

Subject Curriculum Information Pack



Pedmore
High School

Aspire, Persevere, Succeed

Curriculum Intent



Pedmore
High School

Aspire, Persevere, Succeed

To develop confident lifelong learners and participators in health and physical exercise. To develop individual physical fitness and health by offering a range of physical activities to develop all components of fitness which will in turn, improve performance, engagement, and health. Ensure students have adequate knowledge and are confident in developing strategies to improve their mental, physical, and social health using physical activity and sport as a vessel to achieve this. Build personal qualities within PE that can be applied to all aspects of life such as resilience, motivation, aspirations, cooperation, teamwork, and leadership. These qualities should give students greater opportunities to be successful with a positive mindset and approach to all aspects of their lives. At the end of their studies at Pedmore High School students should leave the school with involvement in at least one physical activity they enjoy and take part in regularly.

Year 9 Curriculum Assessment Map



Pedmore
High School

Aspire, Persevere, Succeed

Curriculum Assessment Map: Year 9 theory of PE

	Autumn Term	Spring Term	Summer Term
Topic	Components of Fitness & Effective Warm ups and Cool Downs	Applied anatomy and physiology	Health, Fitness and Well-being
Key Learning & Skills	<ul style="list-style-type: none"> • Components of Fitness • Fitness testing • How to analyse data • Warm ups and cool downs • Components of a warm up • Purpose of warm ups and cool downs 	<ul style="list-style-type: none"> • Structure & function of skeletal system • Types of bones • Structure & function of muscular system • Antagonistic pairs • Muscle fibres • Structure & function of cardiovascular system • Blood vessels • Components of blood • Structure & function of respiratory system • Alveoli • Aerobic and anaerobic systems 	<ul style="list-style-type: none"> • 3 Types of health • Lifestyle choices and impact • Diet, exercise, work, rest, sleep & drugs • Sedentary lifestyles • Data interpretation • Diet and nutrients • Diet for sport and exercise • Optimum weight and difference for activity and sport
End points	<ul style="list-style-type: none"> • By the end of year 9, students should be able to describe the structure and function of the 4 body systems: Skeletal, muscular, cardiovascular and respiratory systems; know different fitness components and associated tests and be able to describe health and diet. 		
Informal (formative) Assessment	<ul style="list-style-type: none"> • Cold calling • Practical performance • Presentations • Do it now • Paired work • GRIT • verbal feedback. 	<ul style="list-style-type: none"> • Cold calling • Practical performance • Presentations • Do it now • Paired work • GRIT • verbal feedback. 	<ul style="list-style-type: none"> • Cold calling • Practical performance • Presentations • Do it now • Paired work • GRIT • Verbal feedback.
Formal (summative) Assessment	<ul style="list-style-type: none"> • Assessment point 1: Fitness components and testing 	<ul style="list-style-type: none"> • Assessment point 2: Structure and function of the musculo-skeletal system and cardio-respiratory system 	<ul style="list-style-type: none"> • Assessment point 3: Types of health; different nutrients and sport specific diets.

Year 10 Curriculum Assessment Map



Pedmore
High School

Aspire, Persevere, Succeed

Curriculum Assessment Map: Year 10 GCSE PE

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Components of Fitness & Effective Warm ups and Cool Downs (Paper 1: Units 3.2 & 3.6)	Health, Fitness and Well-being (Paper 2: Units 1.1, 1.2 & 1.3)	Applied anatomy and physiology (Paper 1: Units 1.1, 1.2 & 1.3)	Biomechanics, body movements and joints (Paper 1: Units 2.1, 1.1 & 2.2)	Skills, practice, guidance and mental preparation (Paper 2: Units 2.1, 2.3 & 2.4)	Reinforcement and securing knowledge of previous content
Key Learning & Skills	<ul style="list-style-type: none"> • Components of Fitness (3.2) • Definitions • Examples • Fitness testing • How to set up • How to complete • How to analyse data • Warm ups and cool downs (3.6) • Components of a warm up • Purpose of warm ups and cool downs • Suggested activities and why 	<ul style="list-style-type: none"> • 3 Types of health (1.1) • Definitions and applications • Lifestyle choices and impact (1.1) • Diet, exercise, work, rest, sleep & drugs • Sedentary Lifestyles (1.2) • Data interpretation • Diet and Nutrients (1.3) • Diet for sport and exercise (1.3) • Optimum weight (1.3) • Optimum weight and difference for activity and sport 	<ul style="list-style-type: none"> • Skeletal System (1.1) • Structure & functions • Classification of bones • Muscular system (1.1) • Structure & functions • Antagonistic pairs • Muscle fibres • Cardiovascular System (1.2) • Structure and functions • Blood vessels • Components of blood • Respiratory system (1.2) • Structure & functions • Alveoli • Aerobic and Anaerobic systems 	<ul style="list-style-type: none"> • Lever systems (2.1) • Classification of type 1, 2 and 3 levers • Levers and the human body • Mechanical advantages of levers in sport • Joints and movements (1.1) • Classification of joints • Movements at joints • Planes and axis (2.2) • Definition of planes and axis • Goal setting (2.2) • What is goal setting and how to apply SMART targets 	<ul style="list-style-type: none"> • Classification of skill (2.1) • Open and closed • Forms of practice (2.1) • Application of each type • Types of guidance (2.3) • Verbal, manual, visual and mechanical • Mental preparation (2.4) • Why we use it • How to use it • Application to different sporting scenarios 	<ul style="list-style-type: none"> • Reinforcement and consolidation of all previous units based on identification of areas to develop further. • Embedding previous learning and securing knowledge • Practical assessment of activities and securing practical performance
Practical	Baseline assessment in practical activities: swimming, trampoline, netball, football and table tennis	Development and assessment of practical activity 1 – Activity chosen based on baseline	Development and assessment of practical activity 2 – Activity chosen based on baseline	Development and assessment of practical activity 3 – Activity chosen based on baseline	Development and assessment of practical activity 4 – Activity chosen based on baseline	Development and assessment of practical activity 5 – Activity chosen based on baseline
End points	<ul style="list-style-type: none"> • By the end of year 10, students should be able to confidently apply exam techniques to answer questions on the topics above. Students should apply the “IDEAS” approach to answering questions in exam conditions. • At the end of year 10, students should know what their 3 assessed activities are and what scores they have achieved and how to improve in year 11 and over the summer. 					
Informal (formative) Assessment	<ul style="list-style-type: none"> • Verbal Q+A • Book work • Practical performance • Presentations • Exam questions 	<ul style="list-style-type: none"> • Verbal Q+A • Book work • Presentations • Exam questions 	<ul style="list-style-type: none"> • Verbal Q+A • Book work • Presentations • Exam questions 	<ul style="list-style-type: none"> • Verbal Q+A • Book work • Presentations • Practical demonstrations • Exam questions 	<ul style="list-style-type: none"> • Verbal Q+A • Book work • Presentations • Practical demonstrations • Exam questions 	<ul style="list-style-type: none"> • Verbal Q+A • Book work • Presentations • Practical demonstrations • Exam questions
Formal (summative) Assessment	<ul style="list-style-type: none"> • Exam questions 	<ul style="list-style-type: none"> • Exam questions 	<ul style="list-style-type: none"> • Exam questions 	<ul style="list-style-type: none"> • Exam questions 	<ul style="list-style-type: none"> • Exam questions • Practical demonstrations 	<ul style="list-style-type: none"> • Exam questions • Practical demonstrations



Pedmore High School

Aspire, Persevere, Succeed