



Y11/12/13 Enrichment Programme

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11/12 /13 Core PE	Knowledge Offsite Activity	Enrichment Activities Golf Skiing Netball Football Multi gym Dodgeball Table Tennis Yoga Cricket	Enrichment Activities Golf Skiing Netball Football Multi gym Dodgeball Table Tennis Yoga Cricket	Enrichment Activities Climbing Skiing Laser Tag Rugby Badminton Basketball Handball Dance Keep Fit	Enrichment Activities Climbing Skiing Laser Tag Softball Rounders Tennis Ultimate Frisbee Athletics Dance	Enrichment Activities Canoe/Kayaking Aqua Park Softball Rounders Tennis Ultimate Frisbee Athletics Dance Trampolining	N/A
	Skills	Enrichment Programme Students are placed onto our enrichment programme in Y11. Students have the opportunity to participate in a wide range of activities all with the intent of increasing participation through the offering of activities both in school and out of school. This gives students the opportunity to further stretch their understanding/ability of preferred sports in addition to the chance to participate in exciting activities that they would perhaps otherwise not be able to do (parental/financial barriers). The element of choice here enables students to further develop their independence, as well placing them outside of their comfort zone upon occasion - preparing them for the next step in their lives.					
Why	Justification <i>The enrichment programme is sequenced in a way which allows for the greatest rate of participation across the three year groups. All students have the opportunity to experience alternative activities through the programme, which would not be available through a traditional curriculum - boosting their cultural capital. Skiing and climbing (mainstays in this year's programme) allow students to apply concepts gained in KS3 (balance, physical fitness, strategy) in an alternative setting outside of their comfort zone.</i> <i>Grouping Y11/12/13 allows for their on site activities to be timed around the key seasons of the year for competitive fixtures to run.</i>						



Y10 GCSE PE Theory

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y10 GCSE PE Theory	Knowle dge	Skeletal System Engagement Patterns	Muscular System Commercialisation of Sport	Cardiovascular System Ethical/Socio Cultural Issues	Respiratory System Sport Psychology	Aerobic and Anaerobic Exercise Sport Psychology	Effects of Exercise Sport Psychology
	Skills	<p>Skeletal System</p> <p>Location of major bones, functions of skeleton, types of synovial joint, types of movement Roles of tendons/ ligaments/ cartilage</p> <p>Engagement Patterns</p> <p>Physical activity and sport in the UK, participation in sport</p>	<p>Muscular System</p> <p>Locations of muscles, muscles and movements, lever systems, planes of movement</p> <p>Commercialisation of Sport</p> <p>The media, the golden triangle</p>	<p>Cardiovascular System</p> <p>Blood vessels, pathway of blood, red blood cells, key definitions</p> <p>Ethical/Socio Cultural Issues</p> <p>Ethics in sport, drugs in sport, violence in sport</p>	<p>Respiratory System</p> <p>The pathway of air, alveoli, respiratory muscles, definitions</p> <p>Sport Psychology</p> <p>Skilful movement, skill classification</p>	<p>Aerobic and Anaerobic Exercise</p> <p>Differences between the two types, examples of each, methods of calculating/quantify exercise</p> <p>Sport Psychology</p> <p>Goal setting, mental preparation</p>	<p>Effects of Exercise</p> <p>Short term effects, long term effects</p> <p>Sport Psychology</p> <p>Types of guidance, types of feedback</p>
<p>Assessment</p> <p>The EverLearner software is used to test students periodically through each module. This gives teachers an overview of their progress and understanding.</p> <p>End of unit standardised tests are done after each module, which are formulated from a programme created by the exam board to give a clear picture of students' progress</p> <p>Peer assessment is used in lessons</p>							



Students responses to exam questions is marked for students to receive targeted feedback

Justification

GCSE PE theory lessons are delivered as both paper 1 and paper 2 lessons by separate teachers across the two years. Lesson sequencing follows a logical format, steadily building students' knowledge through topics. The constant use of retrieval and links to previous work allows for teachers to refer back to prior knowledge regularly in lessons to maximise learning.



Y10 GCSE PE Practical

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10 GCSE PE Practical	Knowledge	Basketball	Table Tennis	Badminton	Handball	Athletics	Cricket
	Skills	Lay up (strong and weaker side), set shot, passing, dribbling (both hands), triple threat, jump shot, tactical play	Serve, return of serve, forehand/backhand drive, forehand/backhand push, flick, counter hit, slice, lob and smash	Serve (long and flick), drive, overhead clear, backhand clear, net shots/drop shots, gameplay (singles/doubles), rules and scoring, tactics	Passing, catching, dribbling, shooting, basic defence, laws of the game, contact skills, catching advanced, shooting advanced, contact advanced, feinting/dummying	Track (sprints-middle/long distance, pacing. Starting, finishing, posture, leg and arm action, head carriage, stride pattern/pacing) Jump (Long jump/high jump- approach, flight, landing, synchronisation of leg/arm action) Throws (javelin/shot/discus- initial stance, grip, throwing action, release phase, recovery phase/follow through, angle of release), Rules are regulations	Batting (footwork, running between wickets, hit, drive, pull, cut, sweep, defensive shots off back foot) Bowling (fast, medium, spin, line/flight path) Fielding (stopping the ball, catching, picking up the ball and throw) Wicket keeping (positioning, stance, bowle, low/high takes, catches, run outs, leg side takes, stumping), Decision making/tactical awareness
	<p>Assessment</p> <p>Students are assessed against the OCR GCSE PE specification using the moderation drills that have been designed to demonstrate the skills required by the exam board. Students are awarded grades in each sport above with a view to establishing 3 strongest sports to take forward for assessment in Y11. Y10 Core PE/fixtures/extra curricular clubs are used to assess students in those sports not listed in the above list.</p> <p>Justification</p> <p><i>Practically, students in Y10 are taught through the main sports that they are likely to be assessed in at GCSE level. There is a regular focus on assessment following the teaching of the sport specific key skills for each activity.</i></p>						



Y11 GCSE PE Theory

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y11 GCSE PE Theory	Knowledge	Fitness, Health Fitness and Well Being	Fitness Injury Prevention AEP Coursework	AEP Coursework	AEP Coursework/Revision	Revision Long Answer Questions	Revision/Exams
	Skills	Fitness Components of fitness, principles of training Health, Fitness, Wellbeing Healthy balanced lifestyle, physical, emotional, social issues, diet	Fitness Types of training, warm up, cooldown Injury Prevention Risks vs hazards AEP Linking components of fitness to their sport, explanation of skills needed in sport,	AEP Analysing their own performance, reflecting on strengths and weaknesses	AEP Analysing movements in sport, developing a fitness plan for improvement	Revision techniques, exam technique, structuring a 6 mark question.	Revision techniques, exam technique, structuring a 6 mark question.



Assessment

Baseline assessment completed at the start of the year gauge progress in Y10.

The EverLearner software is used to test students periodically through each module. This gives teachers an overview of their progress and understanding.

End of unit standardised tests are done after each module, which are formulated from a programme created by the exam board to give a clear picture of students' progress

Y11 mock exams

Justification

Y11 begins with the completion of the course content that was not completed in Y10. This allows for a smooth transition into the coursework element of the NEA which can then be completed using the knowledge gained through teaching. The AEP also allows students to apply their knowledge into their work, serving as a source of revision. Following the AEP, students undertake targeted revision sessions, making use of assessment tables to see areas of weakness.