 2.2 Sports psychology 2.3 Health, fitness and well-being </td> <td>Written paper 2: 1 hour 30% of total GCSE (9-1) 60 marks</td> </tr> <tr> <td>Analysis and Evaluation of Performance</td> <td colspan="2">This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.</td> </tr> <tr> <td>Practical Performance Assessed</td> <td colspan="2">Core and advanced skills in three activities taken from the approved lists: one from the 'individual' list one from the 'team' list one other from either list</td> </tr> <tr> <td></td> <td></td> <td>Non-exam assessment (NEA) 10% of total GCSE (9-1) 20 marks</td> </tr> <tr> <td></td> <td></td> <td>Non-exam assessment (NEA) 30% of total GCSE (9-1) 60 marks</td> </tr> </tbody> </table>		CONTENT	ASSESSMENT OVERVIEW		Paper 1- Anatomy & Physiology and Training	<ul style="list-style-type: none"> 1.1 Applied anatomy and physiology 1.2 Physical training 	Written paper 1: 1 hour 30% of total GCSE (9-1) 60 marks	Paper 2- Socio-cultural issues and sports psychology	<ul style="list-style-type: none"> 2.1 Socio-cultural influences 2.2 Sports psychology 2.3 Health, fitness and well-being 	Written paper 2: 1 hour 30% of total GCSE (9-1) 60 marks	Analysis and Evaluation of Performance	This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.		Practical Performance Assessed	Core and advanced skills in three activities taken from the approved lists: one from the 'individual' list one from the 'team' list one other from either list				Non-exam assessment (NEA) 10% of total GCSE (9-1) 20 marks			Non-exam assessment (NEA) 30% of total GCSE (9-1) 60 marks
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Key Stage 4: OCR Cambridge National Sports Studies

Term	Year 10	Year 11	
Autumn 1	<p>Topic 1 – Issues which affect participation in sport</p> <p>User groups</p> <p>Possible barriers</p> <p>Possible barrier solutions</p> <p>Factors which can positively and negatively impact upon the popularity of sport in the UK</p> <p>Emerging/new sports in the UK</p>	<p>Topic 5 – The use of technology in sport.</p> <p>The role of technology in sport.</p> <p>Positive and negative effects of the use of technology in sport.</p> <p>Topic 1 Examination Preparation</p> <p>Topic 2 Examination Preparation</p>	<p>R186 Sport and the Media</p> <p>The different sources of media that cover sport.</p> <p>Distinguish between different media sources and how they cover sport</p> <p>Unit R186 – Topic Area 1: The different sources of media that cover sport</p> <p>Positive effects of the media in sport.</p> <p>The positive relationship between the media and sport</p> <p>Positive impacts of the media in sport</p> <p>Unit R186 – Topic Area 2: Positive effects of the media in sport</p>
Autumn 2	<p>Topic 2 – The role of sport in promoting values</p> <p>Sport values</p> <p>The Olympic and Paralympic movement</p> <p>Sporting values initiative and campaigns</p> <p>The importance of etiquette AND sporting behaviour</p> <p>The use of Performance Enhancing Drugs (PEDs) in sport</p>	<p>Topic 3 Examination Preparation</p> <p>Topic 4 Examination Preparation</p> <p>Topic 5 Examination Preparation</p>	<p>Negative effects of the media in sport.</p> <p>A range of negative effects of the media on sport in relation to spectators and live sport</p> <p>Negative impacts of the media on sports and sports performers.</p> <p>Unit R186 – Topic Area 3: Negative effects of the media in sport</p>
Spring 1	<p>Topic 3 – The implications of hosting a major sporting event for a city or country</p> <p>The features of a major sporting event</p> <p>Positive and negative pre-event aspects of hosting a major sporting event</p> <p>Potential positive and negative aspects of hosting a major sporting event</p> <p>Topic 4 – The role of NGB's in Sport</p> <p>National Governing Bodies (NGBs)</p>	<p>Examination</p>	<p>Applying practice methods to support improvement in a sporting activity</p> <p>Strengths and weaknesses of sports performance</p> <p>Methods to improve performance</p> <p>Measuring improvement in performance</p>
Spring 2	<p>Sports Leadership Planning</p> <p>Organisation of a sports activity session</p> <p>Safety considerations when planning a sports activity session</p> <p>Risk assessment and corrective action</p> <p>Objectives to meet the needs of the group</p> <p>Organisation of a sports activity session</p>	<p>Examination (RESIT)</p> <p>Topic Revision</p>	<p>Unit R185 – Topic Area 2: Applying practice methods to support improvement in a sporting activity</p>
Summer 1	<p>Sports Leadership Delivery</p> <p>Leading a sports activity session</p>	<p>Deadline for all submission</p>	
Summer 2	<p>Sports Leadership Delivery & Review</p> <p>Review your leadership of a sports activity session</p>	<p>N/A</p>	



Assessment
Objectives
& Learning
Aims

Entry code	Qualification title	GLH*	Reference
J829	OCR Level 1/Level 2 Cambridge National In Sport Studies	120	603/7107/9
Made up of three units:			
<ul style="list-style-type: none"> Units R184 and R185 And one other unit from R186 and R187. 			
*the GLH includes assessment time for each unit			
Unit R184: Contemporary issues in sport			
48 GLH 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required in this exam		This question paper has three parts: <ul style="list-style-type: none"> Section A – short answer questions focused on PO1 Section B – includes PO1 and PO2, short and medium answer questions Section C – includes PO2 and PO3, short and medium answer questions, and the final question is a PO3 extended response question. 	
Unit R185: Performance and leadership in sports activities			
48 GLH OCR-set assignment 80 marks (80 UMS) Centre-assessed and OCR moderated		This set assignment contains 5 tasks. It should take approximately 16 GLH to complete.	
Unit R186: Sport and the media			
24 GLH OCR-set assignment 40 marks (40 UMS) Centre-assessed and OCR moderated		This set assignment contains 3 tasks. It should take approximately 8-10 GLH to complete.	

Key Stage 5: OCR A-Level Physical Education

Term	Year 12	Year 13			
Autumn 1	1.1a Muscular Skeletal system- Joints, movement, muscles, functions, roles, analysis and contraction.	2.1 Skill Acquisition- classification of skills/ types and methods of practice/ transfer.			
Autumn 2	1.1b Cardio-respiratory- relationships, cycle, effects of intensities, activity and rest/mechanics	2.1 Skill Acquisition- learning theories, guidance and feedback.			
Spring 1	1.2a Diet and Ergogenic Aids	2.2 Sports Psychology- Personality, attitude and motivation.			
Spring 2	1.2b Exercise Physiology	2.2 Sports Psychology- arousal, anxiety, group dynamics, aggression, social facilitation and goal setting			
Summer 1		3.1 Sport in Society- emergence/ evolution.			
Summer 2	1.3a Biomechanical principles- levers, laws and analysis.	3.1 Global events			
Assessment Objectives & Learning Aims	CONTENT		ASSESSMENT OVERVIEW		
	<ul style="list-style-type: none"> • Applied Anatomy and Physiology • Exercise Physiology • Biomechanics 		Physiological factors affecting performance (01) 90 marks - 2 hour written paper		30% of total A level
	<ul style="list-style-type: none"> • Skill Acquisition • Sports Psychology 		Psychological factors affecting performance (02) 60 marks - 1 hour 15 min written paper		20% of total A level
	<ul style="list-style-type: none"> • Sport and Society • Contemporary issues 		Socio-cultural issues physical activity and sport (03) 60 marks – 1 hour written paper		20% of total A level
	<ul style="list-style-type: none"> • Performance or Coaching • Evaluation of Performance for Improvement 		Performance in physical education (04) 60 marks - Non-exam assessment (NEA)		30% of total A level