

## WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

**Academy curriculum intent:** *To provide EVERY student the opportunity to acquire academic excellence and those skills, qualities and experiences that develop well-rounded, successful and happy members of modern society.*

- A 5 Year curriculum design approach for most subjects providing a logically sequenced educational journey.
- We follow the full National Curriculum at Key Stage 3 (KS3) to give our students the broadest and best start to their secondary education.
- We believe in personalisation and choice, so we offer one of the broadest ranges of KS4 GCSE option subjects in the Borough.
- Students are encouraged, but not forced to take EBacc subjects, resulting in significantly more students choosing these subjects, compared to National average.
- Knowledge and skill acquisition are key.
- We have a 'Teach to the Top' mantra, where challenge is always present and differentiation ensures all students have the scaffolding and support to 'Access the Top'
- EVERY student has access to the full ambitious curriculum. We do not reduce, narrow or restrict the curriculum for any learners.
- We pride ourselves on an extremely rich 'wider curriculum' including extracurricular; electives; trips and visits; values; oracy to increase our students' 'Cultural Capital'
- We base our curriculum design and implementation on proven educational research methods.

**Subject Curriculum Intent:** The PE curriculum intends to generate an enjoyment of PE amongst students to cement their interest and enthusiasm of sport while teaching to the top to drive the performances of our students to exceed expectation. The content of lessons will also improve their understanding and ability in sport, but also, and quite notably, the curriculum aims to inspire students into fulfilling a lifelong interest in sport to support their future for a healthy active lifestyle. The broadness of the sports within the 5-year plan ensures to give a wide variety to support engagement. The aim at KS3 is to develop new skills while exploring a variety of sports. Students will learn 'HOW TO' perform skills in Year 7, then look at 'DECISION-MAKING' in year 8 followed by 'SPORT LEADERSHIP' in year 9. Each aspect will be supported by visiting a variety of team and individual sports while developing skills, improving tactical knowledge and understanding, improving fitness and giving students opportunities to reflect through evaluating and improving their own and other students' performances. Sports will be revisited across the 5-year curriculum to ensure opportunities for depth and further knowledge of sports. Links to GCSE PE will be made by having sports that are possible assessment options at GCSE level on the curriculum. There will also be theoretical links to GCSE PE through homeworks/questioning and tasks set in a booklet that are used in lessons. During KS4, students will have opportunities to develop further skills and knowledge in our compulsory CORE PE lessons which will offer some new sports that were not taught in KS3 to develop future healthy active lifestyles. Year 10 Core PE will focus on 'COGNITIVE SKILLS' while the Year 11 Core PE focus is 'FUTURE HEALTHY LIFESTYLES'. In GCSE PE, students will be looking at theoretical and practical sides of PE and sport. The practical will go into greater detail to improve technique/skills in assessed sports while the theory will cover all areas of the course. In theory lessons, students will develop understanding of all topics while also understanding questioning style and how to answer exam questions with the correct structure. Lagged learning and interleaving of learning will be used across the 5-year curriculum through revisiting sports, transferring skills from one sport to another and also through low-stake weekly tests in GCSE theory to support retrieval and embedding the learning.

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

	Year 7 INTRODUCE	Year 8 DEVELOP	Year 9 (GCSE PE) EMBED	Year 10 (GCSE PE) SECURE	Year 11 (GCSE PE) MASTER
<b>Aim</b>	Year 7 will introduce students to key terminology, concepts and core skills needed to have success in this subject. In <b>PE</b> we focus on <b>'HOW TO'</b> perform a skill in isolation and against opponents in year 7. We teach students knowledge of the key teaching points/technique required to support understanding. Rules and gameplay/tactics are also taught so that students have knowledge of the sports as well as opportunities to perform and practice the skills.	Year 8 will develop the core skills introduced in year 7, placing greater emphasis on developing depth and understanding around key knowledge. In <b>PE</b> we focus on <b>'DECISION-MAKING'</b> by following on from the skills previously taught in Year 7 so that students develop their knowledge of the sport through make decisions when performing. This gives them further understanding about knowing the right choices to make while being in conditioned practices to channel a specific decision depending on the focus for that lesson.	Year 9 will embed key knowledge so that it is firmly fixed in the long term memory. In <b>PE</b> we focus on <b>'SPORT LEADERSHIP'</b> development to encourage students' growth in communication, officiating/refereeing, teamwork, organisation and preparation skills in sport. This aims to further the holistic aspect of students while also engaging learners that may have an interest in sport through other capacities such as officiating roles as preferred to playing/performing. In turn this develops confidence and leadership qualities important in sport as well as futures in society/jobs.	Year 10 will secure knowledge so that it can be recalled, explored and built upon with ease. In <b>PE</b> we focus on <b>'COGNITIVE SKILLS'</b> which aims to secure students understanding of sports in further depth through continuing to revisit certain sports and put students into situations that promotes tactical awareness and cognitive skills by developing deeper knowledge of the game.	Year 11 will demonstrate mastery in the subject knowledge, making connections with other topics/subjects and applying it to different contexts. In <b>PE</b> we focus on <b>'FUTURE HEALTHY LIFESTYLES'</b> by offering lots of non-traditional sports and new sports that student may not have done before. This is to push engagement further especially for those students who have not already found a love or interest in a specific sport. Learning of new rules and concepts develops the knowledge aspect while students use game situations to develop new skills.
<b>Unit 1</b>	Baseline Assessment and Setting (2 weeks) Basketball/Hockey <b>GROSS MOTOR MOVEMENTS, SPATIAL AWARENESS</b> <b>BASELINE ASSESSMENT</b> (During 2 week assessment) Midway and End of unit practical assessment based on <b>HOW TO</b>	Basketball/Hockey <b>BASIC AND ADVANCED SKILLS PREVIOUSLY TAUGHT IN YEAR 7. KNOWLEDGE OF THE GAME RULES</b> Midway and End of unit practical assessment based on <b>DECISION-MAKING</b> and knowledge of the game – observational teacher notes	PHYSICAL TRAINING - Components of Fitness, Risk and preventing injury/Netball & Badminton <b>NAMES OF FITNESS TESTS AND COMPONENTS TAUGHT IN KS3. SAFETY IN SPORT.</b> <b>'HOW TO' &amp; 'DECISION-MAKING' LINKED TO SPORTS IN THIS UNIT ALONG WITH UNDERSTANDING RULES AND GAMEPLAY.</b>	ANATOMY & PHYSIOLOGY - Skeletal, Muscular and Cardiovascular Systems/Rugby, Badminton & Football <b>NAMES OF KEY BONES/MUSCLES. LINKS WITH PRIOR FITNESS UNITS TO THE EFFECTS OF EXERCISES ON THE BODY SYSTEMS</b>	SOCIO-CULTURAL INFLUENCES – Participation and Ethics in Sport/Badminton & Basketball <b>NEA CRITERIA ALONG WITH UNDERSTANDING RULES AND GAMEPLAY.</b> <b>MOCK EXAM (NOVEMBER) – FULL PAST PAPERS</b> (both papers – 2 x 1 hour). Question level analysis to follow.

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE **WIDER CURRICULUM LINKS**

	<p>perform a skill and knowledge of the game – observational teacher notes Develop technique in all basic skills in isolated and game situations. Understanding basic rules of the game Dance-understanding of warm-ups, cool-downs and balance.</p>	<p>Develop decision-making skills in game situations using prior understanding of skills and game experience Dance-understanding of warm-ups, cool-downs and balance. Science-Greater depth taught through booklets based on heart rates and the effects of exercise on the body, anatomy and physiology through muscle names and bone names within booklets.</p>	<p>Theory - End of topic written test including exam style questions. Low-stake starter tests done at the start of every theory lesson. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance. Science-Fitness components linked to health, and anatomy/physiology.</p>	<p>NEA CRITERIA ALONG WITH UNDERSTANDING RULES AND GAMEPLAY. Theory - End of topic written test including exam style questions. Low-stake starter tests done at the start of every theory lesson. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance. Science-Fitness components linked to health, and anatomy/physiology.</p>	<p>Theory - End of topic written test including exam style questions. Low-stake starter tests done at the start of every theory lesson. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance. Science-Fitness components linked to health, and anatomy/physiology.</p>
Unit 1 end points	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Basic rules of basketball/hockey</li> <li>The technique for the basic and advanced skills of basketball/hockey on the SOL.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Perform in isolation and against opponents</li> <li>(Basketball) Dribbling, passing, set shots, lay-ups, creating space, defending, attacking, game play</li> <li>(Hockey) Dribbling, passing, shooting, tackling, creating space, defending, attacking, game play</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding why certain decisions should be made in game situations</li> <li>Knowing how to decide upon which skill should be used at which time</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Ability to perform while making effective decisions to support games and competitions</li> <li>Developed better skill level in all basic and advanced skills within this sport.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Components of fitness</li> <li>Evaluating sports linked to COF</li> <li>COF Tests</li> <li>Tactical Knowledge of Netball and Badminton is developed</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Linking sports to explanations</li> <li>Perform all components of fitness</li> <li>Develop tactical skills and performance skills to support development linked to the NEA criteria relating to Netball and Badminton</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Names of key bones, muscles, joints, cardiovascular terms and movement analysis terms</li> <li>Functions of the 'systems'</li> <li>Application of systems linked to sport</li> <li>Effects of exercise on the systems (Long-term and Short-term effects)</li> <li>Further technical knowledge of Rugby, Football and Badminton linked to NEA and areas shown as areas for improvement from Year 9 assessments</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Labelling key terms to systems</li> <li>Structuring sentences for 6 mark questions</li> <li>Application of 'advanced skills' listed in the NEA criteria</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding factors affecting sport participation</li> <li>Explaining how factors can affect people's likelihood or participating in sport</li> <li>Deviance in sport examples</li> <li>Ethics in sport examples</li> <li>Drugs in sport examples</li> <li>Reasons why deviance, ethics and drugs may be used in sport</li> <li>Final assessments and coaching of Badminton and Basketball</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Evaluating within answers</li> <li>Linking real life examples to work/answers</li> <li>Applying all NEA skills including decision-making and physical attributes effectively to Badminton and Basketball</li> </ul>

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

<p>Unit 2</p>	<p>Rugby/Basketball  <b>GROSS MOTOR MOVEMENTS, THROWING AND CATCHING</b>          Midway and End of unit practical assessment – observational teacher notes          End of term PIN          Develop technique in all basic skills in isolated and game situations.          Understanding basic rules of the game  <b>Dance-understanding of warm-ups, cool-downs and balance.</b></p>	<p>Rugby/Basketball  <b>BASIC AND ADVANCED SKILLS PREVIOUSLY TAUGHT IN YEAR 7. KNOWLEDGE OF THE GAME RULES</b>          Midway and End of unit practical assessment based on <b>DECISION-MAKING</b> and knowledge of the game – observational teacher notes          Develop decision-making skills in game situations using prior understanding of skills and game experience  <b>Dance-understanding of warm-ups, cool-downs and balance.</b>  <b>Science-Greater depth taught through booklets based on heart rates and the effects of exercise on the body, anatomy and physiology through muscle names and bone names within booklets.</b></p>	<p>PHYSICAL TRAINING - Principles of Training/Handball  <b>'HOW TO' &amp; 'DECISION-MAKING' LINKED TO SPORTS IN THIS UNIT ALONG WITH UNDERSTANDING RULES AND GAMEPLAY.</b>          Theory - End of topic written test including exam style questions. Low-stake starter tests done at the start of every theory lesson.          Practical - Ongoing and final assessment linked to NEA criteria.          Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance.  <b>Dance-understanding of warm-ups, cool-downs and balance.</b>  <b>Science-Fitness components linked to health, and anatomy/physiology.</b></p>	<p>SPORTS PSYCHOLOGY - Characteristics of Skill &amp; Goal Setting/Basketball &amp; Hockey  <b>PEA WRITING STYLE FOR EXAM QUESTIONS. THE WAY SPORT MAKES OUR MIND FEEL (GAINED FROM PRIOR EXPERIENCES).</b>  <b>NEA CRITERIA ALONG WITH UNDERSTANDING RULES AND GAMEPLAY.</b>          Theory - End of topic written test including exam style questions. Low-stake starter tests done at the start of every theory lesson.          Practical - Ongoing and final assessment linked to NEA criteria.          Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance.  <b>Dance-understanding of warm-ups, cool-downs and balance.</b></p>	<p>AEP Completion(Section 3 &amp; 4) &amp; Refining/Rugby  <b>UNDERSTANDING ANALYSIS AND EVALUATION.</b>  <b>NEA CRITERIA ALONG WITH UNDERSTANDING RULES AND GAMEPLAY.</b>  <b>MOCK EXAM (MARCH) – FULL PAST PAPERS (both papers – 2 x 1 hour).</b>          Question level analysis to follow.  <b>MOCK PRACTICAL</b> with external moderator.          Theory – Assessment of the coursework linked to the writing/grading criteria.          Practical - Ongoing and final assessment linked to NEA criteria.          Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance.  <b>Dance-understanding of warm-ups, cool-downs and balance.</b></p>
<p>Unit 2 knowledge end points</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Basic rules of rugby/basketball</li> <li>The technique for the basic and advanced skills of rugby/basketball on the SOL.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Perform in isolation and against opponents</li> <li>(Rugby) Ball handling, passing, rucking, tackling, scrums, creating space, defensive shape, attacking positioning, game play</li> <li>(Basketball) Dribbling, passing, set shots, lay-ups, creating space, defending, attacking, game play</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding why certain decisions should be made in game situations</li> <li>Knowing how to decide upon which skill should be used at which time</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Ability to perform while making effective decisions to support games and competitions</li> <li>Developed better skill level in all basic and advanced skills within this sport.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Components of fitness</li> <li>SPOR</li> <li>COF Tests</li> <li>Understand how to link content to sporting examples</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Linking sports to explanations</li> <li>Perform all components of fitness</li> <li>Develop tactical skills and performance skills to support development linked to the NEA criteria</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Characteristics of Skilful movement</li> <li>Skill continuums</li> <li>Mental Preparation</li> <li>Types of Skill</li> <li>Further technical knowledge of Basketball and Hockey linked to NEA and areas shown as areas for improvement from Year 9 assessments</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Applying PEA FC</li> <li>Structuring PEA into longer marked questions</li> <li>Linking sports psychology to sporting examples</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Using and applying SMART and action plans to the AEP</li> <li>Applying Movement Analysis to the AEP</li> <li>Refining AEP</li> <li>Final assessments and coaching of Rugby</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Evaluating within answers</li> <li>Linking real life examples to work/answers</li> <li>Applying all NEA skills including decision-making and physical attributes effectively to Rugby</li> </ul>

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

<p>Unit 3</p>	<p>Fitness &amp; OAA/Rugby (Rugby) <b>GROSS MOTOR MOVEMENTS, SPATIAL AWARENESS</b> OR (Fitness) <b>BASIC UNDERSTANDING OF FITNESS</b> (although teaching will support this), <b>UNDERSTANDING OF BASIC EXERCISES, LEARNING BASIC OUTDOOR AND ADVENTUROUS ACTIVITIES</b> Midway and End of unit practical assessment – observational teacher notes. Bleep Test to support fitness assessment. Circuit training homework to add to assessment process. Develop technique in all basic skills in isolated and game situations. Understanding basic rules of the game OR Understand the fundamentals of fitness training and be able to implement ideas of developing own fitness sessions Dance-understanding of warm-ups, cool-downs and balance. Science-Heart rates and the effects of exercise on the body, anatomy and physiology through muscle names and bone names within booklets..</p>	<p>Badminton/Rugby <b>HAND-EYE COORDINATION SKILLS TRANSFERRED FROM YEAR 7 ROUNDERS, GROSS MOTOR SKILLS</b> OR <b>BASIC AND ADVANCED SKILLS PREVIOUSLY TAUGHT IN YEAR 7. KNOWLEDGE OF THE GAME RULES</b> Midway and End of unit practical assessment based on <b>DECISION-MAKING</b> and knowledge of the game – observational teacher notes End of term PIN Develop decision-making skills in game situations using prior understanding of skills and game experience (Badminton) Develop new skills while learning how to make good decisions with the new skills. Decisions will be built upon from units earlier in the Year 8 curriculum Dance-understanding of warm-ups, cool-downs and balance. Science-Greater depth taught through booklets based on heart rates and the effects of exercise on the body, anatomy and physiology through muscle names and bone names within booklets.</p>	<p>Health, fitness &amp; well-being - diet and nutrition/Volleyball <b>'HOW TO' &amp; 'DECISION-MAKING' LINKED TO SPORTS IN THIS UNIT ALONG WITH UNDERSTANDING RULES AND GAMEPLAY.</b> Theory - End of topic written test, including exam style questions. Low-stake starter tests done at the start of every theory lesson. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance. Science-Fitness components linked to health, and anatomy/physiology.</p>	<p>AEP Section 1&amp; 2 Coursework/Rounders <b>UNDERSTANDING ANALYSIS AND EVALUATION.</b> <b>NEA CRITERIA ALONG WITH UNDERSTANDING RULES AND GAMEPLAY.</b> Theory – Assessment of the coursework linked to the writing/grading criteria. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance.</p>	<p>Exam Skills, Recap all units and review retrieval/Focused sports depending on chosen practical examination <b>RETRIEVAL OF ALL CONTENT TAUGHT IN THEORY LESSONS. HOW TO WRITE LONGER MARKED ANSWERS. HOW TO IDENTIFY KEY WORDS IN EXAM QUESTIONS</b> Regular low-stakes tests and past paper exam question practice. Question level analysis.</p>
<p>Unit 3 knowledge end points</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Basic rules of rugby</li> <li>The technique for the basic and advanced skills of rugby on the SOL.</li> <li>Understand the effects of exercise on heart rate</li> <li>Know how to use progression within fitness training</li> <li>Know all fitness training styles linked to GCSE PE</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Perform in isolation and against opponents.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding why certain decisions should be made in game situations</li> <li>Knowing how to decide upon which skill should be used at which time</li> <li>Knowing new rules (Badminton)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Ability to perform while making effective decisions to support games and competitions</li> <li>Developed better skill level in all basic and advanced skills within this sport.</li> </ul>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>Understand how to link content to sporting examples</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Linking sports to explanations</li> <li>Perform all components of fitness</li> </ul> <p>Develop tactical skills and performance skills to support development linked to the NEA criteria</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding how to apply the Components of fitness section of the AEP</li> <li>How to evaluate a skill/performance</li> <li>Data/wagon wheels to support analysis</li> <li>Further technical knowledge of Rounders linked to NEA and areas shown as areas for improvement from Year 9 assessments</li> </ul> <p>Skills:</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Recapping all content</li> <li>Focussing on key areas of improvement, highlighted in the question level analysis</li> <li>6-mark question structure</li> <li>Learning the mark scheme</li> <li>Tactical and 1:1 practical improvements</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Revision skills</li> <li>Sentence structure (particularly 6-mark questions)</li> </ul>

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

	<ul style="list-style-type: none"> <li>(Rugby) Ball handling, passing, rucking, tackling, scrums, creating space, defensive shape, attacking positioning, game play.</li> <li>(Fitness) Ability to perform in all training types of: Circuit, interval, fartlek, continuous.</li> <li>Performing at maximal intensities in a variety of fitness types.</li> </ul>			<ul style="list-style-type: none"> <li>Applying knowledge of results to explanation</li> <li>Use of data to interpret and analyse performance</li> <li>Sentence structuring using PEA</li> </ul>	<ul style="list-style-type: none"> <li>Refining learning of key acronyms, terms, functions and applying sporting examples</li> <li>Developing final areas of improvement for practicals through 1:1 coaching and feedback</li> </ul>
Unit 4	<p>Football/Fitness &amp; OAA <b>(Football) GROSS MOTOR MOVEMENTS, SPATIAL AWARENESS</b> OR <b>(Fitness) BASIC UNDERSTANDING OF FITNESS</b> (although teaching will support this), <b>UNDERSTANDING OF BASIC EXERCISES, LEARNING BASIC OUTDOOR AND ADVENTUROUS ACTIVITIES</b></p> <p>Midway and End of unit practical assessment – observational teacher notes. Bleep Test to support fitness assessment. Circuit training homework to add to assessment process. End of term PIN</p> <p>Develop technique in all basic skills in isolated and game situations. Understanding basic rules of the game OR Understand the fundamentals of fitness training and be able to implement ideas of developing own fitness sessions Dance-understanding of warm-ups, cool-downs and balance. Science-Heart rates and the effects of exercise on the body anatomy and physiology through muscle names and bone names within booklets.</p>	<p>Hockey/Fitness &amp; OAA <b>BASIC AND ADVANCED SKILLS PREVIOUSLY TAUGHT IN YEAR 7. KNOWLEDGE OF THE GAME RULES,</b> OR <b>DEEPER UNDERSTANDING OF FITNESS, IMPLEMENTING AND UNDERSTANDING PRINCIPLES OF TRAINING AND INDIVIDUAL NEEDS, DEEPER KNOWLEDGE OF ORIENTEERING AND OAA</b></p> <p>Midway and End of unit practical assessment based on <b>DECISION-MAKING</b> and knowledge of the game – observational teacher notes Develop decision-making skills in game situations using prior understanding of skills and game experience OR Can create own fitness sessions that uses progression and aspects of SPOR (GCSE PE link) linking in decisions based on previous learning on the effects of exercise on the body Dance-understanding of warm-ups, cool-downs and balance. Science-Greater depth taught through booklets based on heart rates and the effects of exercise on the body, anatomy and physiology through muscle names and bone names within booklets.</p>	<p>Recap and End of Year Exam Preparation/Cricket &amp; Athletics <b>'HOW TO' &amp; 'DECISION-MAKING' LINKED TO SPORTS IN THIS UNIT ALONG WITH UNDERSTANDING RULES AND GAMEPLAY.</b> Theory - End of topic &amp; <b>END OF YEAR TEST COVERING ALL CONTENT LEARNT SO FAR</b>, including exam style questions. Question level analysis. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance. Science-Fitness components linked to health, and anatomy/physiology.</p>	<p>Exam Skills Preparation/Athletics <b>NEA CRITERIA ALONG WITH UNDERSTANDING RULES AND GAMEPLAY.</b> Theory - End of topic &amp; <b>END OF YEAR TEST COVERING ALL CONTENT LEARNT SO FAR</b>, including exam style questions. <b>INTERNAL MOCK PRACTICAL –</b> Cross-graded internally between PE staff. Question level analysis. Practical - Ongoing and final assessment linked to NEA criteria. Developing depth in knowledge and ability to perform skills using tactics, awareness and advanced skills. Able to evaluate, analyse and improve performance. Dance-understanding of warm-ups, cool-downs and balance.</p>	

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

		GCSE PE-Components of fitness and SPOR			
Unit 4 knowledge end points	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Basic rules of football</li> <li>• The technique for the basic and advanced skills of football on the SOL.</li> <li>• Understand the effects of exercise on heart rate</li> <li>• Know how to use progression within fitness training</li> <li>• Know all fitness training styles linked to GCSE PE</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Perform in isolation and against opponents.</li> <li>• (Football) Dribbling, passing, creating space, width in attack, defending, attacking, shooting, game play.</li> <li>• (Fitness) Ability to perform in all training types of: Circuit, interval, fartlek, continuous.</li> <li>• Performing at maximal intensities in a variety of fitness types.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Understanding why certain decisions should be made in game situations</li> <li>• Knowing how to decide upon which skill should be used at which time</li> <li>• Know how to adjust training linking in Principles of training and components of fitness (GCSE)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Ability to perform while making effective decisions to support games and competitions</li> <li>• Developed better skill level in all basic and advanced skills within this sport.</li> <li>• Improving fitness levels and ability to perform exercises for longer</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Revision Skills</li> <li>• Sentence structure and learning how to use PEA</li> <li>• Time to refine and recap content learnt this year</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Revision skills</li> <li>• Sentence structure (particularly 6-mark questions)</li> <li>• Refining learning of key acronyms, terms, functions and applying sporting examples</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Revision Skills</li> <li>• Sentence structure and learning how to use PEA</li> <li>• Time to refine and recap content learnt this year</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Revision skills</li> <li>• Sentence structure (particularly 6-mark questions)</li> <li>• Refining learning of key acronyms, terms, functions and applying sporting examples</li> </ul>	
Unit 5	<p>Hockey/Football</p> <p><b>GROSS MOTOR MOVEMENTS, THROWING AND CATCHING</b></p> <p>Midway and End of unit practical assessment – observational teacher notes</p> <p>Develop technique in all basic skills in isolated and game situations.</p> <p>Understanding basic rules of the game</p> <p>Dance-understanding of warm-ups, cool-downs and balance</p>	<p>Netball/Badminton</p> <p><b>TRANSFERRING SKILLS IN BASKETBALL AND RUGBY. SPACIAL AWARENESS AND GAMEPLAY PREVIOUSLY TAUGHT IN YEAR 7. KNOWLEDGE OF THE GAME RULES</b></p> <p>OR</p> <p><b>HAND-EYE COORDINATION SKILLS TRANSFERRED FROM YEAR 7 ROUNDEERS, GROSS MOTOR SKILLS</b></p> <p>Midway and End of unit practical assessment based on <b>DECISION-MAKING</b> and knowledge of the game – observational teacher notes</p>			

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

		<p style="text-align: center;">End of term PIN</p> <p>Develop new skills while learning how to make good decisions with the new skills. Decisions will be built upon from units earlier in the Year 8 curriculum (Netball)</p> <p>Develop decision-making skills in game situations using prior understanding of skills and game experience (Badminton)</p> <p>Dance-understanding of warm-ups, cool-downs and balance.</p> <p>Science-Greater depth taught through booklets based on heart rates and the effects of exercise on the body, anatomy and physiology through muscle names and bone names within booklets.</p>	
<p>Unit 5 knowledge end points</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Basic rules of hockey/football</li> <li>The technique for the basic and advanced skills of hockey/football on the SOL.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Perform in isolation and against opponents</li> <li>(Football) Dribbling, passing, creating space, width in attack, defending, attacking, shooting, game play.</li> <li>(Hockey) Dribbling, passing, shooting, tackling, creating space, defending, attacking, game play</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding why certain decisions should be made in game situations</li> <li>Knowing how to decide upon which skill should be used at which time</li> <li>Knowing new rules (Badminton)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Ability to perform while making effective decisions to support games and competitions</li> </ul> <p>Developed better skill level in all basic and advanced skills within this sport.</p>	
<p>Unit 6</p>	<p>Athletics/Rounders (ROUNDERS) GROSS MOTOR MOVEMENTS, HAND-EYE COORDINATION OR (Athletics) BASIC UNDERSTANDING OF RUNNING AND THROWING (although teaching will support this) Midway and End of unit practical assessment – observational teacher</p>	<p>Fitness &amp; OAA/Netball DEEPER UNDERSTANDING OF FITNESS, IMPLEMENTING AND UNDERSTANDING PRINCIPLES OF TRAINING AND INDIVIDUAL NEEDS, DEEPER KNOWLEDGE OF ORIENTEERING AND OAA OR BASIC AND ADVANCED SKILLS PREVIOUSLY TAUGHT IN YEAR 7. KNOWLEDGE OF THE GAME RULES</p>	



# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

	<p>notes. Times and distances to support Athletics assessment</p> <p>Perform all basic skills in isolated and game situations. Understanding basic rules of the game</p> <p>OR</p> <p>Perform at maximal intensities/develop techniques in track and field events. Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>Dance-understanding of warm-ups, cool-downs and balance</p>	<p>Midway and End of unit practical assessment based on DECISION-MAKING and knowledge of the game – observational teacher notes</p> <p>Develop decision-making skills in game situations using prior understanding of skills and game experience</p> <p>OR</p> <p>Can create own fitness sessions that uses progression and aspects of SPOR (GCSE PE link) linking in decisions based on previous learning on the effects of exercise on the body</p> <p>Dance-understanding of warm-ups, cool-downs and balance.</p> <p>Science-Greater depth taught through booklets based on heart rates and the effects of exercise on the body, anatomy and physiology through muscle names and bone names within booklets.</p> <p>GCSE PE-Components of fitness and SPOR</p>	
<p>Unit 6 knowledge end points</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Basic rules of rounders</li> <li>• The technique for the basic and advanced skills of rounders on the SOL.</li> <li>• Understand the how to change technique to support running and throwing</li> <li>• Know the key teaching points for Athletics event on the SOL</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Perform in isolation and against opponents.</li> <li>• (Rounders) Fielding: throwing, catching, long barrier, turn and pick. Batting: distance, power accuracy. Game understanding and elements of decision-making especially linked to the Year 8 focus.</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Understanding why certain decisions should be made in game situations</li> <li>• Knowing how to decide upon which skill should be used at which time</li> <li>• Know how to adjust training linking in Principles of training and components of fitness (GCSE)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Ability to perform while making effective decisions to support games and competitions</li> <li>• Developed better skill level in all basic and advanced skills within this sport.</li> <li>• Improving fitness levels and ability to perform exercises for longer</li> </ul>	

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

	<ul style="list-style-type: none"> <li>(Fitness) Ability to perform at maximal intensities in sprinting, long distance and relays. Be able to throw for distance in shot put, javelin and discus.</li> </ul>		
Unit 7	<p>Rounders/Athletics (Athletics) BASIC UNDERSTANDING OF RUNNING AND THROWING (although teaching will support this) OR (ROUNDERS) GROSS MOTOR MOVEMENTS, HAND-EYE COORDINATION</p> <p>Midway and End of unit practical assessment – observational teacher notes. Times and distances to support Athletics assessment End of term PIN</p> <p>Perform all basic skills in isolated and game situations. Understanding basic rules of the game OR Perform at maximal intensities/develop techniques in track and field events. Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best Dance-understanding of warm-ups, cool-downs and balance</p>	<p>Athletics/Cricket – (ATHLETICS) KNOWLEDGE OF RUNNING AND THROWING TECHNIQUE. ABILITY TO PERFORM SPRINTS, LONG DISTANCE AND THROWING OR (CRICKET) SKILLS FROM ROUNDERS SUCH AS FIELDING, BATTING AND SCORING THAT CAN BE TRANSFERRED INTO CRICKET</p> <p>Midway and End of unit practical assessment – observational teacher notes. Times and distances to support Athletics assessment End of term PIN</p> <p>Develop Athletics events technique as well as being able to make decisions to support self and peer improvement. OR Use a range of tactics and strategies to overcome opponents in direct competition Dance-understanding of warm-ups, cool-downs and balance Science-discussions and tasks based on joints, muscles and bones. Links to respiratory and circulatory system</p>	
Unit 7 knowledge end points	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Basic rules of rounders</li> <li>The technique for the basic and advanced skills of rounders on the SOL.</li> <li>Understand the how to change technique to support running and throwing</li> <li>Know the key teaching points for Athletics event on the SOL</li> </ul> <p>Skills:</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Understanding why certain decisions should be made in game situations</li> <li>Knowing how to decide upon which skill should be used at which time</li> <li>Understand new rules (Cricket)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Ability to perform while making effective decisions to support games and competitions</li> </ul>	

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

	<ul style="list-style-type: none"> <li>• Perform in isolation and against opponents.</li> <li>• (Rounders) Fielding: throwing, catching, long barrier, turn and pick. Batting: distance, power accuracy. Game understanding and elements of decision-making especially linked to the Year 8 focus.</li> <li>• (Fitness) Ability to perform at maximal intensities in sprinting, long distance and relays. Be able to throw for distance in shot put, javelin and discus.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed better skill level in all basic and advanced skills within this sport.</li> <li>• Improving fitness levels and ability to perform faster/longer periods of time/further throwing distances</li> <li>• Able to analyse and evaluate</li> </ul>	
Unit 8		<p>Cricket/Athletics  <b>(CRICKET) SKILLS FROM ROUNDERS SUCH AS FIELDING, BATTING AND SCORING</b>  OR  <b>THAT CAN BE TRANSFERRED INTO CRICKET</b>  <b>(ATHLETICS) KNOWLEDGE OF RUNNING AND THROWING TECHNIQUE. ABILITY TO PERFORM SPRINTS, LONG DISTANCE AND THROWING</b></p> <p>Midway and End of unit practical assessment – observational teacher notes. Times and distances to support Athletics assessment  End of term PIN</p> <p>Use a range of tactics and strategies to overcome opponents in direct competition  OR  Develop Athletics events technique as well as being able to make decisions to support self and peer improvement.</p> <p>Dance-understanding of warm-ups, cool-downs and balance  Science-discussions and tasks based on joints, muscles and bones. Links to respiratory and circulatory system</p>	

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

<p>Unit 8 knowledge end points</p>		<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Understanding why certain decisions should be made in game situations</li> <li>• Knowing how to decide upon which skill should be used at which time</li> <li>• Understand new rules (Cricket)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Ability to perform while making effective decisions to support games and competitions</li> <li>• Developed better skill level in all basic and advanced skills within this sport.</li> <li>• Improving fitness levels and ability to perform faster/longer periods of time/further throwing distances</li> <li>• Able to analyse and evaluate</li> </ul>	
	<p>END OF YEAR END POINT</p> <ul style="list-style-type: none"> <li>• End of Year theory exam based on key knowledge points within student learning booklets which link to basic GCSE PE aspects. This aims to support all practical assessments by giving an overview of theoretical understanding.</li> <li>• Students should have an understanding of basic aspects of anatomy and physiology and fitness and exercise, diet and nutrition as well as the effects of exercise on the body. This all links to the GCSE PE content.</li> <li>• ‘HOW TO’ perform basic and advanced skills in the sports covered throughout the year. Students should be able to perform as well as know the techniques and rules of the games.</li> </ul>	<p>END OF YEAR END POINT</p> <ul style="list-style-type: none"> <li>• End of Year theory exam based on key knowledge points within student learning booklets which link to developed GCSE PE aspects in comparison to what was learnt in year 7. This aims to support all practical assessments by giving an overview of theoretical understanding.</li> <li>• Students should have an understanding of basic aspects of anatomy and physiology and fitness and exercise, diet and nutrition as well as the effects of exercise on the body. This all links to the GCSE PE content.</li> <li>• ‘DECISION-MAKING’ is developed in the sports covered throughout the year. Students should be able to perform as well as know how to make effective decisions to outwit</li> </ul>	

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE **PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH** **HOW ASSESSED?**

**KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE** **WIDER CURRICULUM LINKS**

	<ul style="list-style-type: none"> <li>Students should have skills to compete/participate in out of school and extra-curricular sports as well as the understanding of rules and gameplay/tactical awareness</li> </ul>	<p>opponents in competitive games</p> <ul style="list-style-type: none"> <li>Students should have skills to compete/participate in out of school and extra-curricular sports as well as the understanding of rules and gameplay/tactical awareness</li> </ul>	
--	---	---	--