



PHYSICAL EDUCATION

I N D E P E N D E N C E	KNOWLEDGE / LITERACY / NUMERACY / ORACY / AGENCY					
	CONTENT / TOPICS / CONCEPTS	Year 7– Skills in isolation Students learning in year 7 will centre around learning ‘skills in isolation’ such as passing, shooting & moving into space will be taught using a broad, balanced curriculum of sports and activities. Focusing on developing a child’s physical literacy will provide a foundation and starting point of skills that will allow students to access all areas of the curriculum with success. Each student will be given the opportunity to learn and perform skills in areas such as “net/wall”, “striking/fielding”, “invasion”, “athletics” etc.	Year 8- Linking skills for success in individual and team performance Progressing to year 8, our students will develop the skills they gathered in year. In their year 8 PE lessons, students will successfully link skills together to provide successful performance in individual and team events. Activity blocks will remain the same but lessons will be revisited and skills will be developed to allow a higher level of outcome.	Year 9– Developing awareness of rules and tactics Students will now have a foundation of skills for both individual and team activities. PE lessons in year 9 will be centred around tactical awareness and will also aim to impart the rules and sporting knowledge needed to successful participate in all sports. A large percentage of year 9 PE lessons will centre around game play	Year 10 Students will continue to get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Students can choose the sports they wish to study and will be expected to develop a variety of tactics and strategies to outwit opponents	Year 11 Students will be given the opportunity to choose which sports they study and will be looking to develop their techniques and improve their performances. Students will be encouraged to coach and officiate. They will learn more about evaluating their own performances and extra curricular activities will continue to be made available and community
	VOCABULARY	Speed, Reactions, Power, Strength, Agility, Co-ordination, Flexibility, balance, Resting H/Rate, Forehand, Backhand, Dribbling, passing, Attacking, Defending, Extension, Body Tension, Warm-up, Stamina, Cardiovascular, Components of Fitness, Athletes, Head Heart Hands, Serve, bowling, batting, fielding, confidence, Shooting	Methods of Training, Farlek, Continuous, Interval, Circuit, Weight training, Reps, Sets, Possession, Outwitting opponents, Orienteering, Plots, control points, co-ordinates, pacing, Linking skills, Rally, Overhead clear	Leadership, Sportsmanship, Gamesmanship, Communication, Organisation, Hypertrophy, reversibility, Zonal Marking, Autocratic, democratic, Laissez- faire, Anaerobic, Aerobic, Diet, Target, Zone, Reaction, Oxygen, Maximum, Minimum, Progression	Isotonic, Isometric, Performance, Analysis, Optimal, Moderation, Movement, Exhaustion, Officiate, Inspiration, Cartilage, Skeletal, Ligament, Posture, Dislocate, Concussion, Alveoli, Dehydration, Diaphragm, Dilate.	Cardiovascular, Respiratory, Hypertrophy, Optimum, Abduction, Adduction, Alveoli, Agonist, Antagonist, Aorta, Atrophy, Etiquette, Flexion, Extension, Sustained, Glycogen, Somatotype.
	SKILLS	Pupils’ understanding and enjoyment of sport is a key skill that will be learnt through games, exercises and gymnastic routines. TEAM-WORK is one of the biggest skills students learn, the ability to work collectively to achieve a goal. Many will learn PERSERVERANCE especially learning something new or difficult. This will lead to a strong WORK-ETHIC and being hard working will benefit them throughout life. They will require COMMUNICATION skills and these maybe verbal and non verbal. Some will use PE to develop their LEADERSHIP skills and will learn how to be a captain, leader or official. Whilst all will work on their PERFORMANCE skills in trying to better themselves. Sport specific skills will be linked to each activity and students will develop these throughout the curriculum.				
	ASSESSMENT	Students at Lawn Manor Academy will be assessed using the Head, Heart & Hands model. At the end of each teaching blocks, students will be awarded a RAG (Red, Amber, Green) rating for the following: Head– Knowledge of skills and tactics shown during the block Heart– How much effort, resilience and a positive attitude Hands– How efficient their skills/techniques are in a specific block. As well as a RAG rating, students will also receive a banded score between 1-9 to indicate their attainment in each individual block. When each block is completed a mean score will be calculated to indicate their final grade for Physical Education Assessment at KS4 is limited as it is designed to encourage learners to develop knowledge and understanding to enrich their love of sport so they can participate outside of schools and continue throughout life. The top performers will be encouraged to partake in extra-curricular activities both in and outside of school.				
A T T I T U D E						
Understanding others, behaviour and attitudes, SMSC, PHSE						
R E S I L I E N C E						
Character, personal Development, wellbeing and CIAG						
PE lends itself to creating and developing positive attitudes and personal development. Skills are practiced and students develop a “never give up” as well as “I cant do it yet” attitude. Students are encouraged to learn as a team or individually dependant on the subject taught and will be able to discuss their strengths and weaknesses. Extra-curricular plays a major role in the development of our students and all are encouraged to attend irrelevant of starting point and ability. This enthusiasm is then nurtured into something that is very successful. Our school sports day is a highlight of our calendar and gives students an opportunity to participate and express themselves in a situation that they are not familiar with.						