

# CORE PE

Department Intent: To develop a lifelong love of Physical activity.



**Mastery at Year 11 – Independently Active**  
Able to participate and know the rules to all sports played whilst getting enjoyment out of being physically active

**Y11 - Learned:** Enjoyment, Teamwork, commitment  
**Wise:** Create a enjoyable playing environment to develop team working skills  
Demonstrate commitment when participating in sport  
Apply advanced skills and tactics in performance of sport

**Volleyball, Netball, Table Tennis, Handball, Trampolining, Badminton, Football, Basketball, Fitness, Rounders, Softball, Athletics, Golf, Dance, Yoga., Rugby**

11

**Mastery at Year 10 – Leading Others**  
Independently create and officiate competitive play

**Y10 - Learned:** Officiating, Rules, Decision Making  
**Wise:** Create a safe competitive environment to officiate games in  
Apply rules to games  
Use decision making to make games fair and enjoyable

**Dance, Trampolining, Rugby, Hockey, Fitness, Athletics, Tennis, Softball, Rounders,**

10

**Mastery at Year 9 – Healthy and Happy**  
Adapting and changing play through tactics and strategy

**Y9 - Learned:** Tactic, Strategy, Outwitting,  
**Wise:** Evaluate strategies to outwit opponents. Decide on tactics to change patterns of play within a competitive scenario

**Netball, Basketball, Badminton, Football, Dance, Trampolining, Rugby, Hockey, Fitness, Athletics, Tennis, Softball, Rounders, Cricket, OAA**

Concepts

9

**Y8 - Learned:** Advanced Skills, Techniques and Rules  
**Wise:** Demonstrate advanced skills and techniques in conditioned and competitive scenarios. Apply complex rules to conditioned games

**Mastery at Year 8 – Passion for PE**  
Advanced Skills of Sports, and competitive play

**Netball, Basketball, Badminton, Football, Dance, Trampolining, Rugby, Hockey, Fitness, Athletics, Tennis, Softball, Rounders, Cricket, OAA**

Concepts

8

**Mastery at Year 7 – Confident Mover**  
Core skills in sport  
Aware of a variety of sports and key concepts in PE

**Y7 - Learned:** Core skills, Techniques and Rules  
**Wise:** Demonstrate core skills and techniques in isolated and conditioned practices. Apply basic rules to conditioned games

**Netball, Badminton, Football, Dance, Tennis, Athletics, Gymnastics, Rugby, Fitness, Rounders, Softball, Cricket, Hockey, OAA**

Concepts

7

All pupils will rotate through a variety of sports at differing times of the year with the sequencing of each sport to be thought out in order to support the year long development to mastery.

# GCSE PE

Department Intent: To inspire a life-long love of being physically active. Empowering students to develop their compassion, eloquence and leadership through a variety of roles in the sporting world.



## BTEC Sport L3

**Mastery at Year 11**  
 Understand how the physiological and psychological state affects performance in physical activity and sport  
 understand the contribution which physical activity and sport make to health, fitness and well-being •  
 understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

### Revision

3.2.3: Health, Fitness and Wellbeing

3.2.2: Ethical Issues + Preventing Injury

### Moderation

2.1 A+B: Engagement Patterns + Commercialisation

3.1.1.3/4: Skeletal system, Effects of exercise on the body and Movement Analysis

11

### Coursework

3.1.3.2: Components of Fitness + Principles of Training

3.2.1.4: Sports Psychology Pt 2

**Mastery at Year 10**  
 Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance

**Learned:** Engagement, Norms, commercialisation, Profit  
**Wise:** Interpret and Analyse data. Explain commercialisation in sport and Evaluate the impact. On different sporting bodies

**Learned:** Analysis, Evaluation  
**Wise:** Analyse own sporting performance and Evaluate ways to improve overall performance using theory to support and Justify

**Learned:** Levers, Axis, Planes, Movement  
**Wise:** Analyse sporting movements and Detect which planes and axis are being used. Interpret the movements and the skeletal system support them

**Learned:** Components of Fitness, Principles of Training, Optimising Training  
**Wise:** Identify and Explain components of fitness and principles of training apply to sporting examples. Justify ways to optimize sporting performance

10

3.1.1.1: Skeletal + Muscular System

3.1.1.2: Cardiovascular and Respiratory System and Effects of exercise on the body

3.2.1.1: Sports Psychology Pt 1

**Learned:** Mental Preparation, Guidance and Feedback  
**Wise:** Explain guidance and feedback and apply sporting situations. Evaluate mental preparation techniques

**Learned:** Location, Function, Joints  
**Wise:** Identify the locations of major bones and muscles and analyse sporting movements

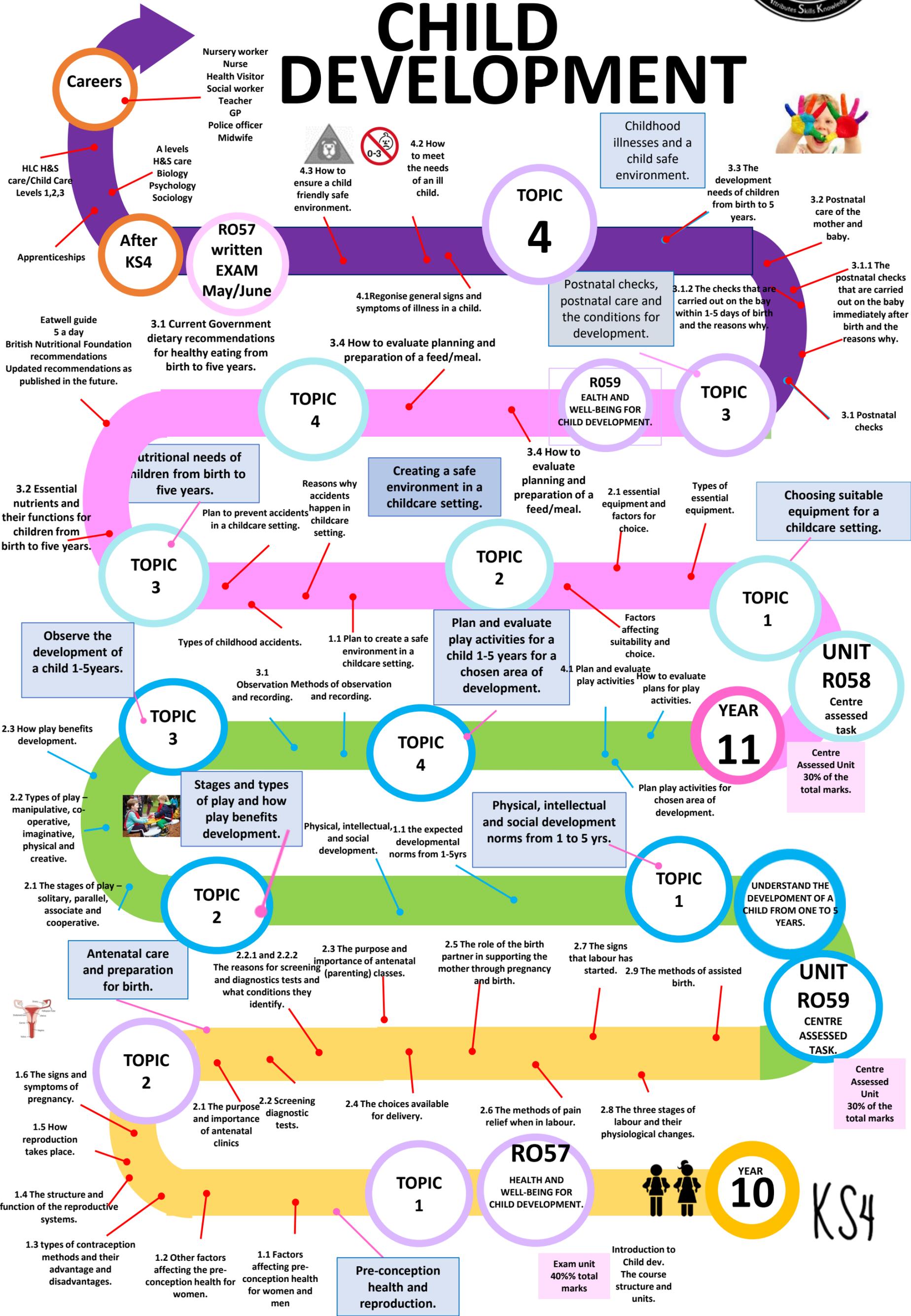
**Learned:** Structure, Function, Aerobic, Anaerobic, Short and Long Term effects  
**Wise:** Identify and Explain the structure and function of the cardiovascular and respiratory systems and Evaluate the impact of exercise on the aerobic and anaerobic systems

**Learned:** Skill movement, skill, Goal Setting  
**Wise:** Analyse and classify sporting movements. Explain goal setting and create own goals

' UNLOCKING BELIEF IN ALL '

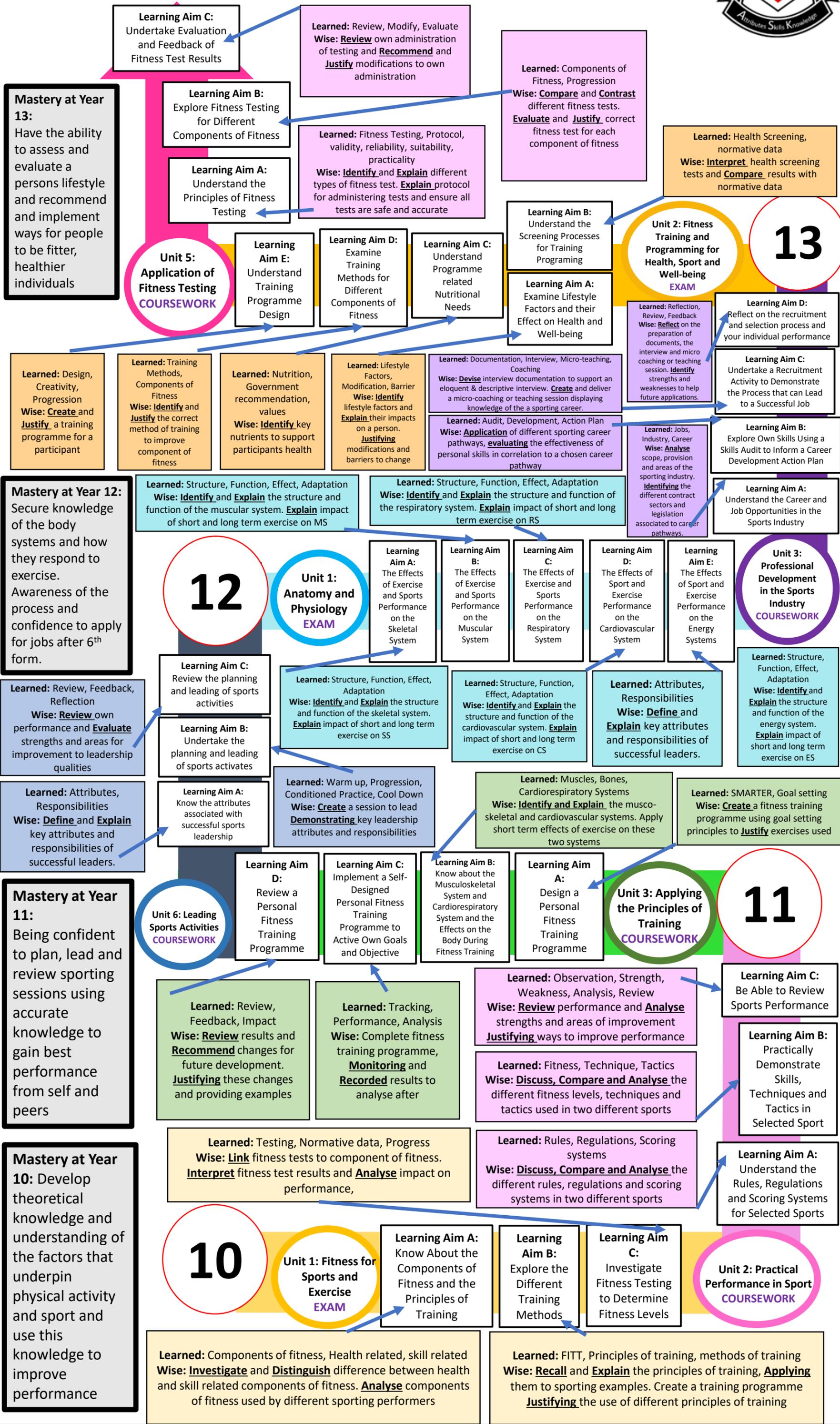


# CHILD DEVELOPMENT



# BTEC Level 3 in Sport (Extended Certificate)

Department Intent: To inspire a life-long love of Physical Activity.

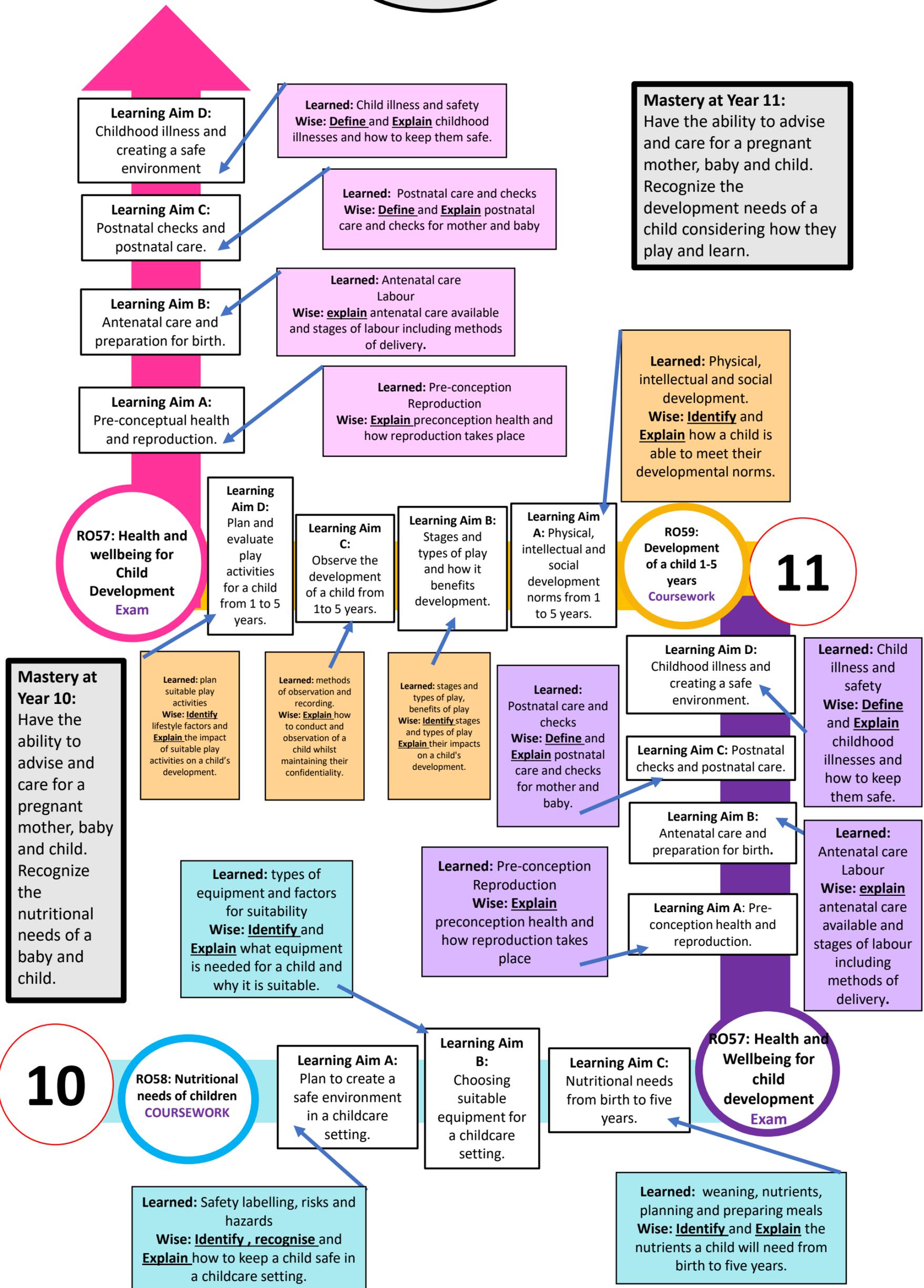


# Cambridge Nationals in Child Development

Pupils will be curious in gaining the knowledge of pre-conception through to birth whilst encouraging opportunities for research and application. This underpins and builds their understanding and compassion of children's needs from birth to 5 years old



Could continue with Level 3 BTEC in Health and Social Care in Key Stage 5



**Cambridge Advanced National in Health and Social Care (Extended Certificate)**

Create opportunities for students to explore being compassionate, generous and empathetic in the health and social sectors and applying this to the local community and wider world



**Mastery at Year 12:**

Secure knowledge of care plans and allow students to explore being compassionate, generous and empathetic

**Mastery at Year 13:**

Have the ability to assess and evaluate a person's lifestyle and recommend and implement treatment plans for service users to live comfortably

**Topic Area 4:**  
Support individuals to plan their care and support

**Learned:** Treatment and support for service users  
**Wise: Assess** the provision of treatment, support and types of care for service users with different physiological disorders

**Topic Area 3:**  
Impact of long term conditions

**Learned:** Daily and long term impacts  
**Wise: Explain** the impacts of physiological disorders

**Topic Area 2:**  
Monitoring and treatment

**Learned:** Treatment plans  
**Wise: Assess** care needs of a selected service user with a physiological disorder

**Topic Area 1:**  
Types of long term physiological conditions

**Learned:** Physiological disorders  
**Wise: Identify** and **Explain** different types of physiological disorders

**F094: Supporting people with long term physiological disorders COURSEWORK**

**Learned:** Nervous system, homeostasis, conditions of the control and regulatory systems  
**Wise: Explain** how nervous system conditions impact everyday life

**Learned:** Mechanical and chemical digestion, absorption and assimilation, conditions of the digestive systems  
**Wise: Explain** how digestive conditions impact everyday life different services.

**Learned:** Breathing, Gaseous exchange, conditions of the respiratory system  
**Wise: Explain** how respiratory conditions impact everyday life different services.

**Topic Area 5:**  
Control and regulatory systems

**Topic Area 4:**  
Musculoskeletal system

**Topic Area 3:**  
Digestive system

**Topic Area 2:**  
Respiratory system

**Topic Area 1:**  
Cardiovascular system

**F091: Anatomy and Physiology for health and social care EXAM**

**13**

**Learned:** Structure and formation of bone, joints, muscles  
**Wise: Explain** how musculoskeletal conditions impact everyday life

**Learned:** Blood, heart, conditions of the cardiovascular system, DVT  
**Wise: Explain** how cardiovascular conditions impact everyday life

**Topic Area 4:**  
Treatment and support for mental health conditions

**Learned:** Types of treatment, factors affecting access  
**Wise: Analyse** the factors that effect access to treatment

**Topic Area 3:**  
Provision of mental health services

**Topic Area 2:**  
Mental health conditions

**Learned:** Types of mental health conditions, signs and symptoms  
**Wise: Analyse** the effects of mental health conditions

**Topic Area 1:**  
Definitions and views of mental health

**F093: Supporting people with mental health conditions COURSEWORK**

**Learned:** Types of provision, referrals, types of practitioners, legislations  
**Wise: Define** and **Explain** key aspects of mental health legislations

**Learned:** Key organisations, society's views  
**Wise: Define** and **Explain** views of mental health in society

**Topic Area 3:**  
Supporting individuals to plan meals that meet their needs

**Learned:** Meal planning, food labelling, social interaction at meal times  
**Wise: Analyse** the guidelines given for physical activity and dietary consumption

**Topic Area 2:**  
Factors that influence dietary choices and physical activity levels

**Learned:** Factors that influence dietary choices, digestive disorders  
**Wise: Design** meal plans that take individual choices and preferences into account

**Topic Area 1:**  
Dietary and activity needs of the individual

**Learned:** Dietary needs, physical activity guidelines  
**Wise: Analyse** the guidelines given for physical activity and dietary consumption

**F097: Supporting healthy nutrition and lifestyles COURSEWORK**

**13**

**Learned:** Challenges, Personalisation and Communication  
**Wise: Identify** different challenges and **Evaluate** how they can be used to overcome different challenges

**Topic Area 3:**  
Communication skills needed to offer person-centred care

**Topic Area 2:**  
Meeting needs and providing support in a person-centred way

**Learned:** Types of impairment, addressing care and support needs  
**Wise: Identify** the different methods of care and support needs

**Topic Area 1:**  
Taking a person-centred approach

**F092: Person centred approach COURSEWORK**

**Learned:** 6Cs, Independence, Rights  
**Wise: Define** and **Explain** how to take a person-centred approach to care

**12**

**F090: Principles of Health and Social Care EXAM**

**Learned:** Equality, Diversity, Rights  
**Wise: Analyse** how to promote rights within different health and social care settings

**Topic Area 1:**  
Equality, Diversity and Rights

**Topic Area 2:**  
Managing hazards within Health and Social Care settings

**Topic Area 3:**  
Legislations

**Topic Area 4:**  
Best practice

**Learned:** Types of hazards, impacts, health and safety management  
**Wise: Evaluate** working practices and how to protect individuals

**Learned:** Legislations  
**Wise: Explain** and **Evaluate** the key legislations within Health and Social Care

**Learned:** Principles of best practice  
**Wise: Evaluate** the principles of best practice

