

Deptford Green PE Intent

Faculty Vision

The Faculty has a vision to:

- ✓ Encourage creativity
- ✓ Celebrate diversity
- ✓ Open minds
- ✓ Achieve success together in a harmonious and inclusive environment
- ✓ Create a vibrant, exciting and inspiring atmosphere
- ✓ Deliver a dynamic and innovative curriculum
- ✓ Nurture and celebrate each young person's talents and abilities

PE Vision

Developing lifelong participation in sport through promoting healthy and active lifestyles by opening up external pathways to sport. Students will develop their skills across a variety of individual and team sports and activities whilst developing key personal skills such as leadership, organisation, resilience and communication which will increase their chances of being successful in life after school. Lastly, students will have the chance to develop an interest in sport and exercise which will encourage them to participate in exam based courses with the intention to carry on study at post 16.

Programme Aims:

- To provide a broad and balanced programme of physical education which will enable the potential and capabilities of all students to be achieved.
- To encourage positive attitudes towards physical activity in order to promote and maintain a healthy lifestyle.
- To extend and develop skills, principles and tactics applicable to a variety of team and individual games

- To develop body management and body awareness through the development of skills.
- To provide the opportunity for creativity and composition.
- To provide the opportunity for the achievement of sporting excellence at school and beyond.
- To ensure safe practice.
- To ensure that all students develop an understanding and appreciation of the principles of fitness.
- To provide the opportunity to develop a sense of fair play in sport.

Students at Deptford Green are encouraged to develop their own abilities through a broad and balanced curriculum. Success is highlighted at the individual's own level, thus allowing success being achievable to all.

Students are challenged, through differentiation, in all three components of Physical Education i.e. Planning/Performing/Evaluating. This will create students, who can not only perform, but also analyse strengths and weaknesses, understand a variety of concepts and support others around them in different environments.

The National Curriculum is met at both Key Stage 3 and Key Stage 4. Sound progression is made, therefore enabling students to increase their ability during their school career. At key stage 3, there is a distinct emphasis on competitive sport encompassing both games and individual based sports.

Key stage 1 and 2

Pupils should develop fundamental movement skills, become increasingly competent and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. As they move from the primary key stages, pupils will learn and apply a broad range of skills and make links to actions and sequences of movements. They will develop their communication, collaboration and competing skills individually and with others. They will play modified games across a variety of sport to suit their needs and physical abilities.

Key stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity. Pupils will be taught a range of tactics and strategies to outwit opponents, they will develop their skills and techniques in individual and team sports. Students will begin to analyse performances and be able to participate in competitive sports outside of school through community links or sports clubs.

Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Students will be able to develop their skills in a broad range of sports and have the tools to live healthy lives after education.

Pupils that choose PE as an option for KS4 will develop their skills and techniques as an individual and team performer as well as developing their refereeing skills. Students will also explore and research into working in the sport industry and have the understanding of how to apply for roles in the sport sector. Students will also research into sports leadership, plan and deliver a sports coaching session. Building on analysing in Ks3, students will analyse their coaching session and review it in order to improve. Pupils will also develop an understanding of contemporary issues in sport, they will explore into the barriers many user groups face to participate in sport and then understand any possible solutions that are in place. Students will develop an understanding of sporting values and understand the negative effects of doping in sport. Students will also research into major sporting events and understand the positive and drawbacks of hosting them. Lastly, students will understand how National Governing Bodies work in the UK and their role in promoting sport.

What:

- Challenge pupils on unhealthy lifestyles with the aim to educate them of the benefits of a healthy lifestyle on their physical, emotional and social wellbeing.
- Promote lifelong participation in sport and exercise through offering extracurricular clubs at lunch and after school.
- Create external links with clubs outside of school with the aim of increasing the number of students participating in sport.
- Develop life skills that will better prepare our students for life after school (LORIC).

- Provide opportunities for the students to develop their understanding of the human anatomy and physiology and its role in sport.
- Produce effective learning outcomes each lesson with aim to increase the progress of students on previous years.

Why:

- To create lifelong participation in sport and physical activity so that our learners lead healthy lifestyles.
- To provide our students with the skill set and knowledge to study sport and PE at post-16 and higher level education.
- These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. Our curriculum will develop the whole individual where they will work on leadership, organisation, resilience, initiative and communication skills.
- Physical Education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about diet and physical activity to showcasing the skills developed in PE at Deptford Green in to real life situations.

How:

- Plan Schemes of Work that are challenging yet achievable to all students through incorporating TEEP strategies.
- Provide a safe environment for students to work and flourish.
- Have clear routines amongst staff.
- LORIC to be embedded within Schemes of Work so that the students have chances to develop the life skills on a constant basis.
- Offer a variety of extra-curricular clubs at lunch and after school (individual and team sports)
- Offer 'of-site' PE for KS4 so that our students have the ability to find physical activity in the community.
- Run several sports team to prepare students for competition in life.

Planning

Year 7 – Students will study one sport per ½ term from the following:

Year 7 – Students will study one sport per ½ term from the following:						
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
Text/Topic	Basketball Handball	Basketball Handball	Basketball Handball	Basketball Handball	Rounders Athletics	Rounders Athletics

	Table Tennis Fitness	Table Tennis Fitness	Table Tennis Fitness	Table Tennis Fitness	Cricket Volleyball	Cricket Volleyball
Skills/ Concept	Table tennis <ul style="list-style-type: none"> To perform, develop and incorporate the skills associated with the serve, drive, push, lob and smash. Practical understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation. Understand the laws of the game and recognise the importance of responding to your opponent and their weaknesses. Outwit opponents using different tactical approaches; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques. Handball <ul style="list-style-type: none"> To perform, develop and incorporate skills such as passing, dribbling, shooting, intercepting. Practical understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation. Understand the laws of the game and recognise the importance of responding to your opponent and their weaknesses. Outwit opponents using different tactical approaches; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques. 				Rounders <ul style="list-style-type: none"> To perform, develop and incorporate the skills of Receiving, one handed intercepting, Long Barrier, Throwing, Batting, Running, Back stop and Bowling in Rounders. Practical understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation. Understand the laws of the game and recognise the importance of responding to changing situations within a game. Outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques. Volleyball <ul style="list-style-type: none"> To be able to use different parts of the body to contact and keep the ball in the air. 	

Basketball

- To perform, develop and incorporate the skills of passing, catching, dribbling, shooting and defending.
- Practical understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation.
- Understand the laws of the game and recognise the importance of responding to changing situations within a game.
- Outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques.

Fitness

- To be able to plan and lead effective warmups, stretching exercises and cool downs.
- Students should know the 4 'S' factors, know how each can be improved through physical training, and be able to plan and participate in effective training programs aimed to improve each.
- Students should know how fitness can be tested and how we can measure anthropometrical components.
- By the end of the scheme students should understand the energy values of different foods and be able to gauge the amount of exercise required to "burn" a number of calories. Students should also understand the short-term and long-term effects of exercise on the body.

- Students should be able to perform a basic set and dig technique and be able to apply these to small-sided competitive games and use them to begin an attack.
- Rallies should be started with a basic underarm serve and students should understand rules regarding the scoring of points, rotation of court positions and catching/volleying the ball.
- The students are to be constantly asked and tested on their knowledge and understanding of how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques.
- Students should know by name the different areas and lines on court

Athletics

- To understand that different events demand a variety of styles and techniques

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| | <ul style="list-style-type: none">• Students should be able to describe the teaching points of an effective running style and this should be demonstrated in performances over short sprint distances as well as longer events• Students should have knowledge about the different ways to start a track event• Students should also be able to perform the shot putt and javelin using a simple pushing and throwing technique from a side-on starting position and should understand the need for the whole body contributing to the throw• Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques• Students should understand the need for strict safety precautions and |
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procedures that are used by the teacher during each of the lessons.

Cricket

- To be able to be able perform the basic cricket skills of receiving and catching the ball, Throwing, Hitting, Running, Wicket Keeping, tactics, teamwork and Bowling to incorporate these into small sided and full sided games of Cricket
- They should also be able to comprehend and grasp how to perform these skills and where these are used in Cricket
- Understand and apply the laws used in the game of Cricket (scoring etc) and how players score runs and umpire.
- Develop their theoretical and practical understanding of the different situations, tactics and strategies found in a game of Cricket and moving body position in stance. Outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing,

		adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques.				
Hinge Assignments	<ul style="list-style-type: none">Autumn 1 – Students will sit a baseline assessment to give a starting grade based on fitness and performanceAll other ½ terms:HINGE ASSIGNMENT 1:Students should perform the core skills/techniques in isolationSUMMATIVE ASSESSMENT 1:Students should perform in a fully competitive game, demonstrating the skills in a game situation. The standard of the game should be appropriately challenging for the performer.					
Links to GCSE	<ul style="list-style-type: none">Sport Studies<ul style="list-style-type: none">✓ Link to developing sport skills✓ Improving personal skills and performance✓ methods of training✓ Components of fitness					
Cultural capital/enrichment	Pupils gain the knowledge, skills, and attributes they need to lead healthy and active lifestyles. Students will also gain the knowledge of the different sports clubs that exist in the community so that they can continue with healthy and active lifestyles outside of school.					
Literacy /linked reading	Literacy: Use of PE resource cards on key skills.	The A-Z Basketball Book: What Every Player Needs to Know to Be Great at the Game!	Table Tennis: Steps to Success (STS (Steps to Success Activity)) by Richard McAfee	Teenager's Guide to Health and Fitness by Krishna Lingampalli	Know the Game: Complete skills: Cricket by Luke Sellers	The Treasures of the Olympic Games: An Interactive History of the Olympic Games

		The Mamba Mentality: How I Play Literacy: Use of PE resource cards on key skills.	Literacy: Use of PE resource cards on key skills.	Literacy: Use of PE resource cards on key skills.	Literacy: Use of PE resource cards on key skills.	by The Olympic Museum Literacy: Use of PE resource cards on key skills.
Oracy	<ul style="list-style-type: none">• Students will have opportunities to develop coaching skills with the use of PE resource cards.• Teacher Q and A.• Think Pair Share• Analysis of performance• Leadership Opportunities					
Numeracy	<ul style="list-style-type: none">• Timing, measuring and scoring opportunities.• Angles within Basketball• Perimeter• Area				<ul style="list-style-type: none">• Timing, measuring and scoring opportunities.	
Careers	Link to professional athletes, Referees or coaching careers throughout.					

Year 8– Students will study one sport per ½ term from the following:						
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
Text/Topic	Basketball	Basketball	Basketball	Basketball	Rounders	Rounders

	Handball Table Tennis Fitness	Handball Table Tennis Fitness	Handball Table Tennis Fitness	Handball Table Tennis Fitness	Athletics Cricket Volleyball	Athletics Cricket Volleyball
Skills/ Concept	Table tennis <ul style="list-style-type: none"> To perform, develop and incorporate the skills associated with the serve, drive, push, lob and smash. Practical understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation. Understand the laws of the game and recognise the importance of responding to your opponent and their weaknesses. Outwit opponents using different tactical approaches; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques. Handball <ul style="list-style-type: none"> To perform, develop and incorporate the skills of passing, shooting, dribbling, intercepting, receiving, attacking and defending Understanding of tactical and positional play within the game handball, which will enable them to start to plan when playing competitive games. Recognise the importance of responding to changing situations within the game How to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques. Understand the laws of the game and be able to start to officiate matches fairly and correctly performing the correct signals. They understand and know the stretches for all major muscles and those specific to passing, shooting, dribbling etc. 				Rounders <ul style="list-style-type: none"> To perform, develop and incorporate the skills of throwing, catching and retrieving on the move, varied Bowling, and back stopping. Understanding of tactical and positional play within the game of Rounders, which will enable them to start to plan when playing competitive games. Recognise the importance of responding to changing situations within the game when batting and fielding. How to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques. Understand the laws of the game and be able to start to officiate matches 	

Basketball

- To perform, develop and incorporate the skills of catching, passing, shooting, dribbling and defending.
- Understanding of tactical and positional play within the game of basketball, which will enable them to start to plan when playing competitive games.
- Recognise the importance of responding to changing situations within the game when attacking and then defending.
- How to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques.
- Understand the laws of the game and be able to start to officiate matches fairly and correctly performing the correct signals.
- They understand and know the stretches for all major muscles and those specific to passing, shooting and dribbling.

Fitness

- To be able to plan and lead effective warmups, stretching exercises and cool downs.
- Students should know the 4 'S' factors, know how each can be improved through physical training, and be able to plan and participate in effective training programs aimed to improve each.
- Students should know how fitness can be tested and how we can measure anthropometrical components.
- By the end of the scheme students should understand the energy values of different foods and be able to gauge the amount of exercise required to "burn" a number of calories. Students should also understand the short-term and long-term effects of exercise on the body.

fairly and correctly performing the correct signals.

- They understand and know the stretches for all major muscles and those specific to Batting, Bowling and Fielding.

Volleyball

- To be able to use the volley and the dig more effectively in small-sided games and start to outwit opponents when attacking.
- They should be able to use the over arm serve to begin rallies and understand the rules governing the serve and contact of the net.
- Students should be able to use the spike to return the ball into the opponent's court and be able to block weak spiking attempts.
- Students should understand the usual series of 3 shots and should be able to umpire a small sided competitive game.
- Also, the students are to be constantly asked and tested on their knowledge and understanding of how to outwit opponents; evaluate

performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques.

Athletics

- To understand that different events demand a variety of styles and techniques
- Students should be able to describe the teaching points of an effective running style and this should be demonstrated in performances over short sprint distances as well as longer events
- Students should have knowledge about the different ways to start a track event
- Students should also be able to perform the shot putt and javelin using a simple pushing and throwing technique from a side-on starting position and should understand the need for the whole body contributing to the throw

- Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques
- Students should understand the need for strict safety precautions and procedures that are used by the teacher during each of the lessons.

Cricket

- To be able to be able perform the basic cricket skills of receiving and catching the ball, Throwing, Hitting, Running, Wicket Keeping, tactics, teamwork and Bowling to incorporate these into small sided and full sided games of Cricket
- They should also be able to comprehend and grasp how to perform these skills and where these are used in Cricket

		<ul style="list-style-type: none">• Understand and apply the laws used in the game of Cricket (scoring etc) and how players score runs and umpire.• Develop their theoretical and practical understanding of the different situations, tactics and strategies found in a game of Cricket and moving body position in stance. Outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques.
Hinge Assignments	<p>Throughout every unit of work.</p> <ul style="list-style-type: none">• HINGE ASSIGNMENT 1:• Students should perform the core skills/techniques in isolation• SUMMATIVE ASSESSMENT 1:• Students should perform in a fully competitive game, demonstrating the skills in a game situation The standard of the game should be appropriately challenging for the performer.	
Links to GCSE	<ul style="list-style-type: none">• Sport Studies<ul style="list-style-type: none">✓ Link to developing sport skills✓ Improving personal skills and performance	

	<ul style="list-style-type: none"> ✓ methods of training ✓ Components of fitness 					
Cultural capital/enrichment	Pupils gain the knowledge, skills, and attributes they need to lead healthy and active lifestyles. Students will also gain the knowledge of the different sports clubs that exist in the community so that they can continue with healthy and active lifestyles outside of school.					
Literacy /linked reading	Literacy: Use of PE resource cards on key skills.	The A-Z Basketball Book: What Every Player Needs to Know to Be Great at the Game! The Mamba Mentality: How I Play Literacy: Use of PE resource cards on key skills.	Table Tennis: Steps to Success (STS (Steps to Success Activity)) by Richard McAfee Literacy: Use of PE resource cards on key skills.	Teenager's Guide to Health and Fitness by Krishna Lingampalli Literacy: Use of PE resource cards on key skills.	Know the Game: Complete skills: Cricket by Luke Sellers Literacy: Use of PE resource cards on key skills.	The Treasures of the Olympic Games: An Interactive History of the Olympic Games by The Olympic Museum Literacy: Use of PE resource cards on key skills.
Oracy	<ul style="list-style-type: none"> • Students will have opportunities to develop coaching skills with the use of PE resource cards. • Teacher Q and A. • Think Pair Share • Analysis of performance • Leadership Opportunities 					
Numeracy	<ul style="list-style-type: none"> • Timing, measuring and scoring opportunities. • Angles within Basketball 				<ul style="list-style-type: none"> • Timing, measuring and scoring opportunities. 	

	<ul style="list-style-type: none"> • Perimeter • Area 	
Careers	Link to professional athletes, Referees or coaching careers throughout.	

Year 9– Students will study one sport per ½ term from the following:						
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
Text/Topic	Basketball Handball Table Tennis Fitness	Basketball Handball Table Tennis Fitness	Basketball Handball Table Tennis Fitness	Basketball Handball Table Tennis Fitness	Rounders Athletics Cricket Volleyball	Rounders Athletics Cricket Volleyball
Skills/ Concept	Table tennis <ul style="list-style-type: none"> • To perform, develop and incorporate the skills associated with the serve, drive, push, lob and smash. • Practical understanding to perform, refine and adapt these skills and other skills with precision, accuracy, fluency and clarity in any situation. • Understand the laws of the game and recognise the importance of responding to your opponent and their weaknesses. • Outwit opponents using different tactical approaches; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques. 				Rounders <ul style="list-style-type: none"> • Perform, develop and incorporate the skills of Rounders and now start to outwit opponents when batting, fielding and bowling. • They students should also know the roles and responsibilities of each player in situations when they are in control of the ball and not. • The students should start to understand, state and demonstrate 	

Handball

- To perform, develop and incorporate the skills of passing, shooting, dribbling, intercepting, receiving, attacking and defending
- Understanding of tactical and positional play within the game handball, which will enable them to start to plan when playing competitive games.
- Recognise the importance of responding to changing situations within the game
- How to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.
- Understand the laws of the game and be able to start to officiate matches fairly and correctly performing the correct signals.
- They understand and know the stretches for all major muscles and those specific to passing, shooting, dribbling etc.

Basketball

- Perform, develop and incorporate the skills of basketball and now start to outwit opponents when attacking and defending.
- The students should also know the roles and responsibilities of each player in situations when they are in control of the ball and not.
- The students should start to understand, state and demonstrate what makes a good or poor performance and also show how to correct it and give feedback and instructions to themselves, partners or team-mates.

Fitness

- To be able work with others, improving own learning, performance and problem solving. The pupils will clearly understand and know the factors affecting performance and participation in physical activity.

what makes a good or poor performance and also show how to correct it and give feedback and instructions to themselves, partners or team-mates.

Volleyball

- To perform more advanced digging and setting techniques such as the roll and the reverse set and all students should be able to apply these to 6v6 competitive matches.
- Students should be able to perform more advanced spiking techniques such as the off speed and on/off hand spikes and should be able to use these with greater accuracy, aiming to land the ball in 'weak' areas of the opponent's court.
- Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high quality techniques.

- The pupils will be able to plan, perform and evaluate a health-related exercise programme to improve performance and show evidence of performing effectively in a range of different activities, tests and their ability to analyse and evaluate performance.
- The pupils will acquire knowledge and understanding of the different factors that affect performance and participation; alongside the fitness and health benefits; social and cultural factors affecting participation; and risks associated with taking part in physical activity. They will also have a developed knowledge and understanding of the different systems within the human body and their functions

Athletics

- To understand that different events demand a variety of styles and techniques
- Students should be able to describe the teaching points of an effective running style and this should be demonstrated in performances over short sprint distances as well as longer events
- Students should have knowledge about the different ways to start a track event
- Students should also be able to perform the shot putt and javelin using a simple pushing and throwing technique from a side-on starting position and should understand the need for the whole body contributing to the throw
- Throughout the phases students are constantly asked how to outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of

performances and high quality techniques

- Students should understand the need for strict safety precautions and procedures that are used by the teacher during each of the lessons.

Cricket

- To be able to be able perform the basic cricket skills of receiving and catching the ball, Throwing, Hitting, Running, Wicket Keeping, tactics, teamwork and Bowling to incorporate these into small sided and full sided games of Cricket
- They should also be able to comprehend and grasp how to perform these skills and where these are used in Cricket
- Understand and apply the laws used in the game of Cricket (scoring etc) and how players score runs and umpire.
- Develop their theoretical and practical understanding of the different situations, tactics and strategies found in a game of Cricket

		<p>and moving body position in stance. Outwit opponents; evaluate performances; analyse strengths and weaknesses; whilst developing, adapting and refining skills, strategies and tactics to produce high levels of performances and high-quality techniques.</p>
Hinge Assignments	<p>Throughout every unit of work.</p> <ul style="list-style-type: none"> • HINGE ASSIGNMENT 1: • Students should perform the core skills/techniques in isolation • SUMMATIVE ASSESSMENT 1: • Students should perform in a fully competitive game, demonstrating the skills in a game situation The standard of the game should be appropriately challenging for the performer. 	
Links to GCSE	<ul style="list-style-type: none"> • Sport Studies <ul style="list-style-type: none"> ✓ Link to developing sport skills ✓ Improving personal skills and performance ✓ methods of training ✓ Components of fitness 	
Cultural capital/enrichment	<p>Pupils gain the knowledge, skills, and attributes they need to lead healthy and active lifestyles. Students will also gain the knowledge of the different sports clubs that exist in the community so that they can continue with healthy and active lifestyles outside of school.</p> <p>Pupils will also develop coaching techniques so that they could gain experience in the sport coaching sector.</p>	

Literacy /linked reading	Literacy: Use of PE resource cards on key skills.	The A-Z Basketball Book: What Every Player Needs to Know to Be Great at the Game! The Mamba Mentality: How I Play Literacy: Use of PE resource cards on key skills.	Table Tennis: Steps to Success (STS (Steps to Success Activity)) by Richard Mcafee Literacy: Use of PE resource cards on key skills.	Teenager's Guide to Health and Fitness by Krishna Lingampalli Literacy: Use of PE resource cards on key skills.	Know the Game: Complete skills: Cricket by Luke Sellers Literacy: Use of PE resource cards on key skills.	The Treasures of the Olympic Games: An Interactive History of the Olympic Games by The Olympic Museum Literacy: Use of PE resource cards on key skills.
Oracy	<ul style="list-style-type: none">• Students will have opportunities to develop coaching skills with the use of PE resource cards.• Teacher Q and A.• Think Pair Share• Analysis of performance• Leadership Opportunities					
Numeracy	<ul style="list-style-type: none">• Timing, measuring and scoring opportunities.• Angles within Basketball• Perimeter• Area				<ul style="list-style-type: none">• Timing, measuring and scoring opportunities.	
Careers	Link to professional athletes, Referees or coaching careers throughout.					

Option Choice – Sport Studies

Year 10						
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
Topic Skills Assessments	Topic: R185 Performance and Leadership in Sports Activities Skills: Know key components of Performance, Applying practice methods to support improvement in a sporting activity Assessment: TA1, TA2 assignments	Topic: R185 Performance and Leadership in Sports Activities Skills: R185: Applying practice methods to support improvement in a sporting activity. Organising and planning a Sports Activity Session Assessment: TA2, TA3 R184 TA2 TA3-Test	Topic: R185 Performance and Leadership in Sports Activities Skills: R185: Organising and planning a Sports Activity Session. Delivering a Sports Activity Session Assessment: TA2, TA3 R184 TA2 TA3-Test	Topic: R185 Performance and Leadership in Sports Activities Skills: R185: Delivering a Sports Activity Session Assessment: TA3 R184 TA3 TA4 - Test	Topic: R185 Performance and Leadership in Sports Activities Skills: R185: Reviewing your own performance in in planning and delivery of a sports activity session. Assessment: TA5 R184 TA4 TA5 - Test	Topic: R185 Performance and Leadership in Sports Activities Skills: Completion of all TA Areas for R185 R187 – Completion of practical performance in 1 OAA sports Assessment: External Exam. Witness statements for R187
Literacy /linked reading	Sports coaching: Developing coaching techniques. My Life in Red and White: My Autobiography By Arsene Wenger					

	<u>Mind Games: Phil Jackson's Long Strange Journey</u> By Roland Lazenby Cambridge national: revision guide.					
Oracy	Turn and talk, Think, pair, share	Turn and talk, Think, pair, share. Planning a coaching session: attempting to coach small sided exercises- oracy.	Delivering a coaching session.	Reviewing a coaching session- peer feedback.	Group work	Group work Refereeing opportunities.
Numeracy	Understanding figures on the number of user groups participating in sport.	Plan number of students participating as well as number of equipment. Time management.	Time management and using correct numbers on each exercise.	Time management and using correct numbers on each exercise.	N/A	Score keeping Time keeping

Careers	N/A	Sports coaching	Sports coaching	Sports coaching	Individual and team performance	Individual and team performance
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Year 11 Sport Studies					
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1
Topic Skills Assessment	<p>Topic: R187 Increasing Awareness of Outdoor and Adventurous Activities.</p> <p>Skills: Provision for different types of outdoor and adventurous activities. Equipment, clothing and safety aspects of participating in OAA</p> <p>Review of TA1/TA2 in R184</p> <p>Assessment: TA1 TA2 assignments</p> <p>R184 – Exam builder</p> <p>TA1/TA2</p>	<p>Topic: R187 Increasing Awareness of Outdoor and Adventurous Activities.</p> <p>Skills: Equipment, clothing and safety aspects of participating in OAA. Plan for an OAA</p> <p>R184: Issues which affect participation in Sport</p> <p>Role of Sport in Promoting Values.</p> <p>Implications of hosting a major sporting activity for a city or country</p> <p>Assessment: TA2</p>	<p>Topic: R187 Increasing Awareness of Outdoor and Adventurous Activities.</p> <p>Skills: Plan for an OAA. Evaluate participation in an OAA</p> <p>R184: Implications of hosting a major sporting activity for a city or country. Role of National Governing Bodies play in development of their sport.</p> <p>R184: Role of National Governing Bodies play in development of their sport. Use of Technology in Sport</p>	<p>Topic: Review and Upgrade of All units</p> <p>Skills: Whole R184 revision</p> <p>Assessment: All assignments to be finalised and moderated</p> <p>R184: Know and understand role of technology in sport.</p> <p>Know and understand the positive and negative effects of the use of technology in sport.</p> <p>R184 – Past papers and exam builder</p>	REVISION

		Assessment: R187 TA2 TA23 assignments R184 – Exam builder TA2/TA3	Assessment: R187 TA3 TA4 assignments R184 – Exam builder TA3/TA4/TA5		
Summative Assessments		PPE-Full		PPE-full	Summer Entry
Cultural capital/enrichment	Research in to jobs in the sport industry. Understand the roles of NGB's in sport and research into major sporting events.	Develop understanding of how to apply for sporting jobs. Understand the roles of NGB's in sport and research into major sporting events.	Understanding the importance of the sport industry on the UK (Socially, economically and health).		
Literacy /linked reading	BBC bitesize: Sporting events	Cambridge Nationals: Working in the sport industry.	Hodder education revision guide: Sport studies.	Hodder education revision guide: Sport studies.	Hodder education revision guide: Sport studies.
Oracy	Turn and talk.	Debate.	Group work.	Q and A.	Revision in groups.

Careers	Having the tools to be able to apply for jobs in the sport industry.	Hosting major sports events: Understand the careers involved.	Understand the roles within NGB's.		
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Core at KS4

Deptford Green Physical Education Year 10 and 11 Core PE Curriculum

At DG we want to offer our students a high quality broad and balanced PE curriculum that inspires and motivates all students to excel in both competitive and physically demanding sports. At KS4 we therefore offer students two different pathways that can enable students to become physically confident in a way that supports their health and fitness to sustain a love and lifelong participation in physical activity. *Students are also encouraged to select activities from both option pathway groups.*

Option Pathway One: The Competition and Performance Route

Designed for those students who enjoy playing team sports and are motivated to compete. They have an opportunity to develop tactics and strategies to overcome opponents and outwit them in team and individual sports. Students will be challenged to build on skills and techniques from Key Stage 3

Option Pathway Two: Develop Physical, Mental and Social Well-being

Pupils on this pathway will engage in a range of physical activities to promote and manage their physical activity and health into adulthood. For some these activities it will encourage pupils to work in teams, building trust and developing skills to solve problems either individually or as a group.

Students will have an option every ½ term on an activity of their choice. Students will get to take part in six of these activities across the year.

Pathway One: Competition and Performance	Pathway Two: Physical, Mental, Social Well-Being (Plus all sports listed in pathway 1, but with less focus on performance and more emphasis on enjoyment and social interaction)
Football	Sailing
Basketball	Cardio Machines – Fitness Training
Handball	Staying Fit through Badminton
Volleyball	Staying Fit through Table Tennis
Table Tennis	Yoga
Rounders	Personal Training
	Boxing
	Swimming
	Indoor Climbing