



THE
**ROBERT
NAPIER**
SCHOOL



Physical Education Curriculum Overview 2023 – 2024

Department Name:	Physical Education
Head of Department:	Mr M Walsh
Subject Teachers:	Miss A Gibbs, Miss K Smith, Mr G Moynes, Mrs C Walsh, Mr A Backshell, Mr D Mallia, Mr B Raheer
Accommodation and Resources:	Sports Hall, Main Hall, Dance Studio, 3 Football Pitches, 800m Athletics Track, 3 Tennis Courts, Netball Court, 2 Rounders pitches, 2 Softball pitches.

What will students learn in each year?

Year 7	<p>'ME in PE' holistic assessments are made of students through skill-based activities within football, netball basketball, table tennis, gymnastics, rugby, dance, OAA, badminton, athletics, cricket, rounders, tennis, softball.</p> <p>Students will be assessed against the following key progress indicators:</p> <ul style="list-style-type: none"> Assessment 1 <p>Physical Me - I am able to perform individual movements/skills to a basic level in a practice situation</p> <p>Thinking Me - I can recall 3 basic teaching points of a skill/movement</p> <p>Creative Me - I have some basic ideas to use in my own performances</p> <p>Personal Me - I try to be positive in every lesson</p> <p>Healthy Me - I can state why we need to warm up for exercise</p> <p>Social Me - I always actively take part in lessons</p> Assessment 2 <p>Physical Me - I am able to perform a number of individual movements/skills to a basic level within a competitive situation</p> <p>Thinking Me - I can comment on my own and others performance</p> <p>Creative Me - I have some original ideas to make my performances stand out from others</p> <p>Personal Me - I can describe basic strengths and weaknesses in my own performance</p>
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	<p>Healthy Me - I can state why exercise is good for me</p> <p>Social Me - I am able to control my emotions in various settings and situations</p> <ul style="list-style-type: none"> • Assessment 3 <p>Physical Me - I am able to perform basic principles of attack within a competitive situation</p> <p>Thinking Me - I can recall one attacking and one defensive strategy</p> <p>Creative Me - I am beginning to adapt strategies according to specific sporting situations</p> <p>Personal Me - I am motivated to improve my own performance and work hard to do so</p> <p>Healthy Me - I demonstrate basic Strength, Speed, Stamina and Suppleness during Physical Education lessons</p> <p>Social Me - I regularly attend one or more physical activity clubs a week</p>
<p>Year 8</p>	<p>'ME in PE' holistic assessments are made of students through more challenging activities, including tactics and strategies, within football, netball basketball, table tennis, gymnastics, rugby, dance, OAA, badminton, athletics, cricket, rounders, tennis, softball.</p> <p>Students will be assessed against the following key progress indicators:</p> <ul style="list-style-type: none"> • Assessment 1 <p>Physical Me - I am able to perform movements/skills to a consistently good level in practice situations</p> <p>Thinking Me - I am able to analyse my own and others performances and comment on skills and ideas used</p> <p>Creative Me - I have lots of good ideas for my own performances</p> <p>Personal Me - I remain calm and positive when things get difficult</p> <p>Healthy Me - I am aware of all the components of a warm up and can state these when prompted</p> <p>Social Me - I will always try hard in new and/or unfamiliar situations</p> <ul style="list-style-type: none"> • Assessment 2 <p>Physical Me - I can perform different movements/skills consistently to a good level within a competitive situation</p> <p>Thinking Me - I am able to make decisions according to the situation and act on them to improve my performance</p> <p>Creative Me - I can overcome problems that occur in situations by using my initiative</p> <p>Personal Me - I am determined to develop and improve regardless of how successful I am</p> <p>Healthy Me - I can state which types of exercise improve each component of fitness</p> <p>Social Me - I understand that people have different strengths and weaknesses and help</p>



	<p>others when needed</p> <ul style="list-style-type: none"> • Assessment 3 <p>Physical Me - I am able to perform principles of attack and defence consistently displaying good control and quality in performance</p> <p>Thinking Me - I can be critical of strategies/tactics used and offer ideas to my team of how to improve</p> <p>Creative Me - I have a good understanding of tactics/strategies and can develop these to achieve success</p> <p>Personal Me - I am confident in myself and my own ability</p> <p>Healthy Me - I can demonstrate good levels of the four components of fitness</p> <p>Social Me - I regularly represent the school in a sports team</p>
<p>Year 9</p>	<p>Year 9 is a bridging year so students can embed key skills and knowledge to go into Key Stage 4 with confidence. This is to help secure progress at the end of Key Stage 4. It helps students to have some autonomy over their curriculum decisions, without narrowing their curriculum prematurely.</p> <ul style="list-style-type: none"> • Term 1: Hybrid skills – Fitness Testing / Data Collection • Term 2: Principles of Training • Term 3: Sports Injuries • Term 4: Use of Technology in Sport • Term 5: Nutrition and Performance • Term 6: Application of previous knowledge to practical activities
<p>Year 10</p>	<ul style="list-style-type: none"> • Unit R183 (September to May half term) <p>Nutrition and sports performance</p> <p>By completing this unit students will gain understanding of healthy, balanced nutrition. They will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge they gain will be used to produce an appropriate, effective nutrition plan for a performer.</p> <p>Topics include:</p> <p>Topic Area 1: Nutrients needed for a healthy, balanced nutrition plan</p> <p>Topic Area 2: Applying different dietary requirements to varying types of sporting activity</p> <p>Topic Area 3: Developing a balanced nutrition plan for a selected sporting activity</p> <p>Topic Area 4: How nutritional behaviours can be managed to improve sports performance</p> <p>OCR set assignment Approx. 8-10 hours</p> <ul style="list-style-type: none"> • Unit R181 (May half term to July) <p>Applying the principles of training: fitness and how it affects skill performance</p> <p>Students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages.</p> <p>Topics include:</p>



	<p>Topic Area 1: Components of fitness applied in sport</p> <p>Topic Area 2: Principles of training in sport</p>
Year 11	<ul style="list-style-type: none"> • Unit R181 (September to December) <p>Applying the principles of training: fitness and how it affects skill performance</p> <p>Students will also learn how to design, plan and evaluate a fitness training programme. Students will then interpret the data collected from these fitness tests and learn how best to feed this back.</p> <p>Topics include:</p> <p>Topic Area 3: Organising and planning a fitness training programme</p> <p>Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme</p> <p>OCR set assignment Approx. 16-18 hours</p> <ul style="list-style-type: none"> • Unit R180 (January to May) Exam Unit <p>Reducing the risk of sports injuries and dealing with common medical conditions</p> <p>By completing this unit students will be prepared to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.</p> <p>Topics include:</p> <p>Topic Area 1: Different factors which influence the risk and severity of injury</p> <p>Topic Area 2: Warm up and cool down routines</p> <p>Topic Area 3: Different types and causes of sports injuries</p> <p>Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions</p> <p>Topic Area 5: Causes, symptoms and treatment of medical conditions</p> <ul style="list-style-type: none"> • Examination: 1 hour 15 minutes
Year 12	<p>Exam Board: Pearson Qualification: Level 3 BTEC Sport</p> <ul style="list-style-type: none"> • Term 1: Fitness Training and Programming in Sport. Professional development in the Sports Industry. • Term 2: Fitness Training and Programming in Sport. Professional development in the Sports Industry. • Term 3: Fitness Training and Programming in Sport. Professional development in the Sports Industry. • Term 4: Fitness Training and Programming in Sport. Professional development in the Sports Industry. • Term 5:



	<p>Sports Leadership. Fitness Training and Programming in Sport</p> <ul style="list-style-type: none"> • Term 6: Anatomy and Physiology. Sports Leadership. <p>Exam Board: OCR CTEC (Cambridge Technical) Qualification: Level 2 Sport</p> <ul style="list-style-type: none"> • Term 1 to 3: UNIT 1: Physical activity, health and wellbeing • Term 4 to 6: UNIT 2: Physical preparation and readiness for sport and physical activity
<p>Year 13</p>	<p>Exam Board: Pearson Qualification: Level 3 BTEC Sport</p> <ul style="list-style-type: none"> • Term 1: Anatomy and Physiology. • Term 2: Anatomy and Physiology. • Term 3: Sports Leaders. • Term 4: Sports Leaders. • Term 5: Sports Leaders. <p>Exam Board: OCR CTEC (Cambridge Technical) Qualification: Level 2 Sport</p> <ul style="list-style-type: none"> • Term 1 to 3: UNIT 3: Inclusivity, equality and diversity in delivering sport and physical activity • Term 4 to 6: UNIT 4: Leading sport and physical activity sessions

