

CHS PE DEPT Academic Year  
OVERVIEW OF UNITS

	Autumn 1 (8weeks)	Autumn 2 (7weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Year 7	<b>Baseline &amp; Games</b> Baseline in Gymnastics, Athletics, Games & Theory. Games: Netball Girls, Rugby Boys, focus on core skills in isolation, knowledge, rules & skills.	<b>Individual Activities Gymnastics &amp; Trampoline</b> Focus on Body Awareness & Control, creativity and performance. Individual & Paired work, small apparatus. Basic Trampoline skills.	<b>Girls – Dance &amp; Benchball. Boys – Dodgeball &amp; Table Tennis.</b> Choreography, Teamwork & Skill Development. Focus on skills in isolation.	<b>Girls – Fitness &amp; Tag Rugby. Boys – Football &amp; Volleyball.</b> Invasion Games – exploiting space. Net Game - Volleyball - skill development & basic rules. Fitness – knowledge of healthy active lifestyles.	<b>Athletics, Striking &amp; Fielding, Net Games</b> Athletics – Introduction to all of the athletics activities in preparation for sports day. Knowledge of safety, rules & techniques. Striking & Fielding – Rounders, Cricket, Softball. Introduction to rules, skills & scoring. Net Games – Tennis – Introduction to Scoring, Rules & Basic shots.	
	<b>Assessment:</b> <i>Baseline Practical &amp; Theory Assessment. Games Practical – skills in isolation &amp; modified games, Theory Multiple Choice Exam. A01.</i>	<b>Assessment:</b> <i>Gym - Individual Practical Assessment – performing a final routine. Trampoline – 5 bounce routine. Theory Exam – Multi Choice exam. A01.</i>	<b>Assessment:</b> <i>Dance – Group of 3-4 Final performance Games – Practical assessment on skills in isolation &amp; modified competitive context. Theory Exam – Multiple Choice. Exam. A01.</i>	<b>Assessment:</b> <i>Invasion Games – Practical Assessment – Skills in isolation &amp; Modified competitive context. Volleyball - Practical assessment, skills in isolation &amp; Rules. Fitness – Fitness Levels tested in circuits.</i>	<b>Assessment:</b> <i>Athletics – Practical assessment based on time and distance. Knowledge test of Rules &amp; Safety. Striking &amp; Fielding – Practical Assessment. Skills in isolation &amp; modified competitive contexts. Net Games – Practical assessment – skills in isolation. Knowledge test of rules &amp; scoring.</i>	
Literacy Focus	Capital Letters	End sentence punctuation	Spelling	Ambitious vocabulary	Ambitious vocabulary	
Revision Focus	Flashcards	Use of ICT/podcasts	Mind maps	Memory techniques	Flashcards	
Year 8	<b>Games</b> Girls: Netball & Football Boys: Rugby & Football Re-visit core skills and develop advanced skills. Skills to be progressively challenged and put into fully competitive contexts. Strategies & tactics to be introduced.	<b>Individual Activities Gymnastics &amp; Trampoline</b> Focus on Body Awareness & Control, creativity and performance. Paired & Group work, large apparatus. More advanced skills developed on the trampoline.	<b>Girls – Dance &amp; Benchball. Boys – Football &amp; Table Tennis.</b> Choreography, Teamwork & advanced skill development. Focus on skills in progressively challenging practices. Invasion Games – Strategies & tactics.	<b>Girls – Volleyball &amp; Tag Rugby. Boys – Fitness &amp; Volleyball.</b> Invasion Games – Strategies & tactics. Net Game - Volleyball – advanced skill development & fully competitive games. Fitness – knowledge & application of healthy active lifestyles.	<b>Athletics, Striking &amp; Fielding, Net Games</b> Athletics – Re-visiting all of the athletics activities in preparation for sports day, with increased challenge. Focus on measuring & timing skills. Striking & Fielding – Rounders, Cricket, Softball. More advanced skills taught with added pressure. Focus on strategies & tactics. Net Games – Tennis – More advanced shots taught with strategies & tactics of beating an opponent.	
	<b>Assessment:</b> <i>Games Practical Assessment focused on progressively challenging skills &amp; fully competitive games. Strategies &amp; tactics to be demonstrated. Theory – Short Answer Questions, focus on Application A02.</i>	<b>Assessment:</b> <i>Gym - Paired / Group Practical Assessment – performing a final routine. Trampoline – A more demanding routine of 7 bounces. Theory Exam – Short Answer Questions focus on Application. A02.</i>	<b>Assessment:</b> <i>Dance – Group of 4-5 Final performance. Games – Practical assessment in fully competitive games applying strategies &amp; tactics. Theory Exam – Short Answer Questions A02.</i>	<b>Assessment:</b> <i>Invasion Games – Practical Assessment – fully competitive context &amp; application of S &amp; T. Volleyball - Practical assessment, skills in progressively challenging practices &amp; fully competitive games, application of S&amp;T. Fitness – Fitness levels tested in circuits.</i>	<b>Assessment:</b> <i>Athletics – Practical assessment based on time and distance. Application of strategy &amp; tactics. Striking &amp; Fielding – Practical Assessment. Skills in progressively challenging practices &amp; fully competitive contexts. Application of strategy &amp; tactics Net Games – Practical assessment – skills in progressively challenging practices &amp; fully competitive contexts. Application of strategies &amp; tactics.</i>	
Literacy Focus	Capital Letters	End sentence punctuation	Spelling	Ambitious vocabulary	Ambitious punctuation	
Revision Focus	Flashcards	Use of ICT/podcasts	Mind maps	Memory techniques	Flash Cards	

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Year 9	<p><b>Games</b> Girls: Netball &amp; Football Boys: Rugby &amp; Football Re-visit core and advanced skills in progressively challenging practices. Fully competitive contexts to be managed by students in the role of a coach &amp; official.</p>	<p><b>Sports Science &amp; Trampolining</b> Sports Science – An introduction to GCSE &amp; Btec Theory PE. Theoretical concepts studied alongside theory practical sessions. Trampolining – A focus on the AQA GCSE Specification, core and advanced skills.</p>	<p><b>Girls – Dance &amp; Benchball. Boys – Dodgeball &amp; Table Tennis.</b> Choreography, Teamwork &amp; a focus on fully competitive games applying strategies &amp; tactics, taking on the role of a coach &amp; official.</p>	<p><b>Girls – Volleyball &amp; Tag Rugby. Boys – Football &amp; Volleyball.</b> Invasion Games – Fully competitive games with students taking on the role of a coach &amp; official. Net Game - Volleyball – Fully competitive games with students taking on the role of a coach &amp; official.</p>	<p><b>Athletics, Striking &amp; Fielding, Net Games</b> Athletics – Re-visiting all of the athletics activities in preparation for sports day, with increased challenge. Focus on role of a coach &amp; official. Striking &amp; Fielding – Rounders, Cricket, Softball. More advanced skills taught with added pressure. Focus on role of a coach &amp; official. Net Games – Tennis – More advanced shots taught, with increased challenge, fully competitive games. Focus on role of a coach &amp; official.</p>	
	<p><b>Assessment:</b> <i>Games Practical Assessment focused on fully competitive games and demonstrating the role of coach &amp; official.</i> <i>Theory – Long Answer Questions, focus on Evaluation AO3.</i></p>	<p><b>Assessment:</b> <i>Theory Exam in Sport Science unit of work – Short &amp; Long Answer Questions focus on Application A02 &amp; Evaluation A03. Graded 1-9.</i> <i>Practical Fitness Testing. Trampolining – A more demanding routine of 10 bounces in line with GCSE Specification.</i></p>	<p><b>Assessment:</b> <i>Dance – Group of 5-6 Final performance.</i> <i>Games – Practical assessment in fully competitive games applying strategies &amp; tactics assessed in the role of a coach &amp; official.</i> <i>Theory Exam – Short Answer Questions A02.</i></p>	<p><b>Assessment:</b> <i>Invasion Games – Practical Assessment – fully competitive context &amp; students assessed as coaches &amp; officials.</i> <i>Volleyball - Practical assessment - fully competitive games &amp; students assessed as coaches &amp; officials.</i></p>	<p><b>Assessment:</b> <i>Athletics – Practical assessment based on time and distance. Performance as a coach / official.</i> <i>Striking &amp; Fielding – Practical Assessment. Skills in progressively challenging practices &amp; fully competitive contexts. Performance as a coach &amp; official.</i> <i>Net Games – Practical assessment – skills in progressively challenging practices &amp; fully competitive contexts. Performance as a coach &amp; official.</i></p>	
Literacy Focus	Capital Letters	End sentence punctuation	Spelling	Ambitious vocabulary	Ambitious vocabulary	
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Year 10	<p><b>Chapter 3 (Paper 1) - Components of Fitness &amp; Testing</b> Warm-Ups, Cool Downs. All definitions of components of fitness. Fitness Test Protocol, Gathering data &amp; Safety of Training. Focus on AO1 Knowledge.</p>	<p><b>Chapter 3 (Paper 1) – Training Types</b> Principles of Training. Aerobic &amp; Anaerobic Exercise. Training Types explored theoretically and practically. Heart Rates Linked into Graphs for Training Types. A Focus on AO1 Knowledge &amp; AO2 Application.</p>	<p><b>Chapter 4 (Paper2) – Sports Psychology</b> Skill &amp; Ability, Skill Continuums &amp; Goal Setting. Information processing. A focus on AO2 Development. Practical Activity: Volleyball – Introducing skills in isolation &amp; fundamental rules.</p>	<p><b>Chapter 4 (Paper2) – Sports Psychology</b> Feedback, Guidance, Personality, Attitudes, Arousal, Motivation &amp; Aggression. A focus on AO3 development within these topics &amp; Essay Questions. Practical Activity: Volleyball – Skills in more challenging practices &amp; fully competitive game development.</p>	<p><b>Chapter 6 (Paper 2)</b> 3 Types of Health, Diet, Obesity, Sedentary Lifestyle. Somatotype. Drawing together AO1, AO2 &amp; AO3 Technique using the Somatotype topic.  NEA: Coursework. Strengths &amp; Weaknesses in chosen practical sport. Practical Activity: Rock Climbing. 6 Week course at The Boardroom, Deeside.</p>	
	<p><b>Assessment:</b> <i>Fitness Tests.</i> <i>Exam Questions Throughout</i> <i>End of Unit Topic Test, AO1, AO2 &amp; AO3 Questions.</i></p>	<p><b>Assessment:</b> <i>Designing own Training session using training types.</i> <i>Exam Questions.</i> <i>End of Unit Topic Test, AO1, AO2 &amp; AO3 Questions.</i></p>	<p><b>Assessment:</b> <i>Volleyball – Skills in isolation, provisional mark.</i> <i>Exam Questions Throughout.</i> <i>End of Topic Test focus on AO1 &amp; AO2.</i></p>	<p><b>Assessment:</b> <i>Volleyball Final Year 10 Practical Assessment. Fully competitive game grade assessed at the District Volleyball Tournament.</i> <i>Exam Questions Throughout.</i></p>	<p><b>Assessment:</b> <i>Rock Climbing Final Assessment – Skills in Isolation &amp; Fully competitive context.</i> <i>Exam Questions Throughout.</i> <i>End Of Year 10 Mock Exam. Paper 1 &amp; Paper 2.</i> <i>AO1, AO2 &amp; AO3. .</i></p>	

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				<i>End of Topic Test focus on AO3.</i>		
<b>Literacy Focus</b>	Capital Letters	End sentence punctuation	Spelling	Ambitious vocabulary	Ambitious vocabulary	Reading Exam Questions
<b>Revision Focus</b>	Flashcards	Use of ICT/podcasts	Mind maps	Memory techniques	Flashcards	Exam Technique
<b>Year 11</b>	<b>Chapter 1&amp;2(Paper 1) Skeletal &amp; Muscular System</b> Skeleton, Joints, Muscles Levers, Planes & Axis AO1 Knowledge Muscle Contractions AO2 Movement Analysis AO3 Practical Sports: Trampolining, Table Tennis, Badminton, Basketball.	<b>Chapter 1c (Paper 1) Effects of Exercise &amp; Recovery Methods</b> Re-visit Aerobic & Anaerobic Exercise, progression to link Lactic Acid & EPOC. Short, Immediate & Long Term Effects of Exercise Recovery Methods (4) with a focus on AO3 Evaluation Essay Questions.	<b>Chapter 1b (Paper 1) MOCK EXAMS Cardiovascular &amp; Respiratory System</b> MOCK EXAM REVISION / FEEBACK. Heart, Pathway of Blood, Blood vessels. Pathway of Air, Gaseous Exchange, Mechanics of Breathing, Spirometer Trace.	<b>Chapter 5 (Paper 2) - Socio-Cultural Influences, Commercialisation &amp; Ethical Issues.</b> Barriers in Sport. Groups. Golden Triangle. Performers, Spectators, Officials, Coaches. Technology in Sport Rules of Sport Drugs in Sport	<b>Revision Sessions &amp; Catch Up STUDY LEAVE</b>	
	<b>Assessment:</b> <i>Practical Final Assessments in chosen sports. Exam Questions Throughout End of Unit Topic Test, AO1, AO2 &amp; AO3 Questions.</i>	<b>Assessment:</b> <i>Practical Final Assessments in chosen sports. Exam Questions Throughout End of Unit Topic Test, AO1, AO2 &amp; AO3 Questions.</i>	<b>Assessment:</b> <i>MOCK EXAMS - Paper 1 – 1 Hour 15 Mins Paper 2 – 1 Hour 15 Mins End of Unit Topic Test, AO1, AO2 &amp; AO3 Questions.</i>	<b>Assessment:</b> <i>External Practical Moderation 40% End of Unit Topic Test, AO1, AO2 &amp; AO3 Questions.</i>	<b>Assessment:</b> <i>Final GCSE Exams 60% Paper 1 – 1 Hour 15 Mins Paper 2 – 1 Hour 15 Mins</i>	
<b>Literacy Focus</b>	Capital Letters	End sentence punctuation	Spelling	Ambitious vocabulary	Ambitious punctuation	Reading Exam Questions
<b>Revision Focus</b>	Flashcards	Use of ICT/podcasts	Mind maps	Memory techniques	Flash Cards	Exam Technique

## Physical Education Curriculum Intent

### KS3 - Year 7 Intent:

Build upon the physical development and skills learnt in KS 2. Become more competent and confident performing skills and applying them across a range of activities. The curriculum is broad and balanced allowing students to develop the knowledge and skills to be physically active and healthy in later life. Our curriculum promotes a love of physical activity and the confidence to participate. Develop a basic understanding of theoretical concepts in the new GCSE PE Specification, focusing on knowledge development AO1 Assessment criteria.

**Baseline:** To gather knowledge on students' prior sporting backgrounds & set students appropriately. The baseline data gathered inform our starting points for groups of students. The baseline is assessed over: Gymnastics, Games, Athletics, Fitness & Theory assessment.

**Games:** To learn how to outwit an opponent in face to face competition. This will include, Invasion Games (Football, Netball, Basketball, Rugby). Striking & Fielding (Cricket, Softball, Rounders & Tennis). Net & Wall games (Volleyball & Table Tennis). Focus will be on skill development in isolation progressing to executing skills in modified competition. We want students to improve the range, difficulty and quality of skills & techniques performed in isolation. Develop the consistency with which the skills & techniques are performed with precision, control and fluency in modified competitive situations in order to outwit an opponent.

**Individual Activities:** This includes activities in which success is judged on the ability to repeat actions and sequences of movement as perfectly as possible. Activities also include choreography and communicating of ideas to an audience. Gymnastics, Dance & Trampolining. Focus will be on individual skill development and sequences with small equipment in gymnastics. Small group performance in dance and a basic 5 bounce routine on the trampoline.

**Fitness:** To improve feelings of health, fitness and wellbeing. Students will gain knowledge of healthy active lifestyles, healthy hearts and healthy weight management. Students will undertake a variety of fitness approaches to promote fun and enjoyment whilst getting active. Long term participation goals in later life will be addressed.

**Athletics:** This is an activity where the student is performing at maximum levels in which success is measured by personal best times / scores and in direct competition by direct comparison with others scores / times. Students will be introduced to all of the full athletics events in preparation for sports day. Demonstrate sound knowledge and understanding of the rules for each activity and evaluate performances identifying strengths & weaknesses.

**Theory:** Students will be introduced to a variety of underpinning theoretical concepts. The focus will be on knowledge AO1 Assessment criteria from GCSE. We want students to recall key terms and definitions of theoretical concepts introduced within each sport. Answer multiple choice style questions and understand the health benefits of physical activity.

### KS3 - Year 8 Intent:

Build upon the physical development and skills learnt in year 7. Become more competent and confident performing skills in progressively challenging practices and be able to apply them across a range of activities in *competitive situations*. Gain knowledge and understanding of *strategies and tactics* and the impact they have on performance. Develop theoretical knowledge, applying knowledge to sporting examples using the AO2 GCSE Assessment Criteria. Students will be guided to use leadership qualities when working as part of a team and respond to the strengths and weaknesses of those they are working with, with the intention of students taking these skills in to working life. Sportsmanship should be visible in all lessons with students abiding by rules being humble in victory and gracious in defeat.

**Games:** To learn how to outwit an opponent in face to face competition. This will include, Invasion Games (Football, Netball, Basketball, Rugby). Striking & Fielding (Cricket, Softball, Rounders & Tennis). Net & Wall games (Volleyball & Table Tennis). Focus will be on Performing Skills and Techniques in progressively challenging practices, applying skills and techniques in fully competitive contexts. Beginning to analyse strengths and weaknesses in own and others performance to develop analysis skills needed at GCSE PE.

**Individual Activities:** This includes activities in which success is judged on the ability to repeat actions and sequences of movement as perfectly as possible. Activities also include choreography and communicating of ideas to an audience. Gymnastics, Dance & Trampolining. Focus will be on paired and group work on large apparatus. More advanced skills will be taught on the trampoline, feeding into a more demanding 8 bounce routine for assessment. Dance units will see students work in larger groups and take on more challenging choreography role.

**Fitness:** To improve feelings of health, fitness and wellbeing. Students will gain knowledge of healthy active lifestyles, healthy hearts and healthy weight management. Students will undertake a variety of fitness approaches to promote fun and enjoyment whilst getting active. Long term participation goals in later life will be addressed. Heart Rates will be introduced in Year 8 and Training Zones to allow students to make links between health, fitness and training.

**Athletics:** This is an activity where the student is performing at maximum levels in which success is measured by personal best times / scores and in direct competition by direct comparison with others scores / times. Knowledge and Application of Strategies and Tactics will be taught in order for students to demonstrate improvement. Analysis of Performance with measures for improvement will be put into place allowing students to

take a metacognition approach to performance improvement. Practice in preparation for sports day performances.

**Theory:** Students will build upon theory knowledge learnt in Year 7 by demonstrating an understanding of theoretical concepts and applying knowledge to practical examples. This focuses on the Application A02 assessment criteria at GCSE PE.

### KS3 - Year 9 Intent

Build upon the physical development and skills learnt in year 7&8. Become more competent and confident performing skills and be able to apply them across a range of activities in more demanding fully *competitive situations*. Apply *strategies and tactics* and use analysis of performance to improve own and others performance through corrective practices. Students will take ownership of own personal health & fitness by leading warm-ups and develop communication skills by taking on the role of a coach / official. We wish to develop theoretical knowledge, applying knowledge to sporting examples and furthering knowledge to be able to begin to evaluate, using our AO3 assessment criteria from GCSE PE. Students will then be able to make reasoned arguments about important issues such as performance enhancement, Components of fitness and Types of Training to confidently articulate their opinions and challenge their peers' opinions using evidence to support their argument. Year 9 will prepare students for their chosen pathway of GCSE PE, Btec Sport or continuation with Core PE.

**Sports Science:** This unit has been designed for students to experience GCSE and Btec Sport lessons, developing their knowledge and inquisitive minds for the underpinning theory of practical sport. Basic components of fitness, fitness testing and training types are covered. Students complete theoretical work in the classroom and follow it up with practical fitness testing. All lessons are GCSE/Btec level and will give students a real flavour of what is to come, if they wish to opt for our subject. This unit has a personalized booklet, all assessment criteria is delivered AO1, AO2, AO3. Students then sit a full theory assessment paper to assess their ability for GSE or Btec Sport. These grades are used to determine which course is most suited to the student.

**Games:** To learn how to outwit an opponent in face to face competition. This will include, Invasion Games (Football, Netball, Basketball, Rugby). Striking & Fielding (Cricket, Softball, Rounders & Tennis). Net & Wall games (Volleyball & Table Tennis). Focus will be on performing skills in progressively challenging practices with added pressure from defenders. We want students to improve the range, difficulty and quality of skills & techniques performed in demanding practices. Develop the consistency with which the skills & techniques are performed with precision, control and fluency in fully competitive situations in order to outwit an opponents. A strong focus will be on Volleyball development, as this is one of our main GCSE Sports that students score very highly in for their practical assessment.

**Individual Activities:** This includes activities in which success is judged on the ability to repeat actions and sequences of movement as perfectly as possible. Activities also include choreography and communicating of ideas to an audience. Dance & Trampolining. Focus will be on more advanced skills on the trampoline (using GCSE Specification), feeding into a more demanding 10 bounce routine for assessment in line with the GCSE Assessment. Dance units will see students work in larger groups and take on more challenging choreography role, choosing own styles of dance and beginning to take on the role of a coach.

**Athletics:** This is an activity where the student is performing at maximum levels in which success is measured by personal best times / scores and in direct competition by direct comparison with others scores / times. Knowledge and Application of Strategies and tactics will be applied. All athletics events will progress in line with National recommendations of weight categories for throws. Analysis of performance will take a more biomechanical form, introducing GCSE biomechanics. Practice in preparation for sports day performances.

**Theory:** Students will build upon theory knowledge learnt in Year 7 & 8 by demonstrating an understanding of theoretical concepts, applying knowledge to practical examples and now evaluating and giving opinions. This focuses on the Application A03 assessment criteria at GCSE PE.

## KS4 – Year 10 & 11 GCSE PE Intent

### Year 10

**Chapter 3** Fitness is taught first for students to re-visit and extend knowledge already acquired in Key Stage 3. This unit of work introduces the assessment criteria's AO1, AO2, AO3 to students. This is paper 1 content and is a confidence building unit of work at the start of the course. It is also a topic area that is applied to all aspects of the theory course and so gives a good grounding from the beginning. AO1 is the primary focus with AO2 being introduced with a variety of sports.

**Chapter 4** Sports Psychology is taught next, this is paper 2 content and balances out knowledge acquired from both papers. Sports Psychology is a new concept to students and is an ideal topic to introduce in Year 10 as all content can be discussed practically. This can be linked to all aspects of the course and their practical performance. Main focus on AO2 and AO3 Development in this chapter with the introduction of long answer questions.

**Volleyball** – This practical activity is taught in Year 10 as students have previous knowledge from Years 7, 8 & 9. This is one of our highest scoring practical sports, with most of our GCSE cohort using this activity in their final assessment. We have been moderated in Volleyball many times and secured outstanding grades. Students are given a grounding of skills in isolation and progress to more challenging practices. Fully competitive games are introduced and students compete in Chester & District fixtures and tournaments.

**Chapter 6** Health, Diet & Somatotype is the final chapter covered in Year 10. This is Paper 2 content and links with the Fitness chapter already taught this year. Students are prepared for their Mock Exam during this chapter with AO1, AO2 and AO3 Combining nicely.

**NEA** – Coursework is completed in the final summer term. Students are allowed to choose their own sport to write their coursework on, giving them independence and motivation to design their own training programme.

**Rock Climbing course** – This takes place in the summer term. A 6 week course at the Deeside Boardroom. All students take part in this course to offer them another practically assessed activity. It also gives good grounding for the theory exam and develops AO2 Knowledge, applying theory to practical activities.

## Year 11

**Chapter 1a & 2** – Skeletal & Muscular System – Paper 1. This is delivered first in Year 11 to focus on AO1 Knowledge and AO2 Applying muscular contractions to various sporting activities. Once this has been consolidated AO3 Analysis is taught using a variety of practical techniques. Students benefit from applying the theory to practical so practical lessons will involve Muscular Skeletal Analysis.

**Chapter 1c** – Effects of exercise & Recovery Methods – Paper 1. New topics that can be linked to previous learning on aerobic & anaerobic exercise and Training Types. Essay Practice takes place during this chapter as Recovery Methods lends itself to Evaluation skills.

**Chapter 1b** – Cardiovascular & Respiratory System – Completion of Paper 1. Students have already covered this work in science and therefore have a head start – although all students are at different start points therefore AO1 Knowledge is checked first.

**Chapter 5** – Socio-cultural Influences, Commercialisation & Ethics Completion of Paper 2. Students have completed their Mock exams and had all feedback. Therefore new exam techniques can be applied to this final chapter. This chapter always features heavily in the exam papers and therefore practice exam questions are a focus.

**Revision** – Re-visit poorly answered topics. Ask students for topics they wish to go through. Hot exam topics and model answers a focus. We make it very clear to students the division between Paper 1 & Paper 2. Exam Technique and approach to the papers. Time management and AO1, AO2 & AO3 Focus. Long answer questions modelled and practised. Chief examiner revision sessions will also take place. A personal pre-exam interview takes place to ask students their plan for answering the questions and their confidence levels with the topics.

## Disadvantaged Students



PE kits are offered to those who need them, paid for by school, we also offer to keep students PE kits from lesson to lesson if home life is difficult. Our Disadvantaged students are encouraged to come to all extra curricular clubs and have a high proportion representing school at Chester fixtures. Students are given help with travel arrangements to and from fixtures. As students progress through to GCSE or Btec Sport they have trips paid for to Lilleshall National Sports Centre and Rock Climbing courses to help with their practical assessments. Trampolining coaching is subsidised along with other chosen practical assessment activities.

In the theory aspect of the courses students are given 1-1 sessions on organising their folders. Homework is chased thoroughly, with extra lunch time sessions put on to complete work if necessary. Students are given any equipment needed at the start of every lesson to ensure they are able to access to the lesson. Students are always challenged, motivated and inspired by our staff to achieve their goals.

## SEND Students

Teachers read up fully on SEND Students needs. In key stage 3 Teaching Assistants are used to encourage confidence in our subject as many SEND students struggle with the loud, intimidating nature of PE. Students are given options to get changed somewhere else in school where they feel more comfortable, rather than the busy changing rooms. Teaching assistants play a key role in getting our SEND students active and comfortable in lessons, being directed by our teaching staff to modify activities. Activities are modified to suit the needs of the student, including modified equipment, numbers in the practices and games and rules applied. SEND students work with their friends to feel comfortable in lessons. All students are encouraged to attend our extra curricular clubs with a high uptake in our individual activities such as Trampolining, Badminton and Gymnastics. In theory lessons students are always catered for with appropriate coloured paper / extra time for tests and modified tasks / questioning / handouts to help with understanding. SEND students are given 1-1 tutorials regularly to ensure they feel their needs are being met. After assessments SEND students are given personal feedback to ensure they are clear where they have gone wrong and what they need to do to improve. They are set personal targets for improvement which are monitored by the teacher.

## Literacy

**Reading** –Text Book given to each student at GCSE & A Level. Current research articles given to students to enhance learning. Encouragement to look at websites and media newspaper reports on sporting events. At key stage 3 students are given a theory revision booklet alongside rules of the sports. Students read task cards in lessons and are given coaching cards with key teaching points to coach each other.

**Writing**—GCSE, Btec & A Level are given writing frames, connective words help sheets and Evaluative language prompts to help structure their longer questions. Essay writing is focus with clear links to the AO1 AO2 and AO3 objectives. Vocabulary is corrected along with punctuation and grammar. A real emphasis is placed on command words and the understanding of these in terms of requirements for the exam. Students are taught to apply their sporting knowledge through their writing. At key stage 3 students record scores and evaluate their performance, writing down their strengths and areas for improvement. We follow the whole school marking policy.

**Communicating**—Students work in pairs / groups in all lessons and are encouraged to communicate clearly with other students. Students are taught how to express their points of view and how to listen to other students' ideas especially when set problem solving tasks. Students coach each other and effectively learn how to motivate their team mates. Teachers rotate the captains of teams to allow all students to have leadership opportunities. At GCSE & A Level students are taught to argue their opinions in debates, how to put a strong argument across and justify their points with evidence, this is a vital part of our new specification.

### **Assessment information**

All students given a baseline line grade in the first 4 weeks of Year 7 – and are then set using this data.

In key Stage 3 we assess students at the end of each unit covered, giving them a GCSE 9-1 Grade. These assessment grades are sent to students on firefly and are visible to parents. These assessments feed into our whole school tracking system.

GCSE, Btec & A Level students have an end of unit test which is graded. Detailed feedback is given so students correct errors and make progress.

Cross moderation takes place at the end of each unit for practical and theory between teachers to ensure all students are consistently graded.

### **Homework**

Set weekly for GCSE & A Level students. Variety of tasks including research, work sheets, posters, mind maps, completing tables/charts and exam questions. Homework consolidates lesson knowledge and through repetition helps store key information in the long term memory.

Revision notes are set as homework for each topic area and are checked by the teacher to ensure students are building up independence in their learning.

Key stage 3 have theory revision guides that link to the sport and theory they are currently studying and are encouraged to practice their skills at our extra-curricular clubs.