

The Bromfords School PE Department. Intent of Curriculum



The Bromfords School

PE Department.

The intent of PE at Bromfords is

• To provide opportunities for students to **engage**, **enjoy** and **excel** in high quality PE & sport, building a legacy of life long activity

<u>Achieve</u>:

All pupils will develop their knowledge and understanding of a variety of sporting activities. The curriculum will provide intellectual and physical challenge through a variety of appropriate pathways and opportunities.

Enrich:

Students participate in a broad and balanced range of curricular and extra-curricular activities, including whole school events and intra and inter school activities.

Prepare:

Basic skills and concepts introduced through KS3 are developed and advanced within KS4 and KS5 allowing for progression to further studies and for life long participation in sport and physical activity.

| Department: | Curriculum Map | | | | | | | |
|-------------|--|--|--|--|--|---|--|--|
| PE | What does PE at Bromfords look like? | | | | | | | |
| Entry KS2 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Post-16 | | |
| | Knowledge: How to participate in a variety of Team and Individual Sports and to learn key language and terms used within Physical Education and Sport to help understand how to stay fit and healthy. | Knowledge: How to participate in a variety of Team and Individual Sports and to learn key language and terms used within Physical Education and Sport to help understand how to stay fit and healthy. | Knowledge: How to participate in a variety of Team and Individual Sports and to learn key language and terms used within Physical Education and Sport to help understand how to stay fit and healthy. | Knowledge: How to participate in a variety of Team and Individual Sports and to learn key language and terms used within Physical Education and Sport to help understand how to stay fit and healthy. | Knowledge: How to participate in a variety of Team and Individual Sports and to learn key language and terms used within Physical Education and Sport to help understand how to stay fit and healthy. | Knowledge: Exam specifications for A Level PE or OCR Technical Sport covering a variety of concepts. <u>Skills:</u> | | |
| | Skills: Identify key aspects of performances to develop self and others within some of the following activities: Rugby, Football, Netball, Basketball, Handball, Cricket, Rounders, Dance, Gymnastics, Badminton, Trampolining, Athletics. | Skills: Identify key aspects of performances to develop self and others within some of the following activities: Rugby, Football, Netball, Basketball, Handball, Cricket, Rounders, Dance, Gymnastics, Badminton, Trampolining, Athletics. | Skills: Identify key aspects of performances to develop self and others within some of the following activities: Rugby, Football, Netball, Basketball, Handball, Cricket, Rounders, Dance, Gymnastics, Badminton, Trampolining, Athletics. | Skills: Identify key aspects of performances to develop self and others within some of the following activities: Rugby, Football, Netball, Basketball, Handball, Cricket, Rounders, Dance, Gymnastics, Badminton, Trampolining, Athletics. | Skills: Identify key aspects of performances to develop self and others within some of the following activities: Rugby, Football, Netball, Basketball, Handball, Cricket, Rounders, Dance, Gymnastics, Badminton, Trampolining, Athletics. | | | |

| Enrichment, Careers, Real-world Experience. | | | | | | |
|--|---------------------|------------------------|----------------------------|--|----------------------------|--------------|
| | building confidence | , teamwork and compete | ence to take part in a wid | (Emotional) and Social W le range of physical activi ng, Coaching, Physiothera | ties. These transferable s | skills allow |

<u>Year 7 – Intent:</u>

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|-----------------------------|----------------------------------|-----------------------------------|---------------------------------|-----------------------------|
| Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: |
| Students to undertake a | Students to undertake a | Students to undertake a | Students to undertake a variety | Students to undertake a | Students to undertake a |
| variety of Individual and | variety of Individual and | variety of Individual and Team | of Individual and Team sports | variety of Individual and | variety of Individual and |
| Team sports allowing a | Team sports allowing a | sports allowing a good breadth | allowing a good breadth of | Team sports allowing a good | Team sports allowing a |
| good breadth of study to | good breadth of study to | of study to be in place. Sports | study to be in place. Sports | breadth of study to be in | good breadth of study to |
| be in place. Sports | be in place. Sports | undertaken will allow for an | undertaken will allow for an | place. Sports undertaken | be in place. Sports |
| undertaken will allow for | undertaken will allow for | understanding of how to play | understanding of how to play | will allow for an | undertaken will allow for |
| an understanding of how | an understanding of how to | the sports, an understanding | the sports, an understanding of | understanding of how to | an understanding of how |
| to play the sports, an | play the sports, an | of the different roles that can | the different roles that can be | play the sports, an | to play the sports, an |
| understanding of the | understanding of the | be undertaken in the sports | undertaken in the sports and | understanding of the | understanding of the |
| different roles that can be | different roles that can be | and the health and well-being | the health and well-being | different roles that can be | different roles that can be |
| undertaken in the sports | undertaken in the sports | benefits of regular | benefits of regular participation | undertaken in the sports | undertaken in the sports |
| and the health and well- | and the health and well- | participation in these sports | in these sports and general | and the health and well- | and the health and well- |
| being benefits of regular | being benefits of regular | and general physical activity. | physical activity. Extra- | being benefits of regular | being benefits of regular |
| participation in these | participation in these | Extra-curricular activities are | curricular activities are planned | participation in these sports | participation in these |
| sports and general | sports and general physical | planned and undertaken | and undertaken throughout | and general physical activity. | sports and general physical |
| physical activity. Extra- | activity. Extra-curricular | throughout the year to allow | the year to allow students | Extra-curricular activities are | activity. Extra-curricular |
| curricular activities are | activities are planned and | students further opportunities | further opportunities to | planned and undertaken | activities are planned and |
| planned and undertaken | undertaken throughout the | to develop their attributes and | develop their attributes and | throughout the year to | undertaken throughout the |
| throughout the year to | year to allow students | enjoyment as well as challenge | enjoyment as well as challenge | allow students further | year to allow students |
| allow students further | further opportunities to | themselves within a | themselves within a | opportunities to develop | further opportunities to |
| opportunities to develop | develop their attributes | competitive situation. | competitive situation. | their attributes and | develop their attributes |
| their attributes and | and enjoyment as well as | | | enjoyment as well as | and enjoyment as well as |
| enjoyment as well as | challenge themselves | Learning Intent: | Learning Intent: | challenge themselves within | challenge themselves |
| challenge themselves | within a competitive | To provide opportunities for | To provide opportunities for | a competitive situation. | within a competitive |
| within a competitive | situation. | students to engage, enjoy and | students to engage, enjoy and | | situation. |
| situation. | | excel in high quality PE & | excel in high quality PE & sport, | Learning Intent: | |
| | Learning Intent: | sport, building a legacy of life | building a legacy of life long | To provide opportunities for | Learning Intent: |
| Learning Intent: | To provide opportunities | long activity | activity | students to engage, enjoy | To provide opportunities |
| | for students to engage, | | | and excel in high quality PE | for students to engage, |

| To provide opportunities for students to engage, enjoy and excel in high quality PE & sport, building a legacy of life long activity | enjoy and excel in high quality PE & sport, building a legacy of life long activity | | | & sport, building a legacy of life long activity | enjoy and excel in high quality PE & sport, building a legacy of life long activity |
|---|--|--|--|---|---|
| Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. |

<u>Year 8 – Intent:</u>

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|--------------------------------|----------------------------------|-----------------------------------|---------------------------------|---------------------------------|
| Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | • |
| Students to undertake a | Students to undertake a | Students to undertake a | Students to undertake a variety | Students to undertake a varie | ty of Individual and Team |
| variety of Individual and | variety of Individual and | variety of Individual and Team | of Individual and Team sports | sports allowing a good breadt | h of study to be in place. |
| Team sports allowing a | Team sports allowing a | sports allowing a good breadth | allowing a good breadth of | Sports undertaken will allow f | or an understanding of how |
| good breadth of study to | good breadth of study to | of study to be in place. Sports | study to be in place. Sports | to play the sports, an underst | anding of the different roles |
| be in place. Sports | be in place. Sports | undertaken will allow for an | undertaken will allow for an | that can be undertaken in the | sports and the health and |
| undertaken will allow for | undertaken will allow for | understanding of how to play | understanding of how to play | well-being benefits of regular | participation in these sports |
| an understanding of how | an understanding of how to | the sports, an understanding | the sports, an understanding of | and general physical activity. | Extra-curricular activities are |
| to play the sports, an | play the sports, an | of the different roles that can | the different roles that can be | planned and undertaken thro | ughout the year to allow |
| understanding of the | understanding of the | be undertaken in the sports | undertaken in the sports and | students further opportunitie | s to develop their attributes |
| different roles that can be | different roles that can be | and the health and well-being | the health and well-being | and enjoyment as well as chal | lenge themselves within a |
| undertaken in the sports | undertaken in the sports | benefits of regular | benefits of regular participation | competitive situation. | |
| and the health and well- | and the health and well- | participation in these sports | in these sports and general | | |
| being benefits of regular | being benefits of regular | and general physical activity. | physical activity. Extra- | Learning Intent: | |
| participation in these | participation in these | Extra-curricular activities are | curricular activities are planned | To provide opportunities for s | tudents to engage, enjoy and |
| sports and general | sports and general physical | planned and undertaken | and undertaken throughout | excel in high quality PE & spor | t, building a legacy of life |
| physical activity. Extra- | activity. Extra-curricular | throughout the year to allow | the year to allow students | long activity | |
| curricular activities are | activities are planned and | students further opportunities | further opportunities to | | |
| planned and undertaken | undertaken throughout the | to develop their attributes and | develop their attributes and | | |
| throughout the year to | year to allow students | enjoyment as well as challenge | enjoyment as well as challenge | | |
| allow students further | further opportunities to | themselves within a | themselves within a | | |
| opportunities to develop | develop their attributes | competitive situation. | competitive situation. | | |
| their attributes and | and enjoyment as well as | | | | |
| enjoyment as well as | challenge themselves | Learning Intent: | Learning Intent: | | |
| challenge themselves | within a competitive | To provide opportunities for | To provide opportunities for | | |
| within a competitive | situation. | students to engage, enjoy and | students to engage, enjoy and | | |
| situation. | | excel in high quality PE & | excel in high quality PE & sport, | | |
| | Learning Intent: | sport, building a legacy of life | building a legacy of life long | | |
| Learning Intent: | To provide opportunities | long activity | activity | | |
| To provide opportunities | for students to engage, | | | | |
| for students to engage, | enjoy and excel in high | | | | |
| enjoy and excel in high | quality PE & sport, building | | | | |
| quality PE & sport, | a legacy of life long activity | | | | |
| building a legacy of life | | | | | |
| long activity | | | | | |
| | | | | | |
| | | | | | |

| Measuring Impact through: | Measuring Impact through: | Measuring Impact through: | Measuring Impact through: | Measuring Impact through: |
|---|---|---|--|--|
| occur within lessons, culminating in an overall assessment of students progress, ability and | an overall assessment of students progress, ability and understanding at the end of | Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. |

<u>Year 9 – Intent</u>:

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|--|---|--|---|--|---|--|
| Core PE Scheme of Work: Students to undertake a variety of Individual and Team sports allowing a | Core PE Scheme of Work: Students to undertake a variety of Individual and Team sports allowing a | Core PE Scheme of Work: Students to undertake a variety of allowing a good breadth of study undertaken will allow for an undertaken will allow for an undertake | to be in place. Sports | Core PE Scheme of Work: Students to undertake a variety of Individual and Team sports allowing a good breadth of study to be in place. Sports undertaken will allow for an understanding of how | | |
| good breadth of study to be in place. Sports undertaken will allow for an understanding of how to play the sports, an understanding of the different roles that can be | good breadth of study to be in place. Sports undertaken will allow for an understanding of how to play the sports, an understanding of the different roles that can be | sports, an understanding of the c undertaken in the sports and the of regular participation in these s activity. Extra-curricular activities throughout the year to allow stu- develop their attributes and enjo themselves within a competitive | different roles that can be health and well-being benefits sports and general physical s are planned and undertaken dents further opportunities to syment as well as challenge | to play the sports, an understa that can be undertaken in the well-being benefits of regular and general physical activity. I planned and undertaken throus students further opportunities and enjoyment as well as chal | anding of the different roles sports and the health and participation in these sports Extra-curricular activities are ughout the year to allow s to develop their attributes | |
| undertaken in the sports and the health and well- being benefits of regular participation in these sports and general | undertaken in the sports and the health and well- being benefits of regular participation in these sports and general physical | Learning Intent: To provide opportunities for stud in high quality PE & sport, buildir | lents to engage, enjoy and excel | Learning Intent: To provide opportunities for s excel in high quality PE & spor | tudents to engage, enjoy and | |
| physical activity. Extra- curricular activities are planned and undertaken throughout the year to allow students further opportunities to develop their attributes and | activity. Extra-curricular activities are planned and undertaken throughout the year to allow students further opportunities to develop their attributes and enjoyment as well as | | | long activity | | |
| enjoyment as well as challenge themselves within a competitive situation. | challenge themselves within a competitive situation. Learning Intent: | | | | | |
| Learning Intent: To provide opportunities for students to engage, enjoy and excel in high quality PE & sport, building a legacy of life long activity | To provide opportunities for students to engage, enjoy and excel in high quality PE & sport, building a legacy of life long activity | | | | | |

| Theory PE Scheme of Work: Physical Training | Theory PE Scheme of Work: Physical Training | Theory PE Scheme of Work: Health, Fitness & well-being | Theory PE Scheme of Work: Anatomy & Physiology |
|---|--|---|--|
| Learning Intent: To secure understanding of how to effectively develop different components of fitness through the application of training principles ensuring optimal performance and a reduced risk of injury. | Learning Intent: To secure understanding of how to effectively develop different components of fitness through the application of training principles ensuring optimal performance and a reduced risk of injury. | Learning Intent: To secure an understanding of the benefits of exercise and good nutrition and how this can be applied to an individual's lifestyle. | Learning Intent: To know the basic structures and functions of the body's system. Be able to evaluate the effect of short and long term exercise has on these systems and the impact this can have on physical performance. Socio-Cultural influences Learning Intent: To develop an understanding of influences that effect participation rates within sport & strategies to combat low participation. Whilst also gaining an understanding specific socio-cultural issues that impact sports image in the media and overall society. |
| Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. |

Year 10– Intent:

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|-----------------------------|----------------------------------|----------------------------------|---------------------------------|-----------------------------|
| Core PE Scheme of Work: | Core PE Scheme of Work: | Core PE Scheme of Work: | Core PE Scheme of Work: | Core PE Scheme of Work: | Core PE Scheme of Work: |
| Students to undertake a | Students to undertake a | Students to undertake a | Students to undertake a | Students to undertake a | Students to undertake a |
| variety of Individual and | variety of Individual and | variety of Individual and Team | variety of Individual and Team | variety of Individual and | variety of Individual and |
| Team sports allowing a | Team sports allowing a | sports allowing a good breadth | sports allowing a good breadth | Team sports allowing a good | Team sports allowing a |
| good breadth of study to | good breadth of study to | of study to be in place. Sports | of study to be in place. Sports | breadth of study to be in | good breadth of study to |
| be in place. Sports | be in place. Sports | undertaken will allow for an | undertaken will allow for an | place. Sports undertaken will | be in place. Sports |
| undertaken will allow for | undertaken will allow for | understanding of how to play | understanding of how to play | allow for an understanding | undertaken will allow for |
| an understanding of how | an understanding of how to | the sports, an understanding | the sports, an understanding | of how to play the sports, an | an understanding of how |
| to play the sports, an | play the sports, an | of the different roles that can | of the different roles that can | understanding of the | to play the sports, an |
| understanding of the | understanding of the | be undertaken in the sports | be undertaken in the sports | different roles that can be | understanding of the |
| different roles that can be | different roles that can be | and the health and well-being | and the health and well-being | undertaken in the sports and | different roles that can be |
| undertaken in the sports | undertaken in the sports | benefits of regular | benefits of regular | the health and well-being | undertaken in the sports |
| and the health and well- | and the health and well- | participation in these sports | participation in these sports | benefits of regular | and the health and well- |
| being benefits of regular | being benefits of regular | and general physical activity. | and general physical activity. | participation in these sports | being benefits of regular |
| participation in these | participation in these | Extra-curricular activities are | Extra-curricular activities are | and general physical activity. | participation in these |
| sports and general | sports and general physical | planned and undertaken | planned and undertaken | Extra-curricular activities are | sports and general physical |
| physical activity. Extra- | activity. Extra-curricular | throughout the year to allow | throughout the year to allow | planned and undertaken | activity. Extra-curricular |
| curricular activities are | activities are planned and | students further opportunities | students further opportunities | throughout the year to allow | activities are planned and |
| planned and undertaken | undertaken throughout the | to develop their attributes and | to develop their attributes and | students further | undertaken throughout the |
| throughout the year to | year to allow students | enjoyment as well as challenge | enjoyment as well as challenge | opportunities to develop | year to allow students |
| allow students further | further opportunities to | themselves within a | themselves within a | their attributes and | further opportunities to |
| opportunities to develop | develop their attributes | competitive situation. | competitive situation. | enjoyment as well as | develop their attributes |
| their attributes and | and enjoyment as well as | | | challenge themselves within | and enjoyment as well as |
| enjoyment as well as | challenge themselves | Learning Intent: | Learning Intent: | a competitive situation. | challenge themselves |
| challenge themselves | within a competitive | To provide opportunities for | To provide opportunities for | | within a competitive |
| within a competitive | situation. | students to engage, enjoy and | students to engage, enjoy and | Learning Intent: | situation. |
| situation. | | excel in high quality PE & | excel in high quality PE & | To provide opportunities for | |
| | Learning Intent: | sport, building a legacy of life | sport, building a legacy of life | students to engage, enjoy | Learning Intent: |
| Learning Intent: | To provide opportunities | long activity | long activity | and excel in high quality PE & | To provide opportunities |
| | for students to engage, | | | | for students to engage, |

| quality PE & sport, building a legacy of life long activity Theory PE Scheme of Work: Sports Psychology Learning Intent: To develop secure understanding of the psychological concepts that effect performance and how they can be applied to a variety of practical examples. | Theory PE Scheme of Work: Socio-cultural influences Learning Intent: To develop a secure understanding of the influences society & culture has on sport and how this impacts participation and sports portrayal in society both positive & negative. Demonstrating an ability to apply this to a variety of practical examples. | Theory PE Scheme of Work: Health Fitness & well-being Learning Intent: To have a secure understanding of how an active lifestyle and good nutrition positively affect your health & well-being. Applying this to a variety of practical examples and individual lifestyles. | sport, building a legacy of life long activity Theory PE Scheme of Work: Analysing & Evaluating Performance (AEP) Coursework Learning Intent: To demonstrate the ability to effectively evaluate and analyse an individual's performance. Showing consideration for how to plan for improvements by identifying strengths & weaknesses. | enjoy and excel in high quality PE & sport, building a legacy of life long activity Theory PE Scheme of Work: Analysing & Evaluating Performance (AEP) Coursework Learning Intent: To demonstrate the ability to effectively evaluate and analyse an individual's performance. Showing consideration for how to plan for improvements by identifying strengths & weaknesses. |
|---|---|---|---|--|
| Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of | Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and |
| | Theory PE Scheme of Work: Sports Psychology Learning Intent: To develop secure understanding of the psychological concepts that effect performance and how they can be applied to a variety of practical examples. Measuring Impact through: Regular assessment will occur within lessons, culminating in | Theory PE Scheme of Work: Sports PsychologyTheory PE Scheme of Work: Socio-cultural influencesLearning Intent: To develop secure understanding of the psychological concepts that effect performance and how they can be applied to a variety of practical examples.Theory PE Scheme of Work: Socio-cultural influencesMeasuring Impact through:Learning Intent: To develop a secure understanding of the influences society & culture has on sport and how this impacts participation and sports portrayal in society both positive & negative. Demonstrating an ability to apply this to a variety of practical examples.Measuring Impact through:Measuring Impact through: Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and | A legacy of life long activityTheory PE Scheme of Work: Socio-cultural influencesTheory PE Scheme of Work: Health Fitness & well-beingSports PsychologyLearning Intent: To develop secure understanding of the osychological concepts that effect performance and how they can be applied to a variety of practical examples.Theory PE Scheme of Work: Socio-cultural influencesMeasuring Impact through:Measuring Impact through: Regular assessment of students progress, ability andTheory PE Scheme of Work: Health Fitness & well-being Learning Intent: To have a secure understanding of the influences society & culture has on sport and how this impacts participation and sports portrayal in society both positive & negative. Demonstrating an ability to apply this to a variety of practical examples.Learning Intent: To have a secure understanding of how an active lifestyle and good nutrition positively affect your health & well-being. Applying this to a variety of practical examples.Measuring Impact through:Measuring Impact through: within lessons, culminating in overall assessment of students progress, ability andMeasuring Impact through: within lessons, culminating in an overall assessment of students progress, ability and | A legacy of life long activityTheory PE Scheme of Work: Socio-cultural influencesTheory PE Scheme of Work: Health Fitness & well-beingTheory PE Scheme of Work: Analysing & Evaluating Performance (AEP) CourseworkSports Psychology Learning Intent: To develop secure understanding of the inderstanding of the inderstanding of the inspacts participation and sports portrayal in society bat variety of practical examples.Theory PE Scheme of Work: Health Fitness & well-being Learning Intent: To develop a secure understanding of the inspacts participation and sports portrayal in society both positive & negative. Demonstrating an ability to apply this to a variety of practical examples.Theory PE Scheme of Work: Health Fitness & well-being Learning Intent: To have a secure understanding of how an active lifestyle and good nutrition positively affect your health & well-being. Applying this to a variety of practical examples and individual lifestyles.Theory PE Scheme of Work: Analysing & Evaluating Performance (AEP) CourseworkMeasuring Impact through:Measuring in an ability to apply this to a variety of practical examples.Measuring Impact through:Measuring Impact through:Measuring Impact through:Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability andMeasuring Impact through:Regular assessment of students progress, ability andRegular assessment of students progress, ability andRegular assessment of students progress, ability andRegular assessment of students progress, ability andRegular assessment of studentsRegular assessment of students p |

Year 11– Intent:

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------|--------------------------------|----------------------------------|----------------------------------|----------------------------------|--------------------------------|
| Core PE Scheme of Work: | Core PE Scheme of Work: | Core PE Scheme of Work: | Core PE Scheme of Work: | Core PE Scheme of Work: | Core PE Scheme of Work: |
| Students to undertake a | Students to undertake a | Students to undertake a | Students to undertake a | Students to undertake a | Students to undertake a |
| variety of Individual and | variety of Individual and | variety of Individual and Team | variety of Individual and Team | variety of Individual and | variety of Individual and |
| Team sports allowing a | Team sports allowing a | sports allowing a good breadth | sports allowing a good breadth | Team sports allowing a good | Team sports allowing a |
| good breadth of study to | good breadth of study to | of study to be in place. Sports | of study to be in place. Sports | breadth of study to be in | good breadth of study to |
| be in place. Sports | be in place. Sports | undertaken will allow for an | undertaken will allow for an | place. Sports undertaken will | be in place. Sports |
| undertaken will allow for | undertaken will allow for | understanding of how to play | understanding of how to play | allow for an understanding | undertaken will allow for |
| an understanding of how | an understanding of how to | the sports, an understanding | the sports, an understanding | of how to play the sports, an | an understanding of how |
| to play the sports, an | play the sports, an | of the different roles that can | of the different roles that can | understanding of the | to play the sports, an |
| understanding of the | understanding of the | be undertaken in the sports | be undertaken in the sports | different roles that can be | understanding of the |
| different roles that can be | different roles that can be | and the health and well-being | and the health and well-being | undertaken in the sports and | different roles that can be |
| undertaken in the sports | undertaken in the sports | benefits of regular | benefits of regular | the health and well-being | undertaken in the sports |
| and the health and well- | and the health and well- | participation in these sports | participation in these sports | benefits of regular | and the health and well- |
| being benefits of regular | being benefits of regular | and general physical activity. | and general physical activity. | participation in these sports | being benefits of regular |
| participation in these | participation in these | Extra-curricular activities are | Extra-curricular activities are | and general physical activity. | participation in these |
| sports and general | sports and general physical | planned and undertaken | planned and undertaken | Extra-curricular activities are | sports and general physical |
| physical activity. Extra- | activity. Extra-curricular | throughout the year to allow | throughout the year to allow | planned and undertaken | activity. Extra-curricular |
| curricular activities are | activities are planned and | students further opportunities | students further opportunities | throughout the year to allow | activities are planned and |
| planned and undertaken | undertaken throughout the | to develop their attributes and | to develop their attributes and | students further | undertaken throughout the |
| throughout the year to | year to allow students | enjoyment as well as challenge | enjoyment as well as challenge | opportunities to develop | year to allow students |
| allow students further | further opportunities to | themselves within a | themselves within a | their attributes and | further opportunities to |
| opportunities to develop | develop their attributes | competitive situation. | competitive situation. | enjoyment as well as | develop their attributes |
| their attributes and | and enjoyment as well as | | | challenge themselves within | and enjoyment as well as |
| enjoyment as well as | challenge themselves | Learning Intent: | Learning Intent: | a competitive situation. | challenge themselves |
| challenge themselves | within a competitive | To provide opportunities for | To provide opportunities for | | within a competitive |
| within a competitive | situation. | students to engage, enjoy and | students to engage, enjoy and | Learning Intent: | situation. |
| situation. | | excel in high quality PE & | excel in high quality PE & | To provide opportunities for | |
| | Learning Intent: | sport, building a legacy of life | sport, building a legacy of life | students to engage, enjoy | Learning Intent: |
| Learning Intent: | To provide opportunities | long activity | long activity | and excel in high quality PE & | To provide opportunities |
| To provide opportunities | for students to engage, | | | sport, building a legacy of life | for students to engage, |
| for students to engage, | enjoy and excel in high | | | long activity | enjoy and excel in high |
| enjoy and excel in high | quality PE & sport, building | | | | quality PE & sport, building |
| quality PE & sport, | a legacy of life long activity | | | | a legacy of life long activity |
| building a legacy of life | | | | | |
| long activity | | | | | |

| Theory PE Scheme of Work: Anatomy & Physiology revision | Theory PE Scheme of Work: Sports Psychology revision Learning Intent: | Theory PE Scheme of Work: Paper 1 Revision – Exam Question Practice | Theory PE Scheme of Work: Paper 2 Revision – Exam Question Practice | Theory PE Scheme of Work: Revision | Theory PE Scheme of Work: Revision |
|--|---|--|---|---|--|
| Learning Intent: To recap & consolidate prior learning in terms of the effect of exercise on the human body systems. | To recap & consolidate prior learning in terms of psychological concepts that effect performance. | Learning Intent: To master the skills of analysing and evaluating factors which effect physical performance & know how to improve performance using a variety of practical examples. | Learning Intent: To master the skills of analysing and evaluating influences that effect an individual's involvement in sport and the contribution of sport to an individual's health, fitness & well-being. | Learning Intent: To master the skill of applying theoretical content to a variety of practical examples and understanding the factors that underpin sport and well-being. | Learning Intent: To master the skill of applying theoretical content to a variety of practical examples and understanding the factors that underpin sport and well-being. |
| Measuring Impact through: | Measuring Impact through: | Measuring Impact through: | Measuring Impact through: | Measuring Impact through: | Measuring Impact through: |
| Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. | Regular assessment will occur within lessons, culminating in an overall assessment of students progress, ability and understanding at the end of each block of work. |

Year 12– Intent:

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|-----------------------------|---------------------------------|---------------------------------|--------------------------------|-----------------------------|
| Year 12 OCR Sport – Unit | Year 12 OCR Sport – Unit 1 | Year 12 OCR Sport – Unit 1 | Year 12 OCR Sport – Unit 1 | Year 12 OCR Sport – Unit 1 | Year 12 OCR Sport – Unit 1 |
| 1 | | | | | |
| | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: |
| Scheme of Work: | Muscular System | Cardio-vascular and | Energy Systems | Revision and exam | Revision and exam |
| Skeletal System | | respiratory systems | | preparation | preparation |
| | Learning Intent: | | Learning Intent: | Learning Intent: | |
| Learning Intent: | To develop an | Learning Intent: | To develop an understanding | To recap concepts covered | Learning Intent: |
| To develop an | understanding of the | To develop an understanding | of the energy systems and | and prepare for the exam. | To recap concepts covered |
| understanding of the | muscular system and how | of the CV and respiratory | how they are used within | | and prepare for the exam. |
| skeletal system and how | it is used within sporting | systems and how they are | sporting situations. | | |
| it is used within sporting | situations. | used within sporting | | | |
| situations. | | situations. | | | |
| | Year 12 | | Year 12 | Year 12 | Year 12 |
| Year 12 | OCR Tech Unit 17 | Year 12 | OCR Tech Unit 17 | OCR Tech Unit 17 | OCR Tech Unit 17 |
| OCR Tech Unit 17 | | OCR Tech Unit 17 | | | |
| | Scheme of Work: | | Scheme of Work: | Scheme of Work: | Scheme of Work: |
| Scheme of Work: | Sports Injuries | Scheme of Work: | Injury Treatment | Rehabilitation of Injuries | Rehabilitation of Injuries |
| Sports Injuries | | Injury Treatment | | | Learning Intent: |
| | Learning Intent: | | Learning Intent: | Learning Intent: | To develop an |
| Learning Intent: | To develop an | Learning Intent: | To develop an understanding | To develop an understanding | understanding of how |
| To develop an | understanding of types of | To develop an understanding | of how to treat different types | of how people recover from | people recover from injury |
| understanding of types of | injury and impacts of | of how to treat different types | of sports injury. | injury and the processes that | and the processes that can |
| injury and impacts of | injuries. | of sports injury. | | can be undertaken to assist | be undertaken to assist |
| injuries. | | | | this. | this. |
| Unit 19 | Unit 19 | Unit 19 | Unit 19 | Unit 19 | Unit 19 |
| Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: |
| Motivation and | Motivation and Attribution | Stress, anxiety and group | Stress, anxiety and group | Stress, anxiety and group | Stress, anxiety and group |
| Attribution | | dynamics | dynamics | dynamics | dynamics |
| | Learning Intent: | | | | |
| Learning Intent: | Know the different factors | Learning Intent: | Learning Intent: | Learning Intent: Understand | Learning Intent: |
| Know the different | that affect motivation for | Understand the effects of | Understand the effects of | the effects of stress, anxiety | Understand the effects of |
| factors that affect | sport and exercise. | stress, anxiety and arousal in | stress, anxiety and arousal in | and arousal in sport and | stress, anxiety and arousal |
| motivation for sport and | Understand attribution | sport and exercise. | sport and exercise. | exercise. Understand the | in sport and exercise. |
| exercise. Understand | theory in relation to sport | Understand the importance of | Understand the importance of | importance of group | Understand the |
| attribution theory in | and exercise. | group dynamics in team sports | group dynamics in team sports | dynamics in team sports and | importance of group |
| | | and group exercise. | and group exercise. | group exercise. | |

| relation to sport and exercise. | | | | | dynamics in team sports and group exercise. |
|---|---|--|--|--|---|
| Regular assessments and exam board set tasks or | Measuring Impact through: Regular assessments and exam board set tasks or | Measuring Impact through: Regular assessments and exam board set tasks or exams. | Measuring Impact through: Regular assessments and exam board set tasks or exams. | Measuring Impact through: Regular assessments and exam board set tasks or exams. | Measuring Impact through: Regular assessments and exam board set tasks or |
| exams. | exams. | | | | exams. |

Year 13- Intent:

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|--|--|
| Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: |
| Year 13 OCR Sport – Unit 2 | Year 13 OCR Sport – Unit 2 | Year 13 OCR Sport – Unit 2 | Year 13 OCR Sport – Unit 2 | Year 13 OCR Sport – Unit 2 | Year 13 OCR Sport – Unit 2 |
| Sports Organisation | Sports Development | Impact of Sports Development | Sports Development in Practice | Revision | Revision |
| | Learning Intent: | Learning Intent: | | Learning Intent: | Learning Intent: |
| Learning Intent: | Understand sports | Understand how the impact of | Learning Intent: | To develop knowledge and | To develop knowledge and |
| Understand how sport in | development | sports development can be | Understand sports | understanding of all schemes | understanding of all |
| the UK is organised | | measured | development in practice | of work. | schemes of work. |
| Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: | Scheme of Work: |
| Year 13 OCR Sport – Unit 3 | Year 13 OCR Sport – Unit 3 | Year 13 OCR Sport – Unit 3 | Year 13 OCR Sport – Unit 3 | Year 13 OCR Sport – Unit 3 | Year 13 OCR Sport – Unit 3 |
| Getting the job | Planning for Success | Prepare, deliver, review, progress | Winning a contract | Resubmissions of assignments | Resubmissions of assignments |
| Learning Intent: | Learning Intent: | | Learning Intent: | | |
| Know the roles and responsibilities of sports coaches and activity leaders and understand principles which underpin coaching and leading. | Be able to plan sports and activity sessions. | Learning Intent: Be able to prepare sports and activity environments. Be able to deliver sports and activity sessions. Be able to review sports and activity sessions. | Be able to use methods to improve skills, techniques and tactics in sport. | Learning Intent: To develop knowledge and understanding to allow progression of assignment work. | Learning Intent: To develop knowledge and understanding to allow progression of assignment work. |
| Measuring Impact through: | Measuring Impact through: | Measuring Impact through: | Measuring Impact through: | Measuring Impact through: | Measuring Impact through: |
| Regular assessments and | Regular assessments and | Regular assessments and exam | Regular assessments and exam | Regular assessments and exam | Regular assessments and |
| exam board set tasks or | exam board set tasks or | board set tasks or exams. | board set tasks or exams. | board set tasks or exams. | exam board set tasks or |
| exams. | exams. | | | | exams. |