

Longcroft School Curriculum Overview
Physical Education



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

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Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school - one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including those whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teachers must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

‘A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.’ *Adapted from National Curriculum, DfE, 2014.*

Aims

The Longcroft School and Sixth Form curriculum for PE aims to ensure that all pupils:

- develop **competence to excel in a broad range** of physical activities
- are **physically active for sustained periods of time**
- engage in **competitive sports and activities**
- lead **healthy, active lives**

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- are prepared to **effectively articulate their knowledge and skills** in the way that best represents these in relevant assessments such that they have the requisite outcomes to enable the widest access of opportunity.

Subject Curriculum Vision

Underpinning the delivery of Physical Education within the school is a commitment to allow the greatest number of opportunities, for the greatest number of pupils, in the greatest number of sports possible. We deliver a broad, multifaceted curriculum and enrichment programme that is not influenced by gender, social or economic bias. The aim of Physical Education at Longcroft School is to instill lifelong engagement in sport where pupils strive to achieve their personal best, and to embed an understanding of the benefits of a healthy, active lifestyle. In this regard, we are committed to developing an environment in which pupils work outside of their comfort zone, utilising new opportunities and embracing mistakes and misconceptions as a method of improvement. Pupils learn that the value of sport is multifaceted, and that success in Physical Education is about more than just kicking, running, jumping or throwing.

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

Great Heart

Demonstrating good sportsmanship at all times, helping pupils up from the floor, shaking hands at the end of games and encouraging peers during races.

Great Thought

Pupils demonstrate their understanding in class through acts of skill and applying those skills in game situations making good decisions.

Great Vision

Pupils wear their kit with pride. They are prepared for each lesson. Pupils strive to achieve their personal best in every activity they take part in.

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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

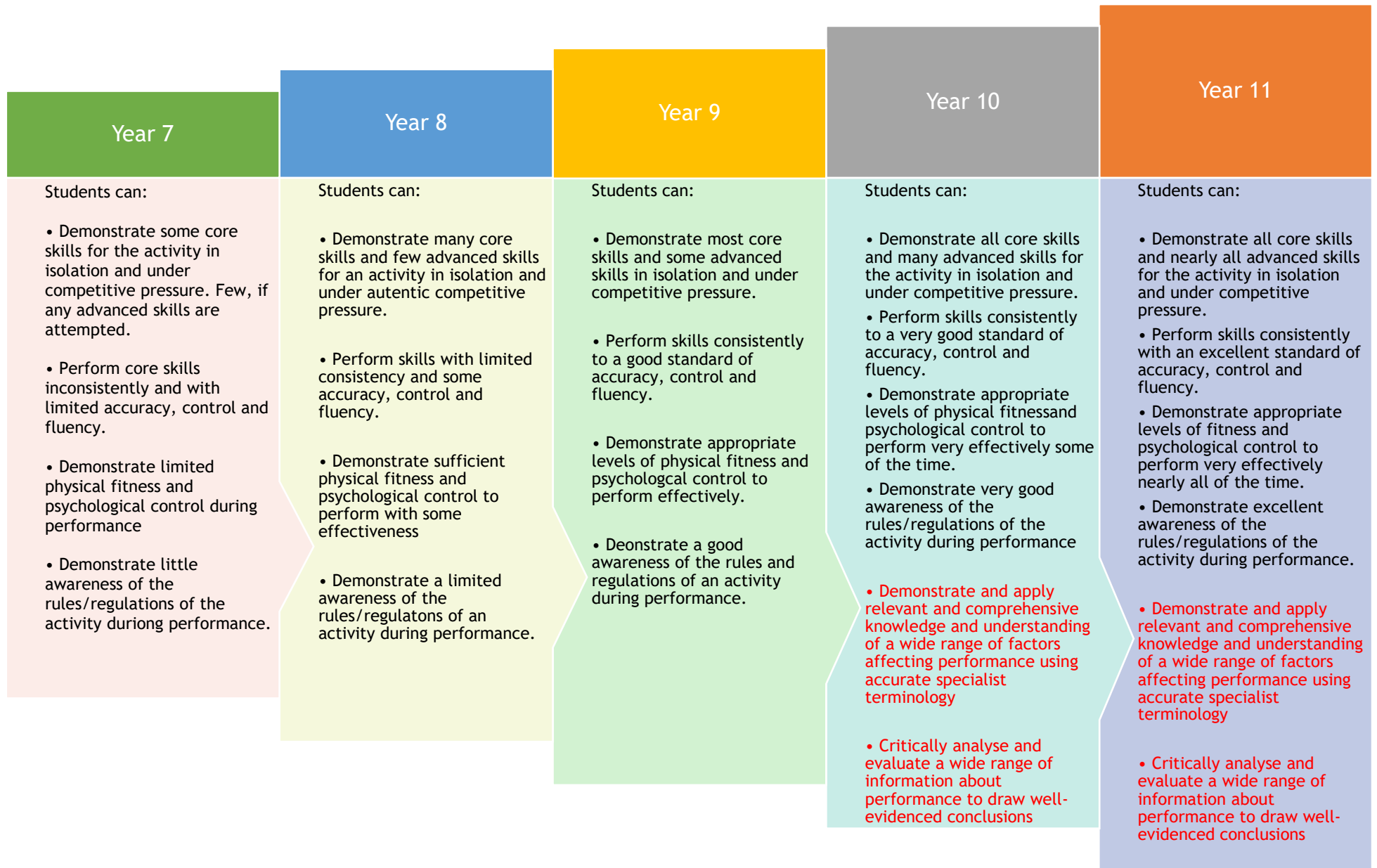
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous 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 skills of Passing, Receiving,</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 ability, a variation of other</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 and know the principles of the</p>



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			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.				skills. Students should be able to observe and appreciate the work of others and offer informed and positive feedback to performing groups.				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. Teacher observation will form the summative	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 and other skills with precision, accuracy, fluency and clarity in any situation. They	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. Teacher observation will form the summative	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 control, and be able to apply this to their	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 assessment based on final performance in	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. How does this prepare students for future learning?



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	assessment based on final performance in the selected sport.		should develop their knowledge and understanding of how they perform these skills and of the tactics used within these games.		assessment based on final performance in the selected sport.		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.		the selected sport.		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 their performance in team sports.</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>A01 A02 A03 A04</p> <p>Links to prior learning Year 7 & 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, dribbling, shielding, shooting, tackling, beating a</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>	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>A01 A02 A03 A04</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 support with a wide surface area when balancing. They</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>	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 demonstrate improvement to achieve their personal best.	<p>A01 A02 A03 A04</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> <p>How does this prepare students for future learning?</p>



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		demonstrate improvement to achieve their personal best. Teacher observation will form the summative assessment based on final performance in the selected sport.		defender and heading in football. 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 attack and defence.		demonstrate improvement to achieve their personal best. Teacher observation will form the summative assessment based on final performance in the selected sport.		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 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.		Teacher observation will form the summative assessment based on final performance in the selected sport.		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.
10 PE	The Structure & Function of the Skeletal System	After each unit assessment constructed from past paper	A01 A02 A03	Links to prior learning	Catch up/ practical Effects of Exercise on the Body	After each unit assessment constructed from past paper	A01 A02 A03	Links to prior learning	Preventing Injury in Physical Activity	The non-exam assessment (NEA) aspect of this course requires	A01 A02 A03	Links to prior learning



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	<ul style="list-style-type: none"> Bones in the body Functions of the skeleton Movement at joints <p>The Structure & Function of the Muscular System</p> <ul style="list-style-type: none"> Tendons, ligaments and cartilage Major muscles in the body Antagonistic pairs Planes of movement Axis of rotation The lever system <p>Cardiovascular & Respiratory systems</p> <ul style="list-style-type: none"> Pathway of blood Blood Vessels The Heart Pathway of air Pathway of air and intercoastal muscles Aeorbic and anaerobic exercise <p>Movement analysis</p>	<p>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>AO4</p> <p>Year 7 diffusion and gas pressure in chemistry lessons</p> <p>Year 7 organ systems in biology</p> <p>Year 8 Biology - breathing & exercise</p> <p>Year 8 Biology - Aerobic & Anaerobic respiration</p> <p>Year 8 Biology - Circulatory system</p> <p>Year 9 Biology - Diffusion</p> <p>Year 7 Biology - Muscles & moving</p> <p>Year 7 Biology - heart diseases</p> <p>Year 9 Biology - The heart & blood vessels</p>	<ul style="list-style-type: none"> Short term Long term <p>Components of fitness</p> <ul style="list-style-type: none"> Five components of fitness Fitness Testing Practical <p>Applying the Principles of Training</p> <p>Types of training</p> <ul style="list-style-type: none"> Continuous Circuit Interval HIIT Fartlek Weight 	<p>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>AO4</p> <p>Year 8 Biology - breathing & exercise</p> <p>Year 7 Biology - Fitness</p> <p>Year 7 Biology - heart diseases</p> <p>Year 9 - Structure & function of arteries, veins and capillaries</p>	<p>Analysis and evaluation of physical activity - introduction and practical leading to controlled assessment</p>	<p>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"> performance assessment (practical performance) performance analysis assessment (analysis and evaluation). 	<p>AO4</p> <p>Year 7 Biology - Fitness</p> <p>Year 7 Biology - Muscles & moving</p>
10 SS	<p>The Structure & Function of the Skeletal System</p>	<p>After each unit assessment constructed</p>	<p>Links to prior learning</p>	<p>Sport & the media</p> <ul style="list-style-type: none"> Sport & media relationship 	<p>After each unit assessment constructed</p>		<p>Planning an activity session, delivering an activity session,</p>		

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11 PE	<ul style="list-style-type: none"> Bones in the body Functions of the skeleton Movement at joints <p>The Structure & Function of the Muscular System</p> <ul style="list-style-type: none"> Tendons, ligaments and cartilage Major muscles in the body Antagonistic pairs Planes of movement Axis of rotation The lever system <p>Sport & the media</p> <ul style="list-style-type: none"> Television Written press Radio Internet Exposure & promotion Education & income Inspiration & competition Spectatorship & values Behaviour & pressure Dominance & saturation 	<p>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>Year 7 diffusion and gas pressure in chemistry lessons</p> <p>Year 7 organ systems in biology</p> <p>Year 8 Biology - breathing & exercise</p> <p>Year 8 Biology - Aerobic & Anaerobic respiration</p> <p>Year 8 Biology - Circulatory system</p> <p>Year 9 Biology - Diffusion</p> <p>Year 7 Biology - Muscles & moving</p> <p>Year 7 Biology - heart diseases</p> <p>Year 9 Biology - The heart & blood vessels</p>	<ul style="list-style-type: none"> Sport as a commodity Sporting heroes scrutiny Impact of PPV Factors affecting coverage Features of coverage <p>Applying practice methods to performance</p> <p>RO53 Skills of a leader, planning an activity session</p> <ul style="list-style-type: none"> Roles of a leader Responsibilities of a leader Qualities of a leader Leadership styles Considerations of planning Safety considerations Practical 	<p>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>Evaluation an activity session</p> <ul style="list-style-type: none"> Write up Strengths & Weakness Improvements 			
	<p>Engagement patterns - Trends</p>	<p>After each unit assessment constructed</p>	<p>A01 A02 A03</p>	<p>Links to prior learning</p>	<p>Health, fitness and well-being</p>	<p>The non-exam assessment (NEA) aspect of</p>	<p>A01 A02 A03</p>	<p>Links to prior learning</p>	<p>Exam preparation</p>	<p>Two paper 1-hour examination papers include</p>	

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11 SS	<ul style="list-style-type: none"> - Factors affecting participation - Strategies to improve - Case studies and Exam Questions <p>Commercialisation of physical activity and sport</p> <ul style="list-style-type: none"> - The Golden Triangle and sponsorship - Positives and negatives <p>Ethical & socio-cultural activities in physical activities and sport</p> <ul style="list-style-type: none"> - Sportsmanship, Gamesmanship - Violence in Sport - Drugs in Sport <p>Sport Psychology</p> <ul style="list-style-type: none"> - Classification of skill - Goal Setting - Mental Preparation - Types of guidance <p>Assessment Revision</p>	<p>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>	AO4	<p>Year 7 Biology - Drugs</p> <p>Year 9 Biology - Antibiotics and painkillers</p> <p>Year 9 Biology - Discovery and development of drugs</p>	<ul style="list-style-type: none"> - Physical, mental and social - Benefits - Diet and Nutrition <p>Analysis and evaluation of physical activity - completed by end of term</p> <p>AEP Completion</p> <p>Exam preparation</p>	<p>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"> - performance assessment (practical performance) - performance analysis assessment (analysis and evaluation). 	AO4	<p>Year 7 Biology - healthy eating</p>		<p>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>	AO1 AO2 AO3 AO4
	<p>Factors affecting participation, sporting values, major sporting events, NGB's</p> <ul style="list-style-type: none"> • Introduction • User groups • Barriers • Solutions • Factors affecting popularity • Current trends • Emerging sports • Sporting values • Olympic creed, symbol & values 	<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>Practice Methods to Improve Performance</p> <ul style="list-style-type: none"> • Key skills • Types of skill • Types of practice • Improving performance • Measuring improvement • Write up 	<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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Enrichment Opportunities

Key stage	
KS3	<p>Pupils are given the opportunity to attend extra-curricular clubs and compete in inter-school fixtures in the following areas throughout the year: football, rugby, netball, hockey, badminton, basketball, athletics, cricket, rounders, tennis, cross country.</p>
KS4	<p>Pupils are given the opportunity to attend extra-curricular clubs and compete in inter-school fixtures in the following areas throughout the year: football, rugby, netball, hockey, badminton, basketball, athletics, cricket, rounders, tennis, cross country.</p> <p>Pupils in year 11 are also given the opportunity to attend P6 lessons to develop their knowledge in GCSE PE & OCR Sports Science.</p>
KS5	<p>Pupils in Key Stage 5 are given the opportunity to enrich their learning through breakfast and P6 revision sessions.</p> <p>They are also given the opportunity to attend student conferences to build up experience of examination topics.</p>