

Longcroft School departmental curriculum overview  
**Physical Education**

**Key subject skills**

AO1	AO2	AO3	AO4	
Develop competence to excel in a broad range of physical activities  Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	Be physically active for sustained periods of time  Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	Engage in competitive sports and activities  Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	Lead healthy, active lives  Demonstrate and apply relevant skills and techniques in physical activity and sport	Black = Core PE  Red = GCSE PE

**Building on prior learning**

**What can students do by the end of KS2?**

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic

principles suitable for attacking and defending

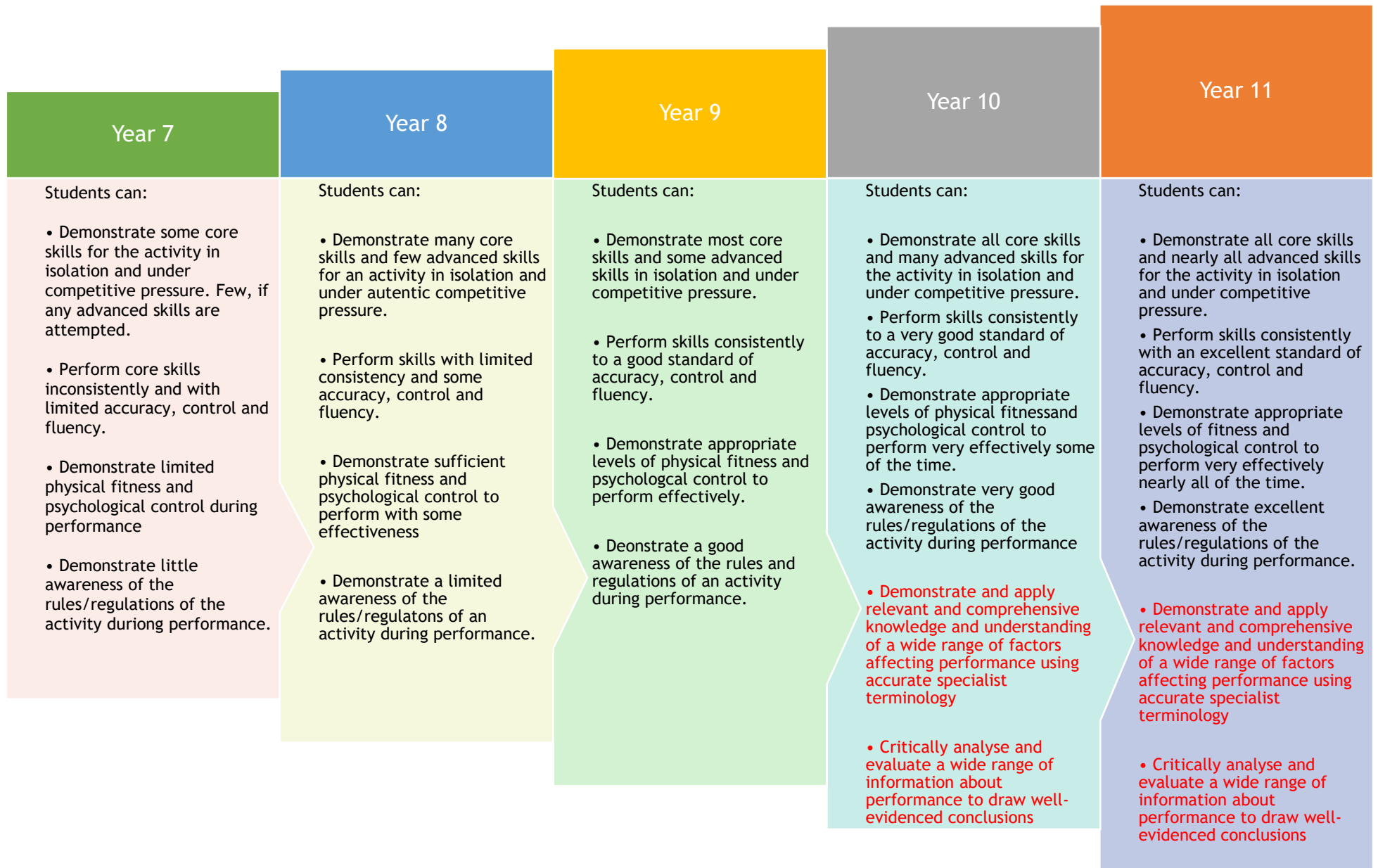
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Throughout their time at Longcroft school, children are encouraged to continue to take part regularly in competitive sports and activities outside school. These are promoted within the department visibly with many of the activities taking place on the school site through approved and vetted providers or with the school staff. This allows a clear extension of the in-school provision with a thriving extra-curricular offer.

**What are the skills gaps?**

Sometimes a lack of exposure to PE subject specialists in primary school leads to a lack of core skills such as running, jumping, throwing and catching.

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Year	Autumn				Spring				Summer			
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links
7	<p>Rugby Football Netball Badminton</p> <p>As starter activities at key stages throughout the unit and delivery of football and netball, children will also take part in tasks present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group to aim their performance in team sports.</p>	<p>Formative assessment to take the form of an interim review of their skills and targets for improvement midway through the unit. It will allow them to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best through self, peer, and teacher assessment.</p> <p>Teacher observation will form the summative assessment based on final performance in the selected sport.</p>	<p>A01 A02 A03 A04</p>	<p>Links to prior learning Pupils should have a good knowledge and understanding of the games. They should have performed, and are able to perform the basic skills in KS2. They should also be capable of sending, receiving and travelling with a ball/shuttle in these competitive games. They can work safely alone, in pairs or groups, or as a team where they are able to perform simple judgements about their own and others performances, using this to improve the accuracy, quality and variety of their performance.</p> <p>How does this prepare students for future learning? To be able perform the basic</p>	<p>Hockey Basketball Gymnastics</p> <p>As starter activities at key stages throughout the unit and delivery of hockey and basketball, children will also take part in tasks present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group to aim their performance in team sports.</p>	<p>Formative assessment to take the form of an interim review of their skills and targets for improvement midway through the unit. It will allow them to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best through self, peer, and teacher assessment.</p> <p>Teacher observation will form the summative assessment based on final performance in the selected sport.</p>	<p>A01 A02 A03 A04</p>	<p>Links to prior learning Pupils should have explored basic methods of turning, rolling, swinging, jumping, climbing, balancing and travelling on hands and feet, both on the floor and using apparatus. They should have had the opportunity to practise, improve and refine these skills and may have linked them to form a sequence.</p> <p>How does this prepare students for future learning? To be able to demonstrate good body tension and posture in various travelling movements. Students should be able to perform a variety of core skills using correct technique, and depending on</p>	<p>Athletics Cricket Tennis Rounders</p> <p>As starter activities at key stages throughout the unit and delivery of cricket, tennis and rounders, children will also take part in tasks present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group to aim their performance in team sports.</p>	<p>Formative assessment to take the form of an interim review of their skills and targets for improvement midway through the unit. It will allow them to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best through self, peer, and teacher assessment.</p> <p>Teacher observation will form the summative assessment based on final performance in the selected sport.</p>	<p>A01 A02 A03 A04</p>	<p>Links to prior learning Pupils should also be capable of sending, receiving and travelling with a ball in these competitive games. They can work safely alone, in pairs or groups, or as a team where they are able to perform simple judgements about their own and others performances, using this to improve the accuracy, quality and variety of their performance.</p> <p>How does this prepare students for future learning? To understand the simple laws used in the games and the different lines and areas on a pitch/court. To start performing the skills in small sided games and to understand</p>



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			skills of Passing, Receiving, Shooting, and defending, and to incorporate these into small sided games/matches. To be able to understand and know how to perform these and where these skills are used on a pitch/court. To understand the simple laws used in the games and the different lines and areas on a pitch/court.				ability, a variation of other skills. Students should be able to observe and appreciate the work of others and offer informed and positive feedback to performing groups.				and know the principles of the game such as looking up, communication and using space.
8	Rugby Football Netball Badminton  As starter activities at key stages throughout the unit and delivery of football and netball, children will also take part in tasks present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group to aim their performance in team sports.	Formative assessment to take the form of an initial review of their skills and targets based on their performance in Year 7. This will be reviewed as ongoing formative assessment through the unit. This will provide opportunities for self, peer, and teacher assessment and allow them to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	AO1 AO2 AO3 AO4  Links to prior learning Year 7 term 1 - They are able to perform the basic skills of Passing, Receiving, Shooting & Defending, incorporating these skills into small games (5 a-side).  How does this prepare students for future learning? To be able to perform, develop and incorporate a wider range of skills. They will also be able to use their knowledge and understanding to perform, refine and adapt these skills with precision,	Hockey Basketball Gymnastics  As starter activities at key stages throughout the unit and delivery of hockey and basketball, children will also take part in tasks present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group to aim their performance in team sports.	Formative assessment to take the form of an initial review of their skills and targets based on their performance in Year 7. This will be reviewed as ongoing formative assessment through the unit. This will provide opportunities for self, peer, and teacher assessment and allow them to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	AO1 AO2 AO3 AO4  Links to prior learning Students should have explored basic methods of turning, rolling, swinging, jumping, climbing, balancing and travelling on hands and feet, both on the floor and using apparatus. They should have had the opportunity to practise, improve and refine these skills and link them to form a sequence.  How does this prepare students for future learning? To understand what is meant by and how to achieve good body tension and	Athletics Cricket Tennis Rounders  As starter activities at key stages throughout the unit and delivery of cricket, tennis and rounders, children will also take part in tasks present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group to aim their performance in team sports.	Formative assessment to take the form of an initial review of their skills and targets based on their performance in Year 7. This will be reviewed as ongoing formative assessment through the unit. This will provide opportunities for self, peer, and teacher assessment and allow them to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.  Teacher observation will form the summative	AO1 AO2 AO3 AO4  Links to prior learning Pupils will understand and know how to perform the skills and where these are used along with the essential principles of the game such as looking up, communication and using space. They have developed their knowledge and understanding of the simple laws used and the different lines and areas on a pitch or court. They also clearly understand why they warm up, stretch and cool down when performing.		



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			accuracy, fluency and clarity in any situation. They should develop their knowledge and understanding of how they perform these skills and of the tactics used within these games.		Teacher observation will form the summative assessment based on final performance in the selected sport.		control, and be able to apply this to their execution of the skills in order to improve quality. Students should then be able to select and refine certain skills and order them into a sequence to be performed on the floor and with the use of low and high apparatus, in front of others. Following the performance of sequences the observers should be able to comment positively on the sequence and offer informed feedback.		assessment based on final performance in the selected sport.		How does this prepare students for future learning? They should understand and know the stretches for all major muscles and those specific to each activity.
9	<p>Rugby Football Netball Badminton</p> <p>As starter activities at key stages throughout the unit and delivery of football and netball, children will also take part in tasks present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group to aim</p>	<p>Formative assessment to take the form of an initial review of their skills and targets based on their performance in Year 8. This will be reviewed as ongoing formative assessment through the unit. This will provide opportunities for self, peer, and teacher assessment and allow them to analyse their performances</p>	<p>AO1 AO2 AO3 AO4</p> <p>Links to prior learning Year 7 &amp; 8 term 1 - Students have a good knowledge and understanding of the games. They have performed, and are able to demonstrate accurately the fundamental skills that are essential within a larger version of the games e.g. of passing short and long, receiving, controlling the ball using different parts of the body,</p>	<p>Hockey Basketball Gymnastics</p> <p>As starter activities at key stages throughout the unit and delivery of hockey and basketball, children will also take part in tasks present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group to aim</p>	<p>Formative assessment to take the form of an initial review of their skills and targets based on their performance in Year 8. This will be reviewed as ongoing formative assessment through the unit. This will provide opportunities for self, peer, and teacher assessment and allow them to analyse their performances</p>	<p>AO1 AO2 AO3 AO4</p> <p>Links to prior learning Students should be able to perform a variety of rolls and balances, individually, in pairs and in small groups, including the headstand. Students should understand the terms mirror and counter balance and have had experience in performing them. Students should have a good understanding of the need for a strong base of</p>	<p>Athletics Cricket Tennis Rounders</p> <p>As starter activities at key stages throughout the unit and delivery of cricket, tennis and rounders, children will also take part in tasks present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group to aim</p>	<p>Formative assessment to take the form of an initial review of their skills and targets based on their performance in Year 8. This will be reviewed as ongoing formative assessment through the unit. This will provide opportunities for self, peer, and teacher assessment and allow them to analyse their performances compared to previous ones and</p>	<p>AO1 AO2 AO3 AO4</p> <p>Links to prior learning The students have furthered their knowledge and understanding of the skills and tactics used within a small-sided game. They can now perform their own warm - up, stretches and cool - down knowing the safe, correct, and proper ways of performing them.</p>		



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<p>their performance in team sports.</p>	<p>compared to previous ones and demonstrate improvement to achieve their personal best.</p> <p>Teacher observation will form the summative assessment based on final performance in the selected sport.</p>	<p>dribbling, shielding, shooting, tackling, beating a defender and heading in football.</p> <p>How does this prepare students for future learning? To be able to perform, develop and incorporate more advanced skills e.g. of passing using a lift pass, controlling, volleying, heading (diving and defensive), Shooting, Goalkeeping, Crossing, Set pieces and free kicks in football. The students should also have a developing knowledge and understanding of tactical and positional play within the games, which will enable them to start to plan and modify movements or simple plans in set plays and when playing the small games. The students should also be able to recognise the importance of responding to changing situations within the game in</p>	<p>their performance in team sports.</p>	<p>compared to previous ones and demonstrate improvement to achieve their personal best.</p> <p>Teacher observation will form the summative assessment based on final performance in the selected sport.</p>	<p>support with a wide surface area when balancing. They should understand what is meant by and how to achieve good body tension and control. Students should have also spent time observing the work of others and offering informed and constructive feedback</p> <p>How does this prepare students for future learning? To be able to perform increasingly advanced skills and techniques. Students should be able to incorporate these into sequences showing evidence of basic compositional principles such as variations in speed, level and direction.</p>	<p>their performance in team sports.</p>	<p>demonstrate improvement to achieve their personal best.</p> <p>Teacher observation will form the summative assessment based on final performance in the selected sport.</p>	<p>How does this prepare students for future learning? They should understand the laws of the game and be able to start to officiate matches fairly and correctly. They understand and know the stretches for all major muscles and those specific to each activity, and also the benefit of exercise on the body.</p>
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				attack and defence.							
10 PE	<p>The Structure &amp; Function of the Skeletal System</p> <ul style="list-style-type: none"> <li>Bones in the body</li> <li>Functions of the skeleton</li> <li>Movement at joints</li> </ul> <p>The Structure &amp; Function of the Muscular System</p> <ul style="list-style-type: none"> <li>Tendons, ligaments and cartilage</li> <li>Major muscles in the body</li> <li>Antagonistic pairs</li> <li>Planes of movement</li> <li>Axis of rotation</li> <li>The lever system</li> </ul> <p>Cardiovascular &amp; Respiratory systems</p> <ul style="list-style-type: none"> <li>Pathway of blood</li> <li>Blood Vessels</li> <li>The Heart</li> <li>Pathway of air</li> <li>Pathway of air and intercostal muscles</li> </ul>	<p>After each unit assessment constructed from past paper materials on content covered up to this point in the course. The assessments are cumulative, so cover content from the unit just covered as well as interleaving content from all previous units.</p>	<p>AO1 AO2 AO3 AO4</p>		<p>Catch up/ practical</p> <p>Effects of Exercise on the Body</p> <ul style="list-style-type: none"> <li>Short term</li> <li>Long term</li> </ul> <p>Components of fitness</p> <ul style="list-style-type: none"> <li>Five components of fitness</li> <li>Fitness Testing Practical</li> </ul> <p>Applying the Principles of Training</p> <p>Types of training</p> <ul style="list-style-type: none"> <li>Continuous</li> <li>Circuit</li> <li>Interval</li> <li>HIIT</li> <li>Fartlek</li> <li>Weight</li> </ul>	<p>After each unit assessment constructed from past paper materials on content covered up to this point in the course. The assessments are cumulative, so cover content from the unit just covered as well as interleaving content from all previous units.</p>	<p>AO1 AO2 AO3 AO4</p>		<p>Preventing Injury in Physical Activity</p> <p>Analysis and evaluation of physical activity - introduction and practical leading to controlled assessment</p>	<p>The non-exam assessment (NEA) aspect of this course requires students to develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques. There are two aspects to the NEA:</p> <ul style="list-style-type: none"> <li>performance assessment (practical performance)</li> <li>performance analysis assessment (analysis and evaluation).</li> </ul>	<p>AO1 AO2 AO3 AO4</p>

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	<ul style="list-style-type: none"> <li>Aerobic and anaerobic exercise</li> </ul> <p>Movement analysis</p>										
10 SS	<p>The Structure &amp; Function of the Skeletal System</p> <ul style="list-style-type: none"> <li>Bones in the body</li> <li>Functions of the skeleton</li> <li>Movement at joints</li> </ul> <p>The Structure &amp; Function of the Muscular System</p> <ul style="list-style-type: none"> <li>Tendons, ligaments and cartilage</li> <li>Major muscles in the body</li> <li>Antagonistic pairs</li> <li>Planes of movement</li> <li>Axis of rotation</li> <li>The lever system</li> </ul> <p>Sport &amp; the media</p> <ul style="list-style-type: none"> <li>Television</li> <li>Written press</li> <li>Radio</li> <li>Internet</li> <li>Exposure &amp; promotion</li> <li>Education &amp; income</li> <li>Inspiration &amp; competition</li> <li>Spectatorship &amp; values</li> <li>Behaviour &amp; pressure</li> <li>Dominance &amp; saturation</li> </ul>	<p>After each unit assessment constructed from past paper materials on content covered up to this point in the course. The assessments are cumulative, so cover content from the unit just covered as well as interleaving content from all previous units.</p>			<p>Sport &amp; the media</p> <ul style="list-style-type: none"> <li>Sport &amp; media relationship</li> <li>Sport as a commodity</li> <li>Sporting heroes scrutiny</li> <li>Impact of PPV</li> <li>Factors affecting coverage</li> <li>Features of coverage</li> </ul> <p>Applying practice methods to performance</p> <p>RO53 Skills of a leader, planning an activity session</p> <ul style="list-style-type: none"> <li>Roles of a leader</li> <li>Responsibilities of a leader</li> <li>Qualities of a leader</li> <li>Leadership styles</li> <li>Considerations of planning</li> <li>Safety considerations</li> <li>Practical</li> </ul>	<p>After each unit assessment constructed from past paper materials on content covered up to this point in the course. The assessments are cumulative, so cover content from the unit just covered as well as interleaving content from all previous units.</p>			<p>Planning an activity session, delivering an activity session, Evaluation an activity session</p> <ul style="list-style-type: none"> <li>Write up</li> <li>Strengths &amp; Weakness</li> <li>Improvements</li> </ul>		
11	Engagement patterns		A01				A01		Exam preparation		



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PE	<ul style="list-style-type: none"> <li>- Trends</li> <li>- Factors affecting participation</li> <li>- Strategies to improve</li> <li>- Case studies and Exam Questions</li> </ul> <p>Commercialisation of physical activity and sport</p> <ul style="list-style-type: none"> <li>- The Golden Triangle and sponsorship</li> <li>- Positives and negatives</li> </ul> <p>Ethical &amp; socio-cultural activities in physical activities and sport</p> <ul style="list-style-type: none"> <li>- Sportsmanship, Gamesmanship</li> <li>- Violence in Sport</li> <li>- Drugs in Sport</li> </ul> <p>Sport Psychology</p> <ul style="list-style-type: none"> <li>- Classification of skill</li> <li>- Goal Setting</li> <li>- Mental Preparation</li> <li>- Types of guidance</li> </ul> <p>Assessment Revision</p>	<p>After each unit assessment constructed from past paper materials on content covered up to this point in the course.</p> <p>The assessments are cumulative, so cover content from the unit just covered as well as interleaving content from all previous units.</p>	<p>AO2 AO3 AO4</p>	<p>Health, fitness and well-being</p> <ul style="list-style-type: none"> <li>- Physical, mental and social</li> <li>- Benefits</li> <li>- Diet and Nutrition</li> </ul> <p>Analysis and evaluation of physical activity - completed by end of term</p> <p>AEP Completion</p> <p>Exam preparation</p>	<p>The non-exam assessment (NEA) aspect of this course requires students to develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques.</p> <p>There are two aspects to the NEA:</p> <ul style="list-style-type: none"> <li>- performance assessment (practical performance)</li> <li>- performance analysis assessment (analysis and evaluation).</li> </ul>	<p>AO2 AO3 AO4</p>		<p>Two paper 1-hour examination papers include questions that allow students to demonstrate their ability to draw together their skills, knowledge and understanding from across the full course of study, demonstrate their understanding of the relationships between theory and practice, and provide extended responses.</p>	<p>AO1 AO2 AO3 AO4</p>	
	11 SS	<p>Factors affecting participation, sporting values, major sporting events, NGB's</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• User groups</li> <li>• Barriers</li> <li>• Solutions</li> <li>• Factors affecting popularity</li> <li>• Current trends</li> <li>• Emerging sports</li> <li>• Sporting values</li> </ul>	<p>After each unit assessment constructed from past paper materials on content covered up to this point in the course.</p> <p>The assessments are cumulative, so cover content from the unit just covered as well as interleaving content from all previous units.</p>		<p>Practice Methods to Improve Performance</p> <ul style="list-style-type: none"> <li>• Key skills</li> <li>• Types of skill</li> <li>• Types of practice</li> <li>• Improving performance</li> <li>• Measuring improvement</li> <li>• Write up</li> </ul>	<p>R052: Developing sports skills - Centre-assessed task</p>		<p>R054 Improvements</p> <p>R053 Improvements</p> <p>R051 Recap</p> <p>Exam preparation</p>	<p>R054: Sport and the media - Centre-assessed tasks</p> <p>R053: Sports leadership - Centre-assessed tasks</p> <p>R051: Contemporary issues in sport 1 hour written exam paper</p>	

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<ul style="list-style-type: none"> <li>• Olympic creed, symbol &amp; values</li> <li>• Etiquette &amp; behaviour</li> <li>• Initiatives</li> <li>• Drugs</li> <li>• Features of major events</li> <li>• Benefits of hosting</li> <li>• Drawbacks of hosting</li> <li>• Legacy</li> <li>• Promotion &amp; development</li> <li>• Infrastructure &amp; policies</li> <li>• Funding &amp; support</li> <li>• Assessment</li> <li>• Feedback</li> </ul>										
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