

## PE Curriculum Intent

The Core PE curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** – ensuring all students are able to access and understand even the most complex of concepts.

For example, in Year 9 we develop students' **substantive knowledge** covering a broad range of sports and physical activities, we focus on embedding fundamental skills and techniques, the correct rules and regulations and strategies and tactics to overcome problems.

Our curriculum also ensures that students' **disciplinary knowledge** develops in an equally advanced way. For example, students will practice skills and tactics in isolation and in competitive situations, they will review and adapt their performances to outwit opponents. They will work in teams and small groups to overcome problems using good communication skills.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, whilst students are studying a broad range of sports we follow all major sports competitions throughout the year, for example, Football World Cup, Common Wealth Games, Olympics, Wimbledon and the London Marathon, we keep up to date by watching and reading [www.bbc.co.uk/sport](http://www.bbc.co.uk/sport). This allows our students to study expert skills and tactics and explore the issues surrounding the major sports event. Students will also develop the confidence and interest to attend one of our many extra-curricular sports activities, breakfast clubs and local sports clubs on offer. This allows them to consolidate the knowledge, understanding and skills learnt in their PE lessons.

The document below details the core substantive and disciplinary knowledge and how these build over time in our subject.

Term	Substantive knowledge (Know what)	PE Curriculum Intent Disciplinary knowledge (Know how)	Hinterland & Cultural Capital
Autumn & Spring	<p><b>Invasion Games – Netball, Football, Handball, Rugby and Basketball.</b></p> <p><b>Head – Thinking skills:</b></p> <ul style="list-style-type: none"> <li>Know the importance of a 3-stage warmup – pulse raiser, static stretches, dynamic stretches</li> <li>Gain knowledge and understanding of the fundamental skills and techniques needed for the chosen sport <i>e.g. passing, receiving, dribbling, shooting, defending, attacking etc</i></li> <li>Know the correct rules and regulations needed to play the chosen sport.</li> <li>Understand the difference between tactics and strategies used in the chosen sport.</li> <li>Evaluating skills and techniques - know key terminology in order to review and evaluate own and other’s performances and skills</li> <li>Know and understand responsibility and position in a team or group work.</li> </ul> <p><b>Hand – Physical skills:</b></p> <ul style="list-style-type: none"> <li>Understand how to complete a safe 3 stage warm up and cooldown each lesson</li> <li>Practise and improve fundamental skills and techniques in small groups and isolated situations. <i>e.g. passing, receiving, dribbling, shooting, defending, attacking etc.</i></li> <li>Use fundamental skills and techniques in a game or competitive situations</li> <li>Discuss and use different tactics and strategies to achieve a successful outcome in the chosen sport.</li> <li>Understand how to solve problems and use the correct rules with peers and team players.</li> </ul> <p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>Know how to respect and communicate with peers and team players.</li> <li>Know what good effort and determination looks like in sport/physical activity.</li> <li>Receiving constructive feedback and improving resilience.</li> <li>Know what respect looks like in sport and physical activity.</li> <li>Understand how motivation levels change a performance in sport and physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why we need to warm up and cool down when taking part in sport/activities.</li> <li>Explain the reasons for a quality warm up and cooldown</li> <li>Review own performance, using the correct terminology</li> <li>Explain their responsibility and position in the game/team</li> <li>Explain the importance of following the rules and regulations</li> </ul> <ul style="list-style-type: none"> <li>Copy or lead a 3 stage warm up and cool down</li> <li>Use the correct technique in conditioned practices and/or games.</li> <li>Select and apply fundamental skills in a competitive situation</li> <li>Use and adapt different tactics and strategies to outwit an opponent/s</li> <li>Use the correct rules and regulations used in a chosen sport/activity</li> </ul> <ul style="list-style-type: none"> <li>Communicate ideas and advice confidently, using appropriate terminology.</li> <li>Listen and respect my peers and team players, taking on their ideas and advice to succeed.</li> <li>Show good levels of motivation, resilience, and self-esteem in games and competitive situations.</li> <li>Attempt activities and sports with a positive attitude and work to the best ability.</li> </ul>	<p><b>OCR Sports Studies -</b> content/aspects from; <i>Developing Sport Skills and Leadership in Sport units.</i></p> <p><b>NGB links to a range of sports; skills, techniques, rules and regulations (YouTube) eg England Netball, FA, RFU, basketball England, England handball.</b></p> <p><b>International and National sporting competitions – e.g Football and Rugby World Cup, Football Euros, Commonwealth Games, Netball Super League etc</b></p> <p><b>Extra-curricular netball, basketball, football, handball and rugby clubs. Local club links; Redditch Borough FC, Redditch Rugby Club, Redditch Basketball club, FireFox Netball Club.</b></p> <p><b>Sports trips; Seven Stars Netball, Man United Men’s and Women’s Football, Worcester Wolves Basketball.</b></p> <p><b>Organising and leading</b> successful mini sports events with our local first and middle schools.</p> <p><b>Taster session; Redditch Rugby, Worcester Wolves Basketball, Worcester Warriors, Redditch Borough FC.</b></p>

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<ul style="list-style-type: none"> <li>Understand how joining an extra-curricular sport or activity improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Join an extracurricular sport or activity to improve; health, fitness, confidence, self esteem etc.</li> </ul>
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Autumn &amp; Spring</b>	<p><b>Gymnastics - Trampolining:</b></p> <p><b>Head – <i>Thinking skills:</i></b></p> <ul style="list-style-type: none"> <li>Know the importance of a warmup and cooldown in Trampoline lessons.</li> <li>Understand safety responsibilities when performing on the Trampoline.</li> <li>Gain knowledge and understanding of the fundamental skills used in <i>e.g. pike, straddle, tuck, seat landing, swivel hips half tern, full turn etc.</i></li> <li>Understand what makes a good Trampoline performance e.g. extension, tension, balance, timing, flexibility etc.</li> <li>Know different strategies and competition ideas when designing a routine.</li> <li>Evaluating skills and techniques - knowing key terminology in order to review and evaluate own and other performances/skills.</li> </ul> <p><b>Hand – <i>Physical skills:</i></b></p> <ul style="list-style-type: none"> <li>Understand how to complete a safe warm up and cooldown on the Trampoline</li> <li>Practise and improve fundamental skills and techniques in isolated situations, <i>e.g. pike, straddle, tuck, seat landing, swivel hips half tern, full turn etc.</i></li> <li>Use fundamental skills and techniques in a competitive situation.</li> <li>Use different strategies and ideas to achieve a successful routine.</li> <li>Use ICT such as iPads to record and review your performance, refining techniques and routines.</li> </ul> <p><b>Heart – <i>Emotional/social skills:</i></b></p> <ul style="list-style-type: none"> <li>Know what determination and resilience looks like in Trampolining.</li> <li>Communicate effectively when giving and receiving constructive feedback</li> <li>Know how to respect performers whilst observing others</li> <li>Know how effort and motivation levels can change a performance/routine.</li> <li>Know how joining the Trampoline extra-curricular activity improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for a quality warm up and cooldown.</li> <li>Review own performance, using the correct terminology to improve.</li> <li>Explain the strategies and compositional ideas they are using in their routine.</li> </ul> <ul style="list-style-type: none"> <li>Lead a safe warm up and cool down</li> <li>Use the correct techniques when practising fundamental skills (balance, timing, tension etc)</li> <li>Use fundamental skills in a competitive routine</li> <li>Use and adapt different strategies and compositional ideas</li> <li>Use ICT to review and refine performances</li> </ul> <ul style="list-style-type: none"> <li>Listen and respect my peers when taking on their ideas and advice to succeed.</li> <li>Give and receive effective feedback using the correct terminology.</li> <li>Show good levels of motivation, resilience, and self-esteem when practising and in competitive situations.</li> <li>Attempt all activities with a positive attitude and work to the best of my ability.</li> </ul>	<p><b>OCR Sports Studies -</b> content/aspects from; <i>Developing Sport Skills and Leadership in Sport units.</i></p> <p><b>NGB links to a range of sports; skills, techniques, rules and regulations (YouTube) <i>British Gymnastics – Trampolining</i></b></p> <p><b>International and National sporting competitions – e.g <i>Commonwealth Games, Olympics/Paralympics Trampoline Gymnastics World Championship.</i></b></p> <p><b>Extra-curricular: <i>Trampoline club</i></b></p> <p><b>Sports competition: <i>Worcestershire County Trampoline Competition (November)</i></b></p> <p><b>Redditch Club Links: <i>Redditch Trampoline club</i></b></p>

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		<ul style="list-style-type: none"> <li>Join an extracurricular sport or activity to improve; health, fitness, confidence, self-esteem etc.</li> </ul>	
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Autumn &amp; Spring</b>	<p><b>Fitness – Health Related Fitness</b></p> <p><b>Head - thinking skills</b></p> <ul style="list-style-type: none"> <li>Know the importance of a quality warm up and cool down</li> <li>Health and safety in the fitness suite</li> <li>Know the difference between cardiovascular and weight training</li> <li>Know how to use exercise and physical activities to improve mental well-being</li> <li>Know the physical benefits of leading an active healthy lifestyle.</li> <li>Know the benefits healthy eating</li> </ul> <p><b>Hand – physical skills</b></p> <ul style="list-style-type: none"> <li>Understand how to complete a safe warm up and cool down in the fitness suite</li> <li>Know how to use the fitness suite equipment correctly and safely</li> <li>Know how to monitor and record fitness levels over time</li> <li>Use different fitness programmes to improve fitness levels <i>eg, fitness safety, fitness bingo, alphabet challenge, paired challenge, Nando’s challenge etc.</i></li> <li>Understand different ways to improve fitness, health and mental wellbeing, <i>eg, circuit training, aerobics, personal workout, yoga, zumba, HITT etc.</i></li> </ul> <p><b>Heart – emotional/social skills</b></p> <ul style="list-style-type: none"> <li>Know what determination and resilience looks when exercising.</li> <li>Know how to communicate effectively when giving and receiving constructive feedback</li> <li>Know how to respect peers when exercising and using the same space</li> <li>Know how effort and motivation levels can improve a performance.</li> <li>Know how joining the Fitness club (extra-curricular) can improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for a quality warm up and cooldown.</li> <li>Review own performance, fitness and health</li> <li>Explain benefits of regular exercise on health and fitness</li> </ul> <ul style="list-style-type: none"> <li>Lead a safe warm up and cool down</li> <li>Check use the equipment correctly and safely reporting any dangers to teachers.</li> <li>Record and monitor exercises, realising health and fitness levels</li> <li>Take part in a range of fitness programmes and different forms of exercise.</li> </ul> <ul style="list-style-type: none"> <li>Listen and respect peers when taking on their ideas and advice to succeed.</li> <li>Give and receive effective feedback, using the correct terminology.</li> <li>Show good levels of motivation, resilience, and self-esteem when practising and in competitive situations.</li> </ul>	<p><b>OCR Sports Studies</b> -content/aspects from; <i>Developing Sport Skills and Leadership in Sport units. Fitness components</i></p> <p><b>Extra-curricular:</b> <i>Fitness Suite</i></p> <p><b>Club links and taster sessions:</b> <b>Abbey Stadium Sport Centre, swimming, Body balance, Body Combat, Body Pump, Zumba, Yoga, Pilates, Aqua aerobics Body Jam, Stretch.</b></p>

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		<ul style="list-style-type: none"> <li>• Attempt all activities with a positive attitude and work to the best ability.</li> <li>• Join an extracurricular sport or activity to improve; health, fitness, confidence, self-esteem etc.</li> </ul>	
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Autumn, Spring and Summer</b>	<p><b>Net and Wall Games – Volleyball, Table Tennis, Badminton and Tennis.</b></p> <p><b>Head – <i>Thinking skills:</i></b></p> <ul style="list-style-type: none"> <li>• Know the importance of a 3-stage warmup – pulse raiser, static stretches, dynamic stretches</li> <li>• Gain knowledge and understanding of the fundamental skills and techniques needed in chosen sport <i>e.g. footwork/movement, serving long/short, forehand shots, overhead clear, etc</i></li> <li>• Know the correct rules and regulations needed to play the chosen sport.</li> <li>• Understand the difference between tactics and strategies used in the chosen sport.</li> <li>• Evaluating skills and techniques, correct terminology/techniques in order to review and evaluate own and other performances/skills</li> <li>• Know their responsibility and position in a team or group work.</li> </ul> <p><b>Hand – <i>Physical skills:</i></b></p> <ul style="list-style-type: none"> <li>• Know how to complete a safe 3 stage warm up and cooldown each lesson</li> <li>• Practise and improve fundamental skills and techniques in small games and isolated situations. <i>e.g. footwork/movement, serving long/short, forehand shots, overhead clear, etc</i></li> <li>• Use fundamental skills and techniques in a games or competitive situations</li> <li>• Discuss and use different tactics and strategies to achieve a successful outcome in the chosen sport.</li> <li>• Know how to solve problems and use the correct rules with peers and team players.</li> </ul> <p><b>Heart – <i>Emotional/social skills:</i></b></p>	<ul style="list-style-type: none"> <li>• Explain the need to warm up and cool down when taking part in sport/activities.</li> <li>• Explain the reasons for a quality warm up and cooldown</li> <li>• Review own performance, using the correct terminology/techniques</li> <li>• Explain responsibility and position in the small games and isolated practises</li> </ul> <ul style="list-style-type: none"> <li>• Copy or lead a 3 stage warm up and cool down</li> <li>• Use the correct techniques in small games/ competitive situations</li> <li>• Select and apply fundamental skills in a competitive situation</li> <li>• Use and adapt tactics and strategies to outwit an opponent/s</li> <li>• Use the correct rules and regulations used in a chosen sport/activity</li> </ul> <ul style="list-style-type: none"> <li>• Communicate ideas and advice confidently, using appropriate terminology.</li> </ul>	<p><b>OCR Sports Studies</b> -content/aspects from; <i>Developing Sport Skills (skills and techniques) and Leadership in Sport (tactics and strategies) units.</i></p> <p><b>NGB links to a range of sports; skills, techniques, rules and regulations (YouTube)</b> <i>eg England Badminton, LTA, British Volleyball Federation, Table Tennis England</i></p> <p><b>International and National sporting competitions – e.g</b> <i>Commonwealth Games, Olympics, Paralympics,</i></p> <p><b>Extra-curricular</b> <i>Badminton and Tennis.</i></p> <p><b>Local club links:</b> <i>Longmeadow Redditch Badminton club, Redditch Tennis Club (Batchley)</i></p> <p><b>Sports Competitions,</b> District Badminton competition (November)</p> <p><b>Taster session;</b> <i>Redditch Tennis Club</i></p>

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<ul style="list-style-type: none"> <li>• Know how to respect and communicate with peers and team players.</li> <li>• Know what good effort and determination looks like in sport/physical activity.</li> <li>• Receiving constructive feedback and improving resilience.</li> <li>• Know what respect looks like in sport and physical activity.</li> <li>• Understand how motivation levels change a performance in sport and physical activity.</li> <li>• Understand how joining an extra-curricular sport or activity can improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respect my peers and team players, taking on their ideas and advice to succeed.</li> <li>• Show good levels of motivation, resilience, and self-esteem in games and competitive situations.</li> <li>• Attempt activities and sports with a positive attitude and work to the best of my ability.</li> <li>• Join an extracurricular sport or activity to improve, health, fitness, confidence, self-esteem etc.</li> </ul>
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Summer</b>	<p><b>Striking and Fielding – Rounders, Cricket and Softball:</b></p> <p><b>Head – <i>Thinking skills:</i></b></p> <ul style="list-style-type: none"> <li>• Know the importance of a 3-stage warmup – pulse raiser, static stretches, dynamic stretches</li> <li>• Gain knowledge and understanding of the fundamental skills and techniques needed in chosen sport <i>e.g. throwing, catching, bowling, striking, fielding etc</i></li> <li>• Know the correct rules and regulations needed to play the chosen sport.</li> <li>• Understand the difference between tactics and strategies used in the chosen sport.</li> <li>• Evaluating skills and techniques - knowing key terminology in order to review and evaluate own and other performances/skills</li> <li>• Know and understand responsibility and position in a team or group work.</li> </ul> <p><b>Hand – <i>Physical skills:</i></b></p> <ul style="list-style-type: none"> <li>• Understand how to complete a safe 3 stage warm up and cooldown each lesson</li> <li>• Practise and improve fundamental skills and techniques in small groups and isolated situations. <i>e.g. throwing, catching, bowling, striking, fielding etc</i></li> <li>• Use fundamental skills and techniques in a game or competitive situations</li> <li>• Discuss and use different tactics and strategies to achieve a successful outcome in the chosen sport.</li> <li>• Understand how to solve problems and use the correct rules with peers and team players.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we need to warm up and cool down when taking part in sport/activities.</li> <li>• Explain the reasons for a quality warm up and cooldown</li> <li>• Review own performance, using the correct terminology</li> <li>• Explain their responsibility and position in the game/team</li> </ul> <ul style="list-style-type: none"> <li>• Copy or lead a 3 stage warm up and cool down</li> <li>• Use the correct technique in conditioned practices and/or games.</li> <li>• Select and apply fundamental skills in a competitive situation</li> <li>• Use and adapt different tactics and strategies to outwit an opponent/s</li> <li>• Use the correct rules and regulations used in a chosen sport/activity</li> </ul>	<p><b>OCR Sports Studies;</b> Developing Sport Skills (<i>skills and techniques</i>) and Leadership in Sport (<i>tactics and strategies, effective communication</i>)</p> <p><b>NGB links to a range of sports;</b> skills, techniques, rules and regulations (YouTube) eg England Rounders, ECB, , BSF, etc</p> <p><b>International and National sporting competitions</b> – e.g Olympics, Paralympics, Commonwealth Games, T20 Cricket, The Ashes</p> <p><b>Extra-curricular;</b> Rounders, Softball, Cricket, club</p> <p><b>Sports trips;</b> Holland Sports Tour, Redditch Bowling Club,</p>

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	<p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>• Know how to respect and communicate with peers and team players.</li> <li>• Know what good effort and determination looks like in sport/physical activity.</li> <li>• Receiving constructive feedback and improving resilience.</li> <li>• Know what respect looks like in sport and physical activity.</li> <li>• Understand how motivation levels change a performance in sport and physical activity.</li> <li>• Understand how joining an extra-curricular sport or activity can improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas and advice confidently, using appropriate terminology.</li> <li>• Listen and respect my peers and team players, taking on their ideas and advice to succeed.</li> <li>• Show good levels of motivation, resilience, and self-esteem in games and competitive situations.</li> <li>• Attempt activities and sports with a positive attitude and work to the best of my ability.</li> <li>• Join an extracurricular sport or activity to improve, health, fitness, confidence, self-esteem etc.</li> </ul>	<p>Summer Schools Games, Rugby 7's Redditch Skate Park</p> <p><b>Club links</b> – Redditch Cricket Club</p> <p><b>Organising and leading</b> successful mini sports events with our local first and middle schools.</p>
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
Summer	<p><b>Athletics – Field and track events (jumping, throwing and running):</b></p> <p><b>Head – Thinking skills:</b></p> <ul style="list-style-type: none"> <li>• Know the importance of a 3-stage warmup – pulse raiser, static stretches, dynamic stretches</li> <li>• Gain knowledge and understanding of the fundamental skills and techniques needed in chosen sport <i>e.g. throwing, jumping and running.</i></li> <li>• Know the correct rules and regulations needed to compete in the different events.</li> <li>• Understand the difference between tactics and strategies used in the chosen event/competition.</li> <li>• Evaluating skills and techniques - knowing key terminology in order to review and evaluate own and other performances/skills</li> <li>• Know and understand responsibility and position in a team or individual event.</li> </ul> <p><b>Hand – Physical skills:</b></p> <ul style="list-style-type: none"> <li>• Understand how to complete a safe 3 stage warm up and cooldown each lesson.</li> <li>• Practise and improve fundamental skills and techniques in small groups and on own. <i>e.g. throwing, jumping and running.</i></li> <li>• Use fundamental skills and techniques in a competitive situation, using the correct rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we need to warm up and cool down when taking part in sport/activities.</li> <li>• Explain the reasons for a quality warm up and cooldown</li> <li>• Review own performance, using the correct terminology</li> <li>• Explain their responsibility and position in the team and individual event.</li> </ul> <ul style="list-style-type: none"> <li>• Copy or lead a 3 stage warm up and cool down</li> <li>• Use the correct technique when performing skills.</li> <li>• Select and apply fundamental skills in a competitive situation.</li> <li>• Use ICT to review and refine performances.</li> <li>• Use and adapt different tactics and strategies to outwit an opponent/s.</li> </ul>	<p><b>OCR Sports Studies;</b> Developing Sport Skills (<i>skills and techniques</i>) and Leadership in Sport (<i>tactics and strategies, effective communication</i>)</p> <p><b>NGB links to a range of sports;</b> skills, techniques, rules and regulations (YouTube) eg UK Athletics, UK Sport, etc</p> <p><b>International and National sporting competitions</b> – e.g Olympics, Paralympics, World Athletics Championship, Commonwealth Games.</p> <p><b>Extra-curricular;</b> Athletics Clubs</p>

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<ul style="list-style-type: none"> <li>• Discuss and use different tactics and strategies to achieve a successful outcome in the chosen event.</li> <li>• Use ICT such as iPads to record and review your performance, refining techniques and routines.</li> </ul> <p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>• Know how to respect and communicate with peers.</li> <li>• Know what good effort and determination looks like in sport/physical activity.</li> <li>• Receiving constructive feedback and improving resilience.</li> <li>• Understand how motivation levels can change a performance in sport and physical activity.</li> <li>• Understand how joining an extra-curricular sport or activity can improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas and advice confidently, using appropriate terminology.</li> <li>• Listen and respect my peers and taking on their ideas and advice to succeed.</li> <li>• Show good levels of motivation, resilience, and self-esteem in games and competitive situations.</li> <li>• Attempt activities and sports with a positive attitude and work to the best of my ability.</li> <li>• Join an extracurricular sport or activity to improve, health, fitness, confidence, self-esteem etc.</li> </ul>	<p><b>School Competitions;</b> Redditch District Athletic Competition (May), Worcestershire County Athletics Competition (June)</p> <p><b>Club Links:</b> Redditch Athletics Club – Abbey Stadium.</p> <p><b>Organising and leading</b> successful mini sports events with our local first and middle schools.</p>
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Summer</b>	<p><b>Outdoor and Adventurous Activities – Orienteering, and Team building:</b></p> <p><b>Head – thinking skills:</b></p> <ul style="list-style-type: none"> <li>• Know vital character skills needed to work effectively in a team.</li> <li>• Know different roles and responsibilities within a group.</li> <li>• Know how to plan for different adventurous activities and organise peers/teams</li> <li>• Know how to communicate your ideas a problem-solving idea with peers and as part of a team.</li> <li>• Understand how to interpret and identify key features on a map.</li> <li>• Evaluate skills and performances reflecting and giving feedback to improve outcomes.</li> </ul> <p><b>Hand – physical skills:</b></p> <ul style="list-style-type: none"> <li>• Work as a team, sharing ideas on how to overcome problems and difficult situations.</li> <li>• Communicate respectfully with peers, offering advice and support in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what makes a successful team and how your role within the team is vital.</li> <li>• Explain effective ways to communicate with peers and teams when solving problems or in difficult situations.</li> <li>• Explain the different key features on a map.</li> <li>• Explain how you can improve skills/performance to complete future outdoor activities.</li> </ul> <ul style="list-style-type: none"> <li>• Demonstrate how you work as a team to overcome problems.</li> <li>• Show different ways to respectfully communicate with peers and team members.</li> <li>• Plan and organise a route around the activity zone, before starting the competition.</li> </ul>	<p><b>OCR Sports Studies;</b> Developing Sport Skills <i>(skills and techniques)</i> and Leadership in Sport <i>(tactics and strategies, effective communication)</i></p> <p><b>NGB links to a range of sports;</b> skills, techniques, rules and regulations (YouTube) <i>eg British Orienteering Federation, Duke of Edinburgh Awards</i></p> <p><b>Extra-curricular and school competitions;</b> Duke of Edinburgh Away @THS</p> <p><b>Outside of School links:</b></p>



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<ul style="list-style-type: none"> <li>• Read different types of maps, using the correct terminology, locating different control panels around the activity zone.</li> <li>• Work with peers to plan and organise safe routes around the activity zone, abiding by the rules of competition.</li> <li>• Evaluate performances and suggest ways to develop skills for future adventurous activities.</li> </ul> <p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>• Know how to respect and communicate effectively with peers.</li> <li>• Know what good effort and determination looks like in adventurous activities.</li> <li>• Receiving constructive feedback and improving resilience.</li> <li>• Understand how motivation levels can change performances in adventurous activities.</li> <li>• Understand how joining an extra-curricular sport or activity can improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the map correctly by completing the competition successfully, abiding by the correct rules.</li> <li>• Improve teamwork and performances by setting realistic future targets.</li> </ul> <ul style="list-style-type: none"> <li>• Communicate ideas and advice confidently, using appropriate terminology.</li> <li>• Listen and respect my peers and taking on their ideas and advice to succeed.</li> <li>• Show good levels of motivation, resilience, and self-esteem in games and competitive situations.</li> <li>• Attempt activities and sports with a positive attitude and work to the best of my ability.</li> <li>• Join the DofE programme at Trinity High School to improve, health, fitness, confidence and self-esteem</li> </ul>	<p>Arrow Valley Park- <b>Orienteering route.</b>          Aztec Adventure- Upton Warren.          Malvern Hills - Outdoor Education</p>
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<p><b>Year 9 end point</b></p>	<p><b>At the end of year 9 students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Independently complete a safe warmup and cooldown.</li> <li>• Explain the importance of leading an active healthy lifestyle.</li> <li>• Select and apply fundamental skills and techniques in a board range of sports and activities.</li> <li>• Use the correct rules and regulations in competitive situations.</li> <li>• Evaluate their performance, reflecting and refining on their skills and techniques.</li> <li>• Work as part of a team solving many problems, using effective communication skills.</li> <li>• Improve their confidence, resilience and self-esteem when working with others and in new situations.</li> <li>• Join one of our many extra-curricular sports or activities on offer @THS.</li> </ul>
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## PE Curriculum Intent

### Year 10 Curriculum Intent

Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Autumn &amp; Spring</b>	<p><b>Invasion Games – Netball, Football, Handball, Rugby and Basketball.</b></p> <p><b>Head – <i>Thinking skills:</i></b></p> <ul style="list-style-type: none"> <li>• Understand the importance of a 3-stage warmup and cooldown <i>eg, prepare physically and psychologically for chosen sport/activity.</i></li> <li>• Gain knowledge and understanding of advanced skills and techniques needed in chosen sport <i>e.g. specific to the sport/activity, catching on the run, dribbling non dominate hand, shadowing, intercepting etc.</i></li> <li>• Know the correct rules and regulations needed to play the chosen sport.</li> <li>• Understand tactics and strategies used in the chosen sport/activity.</li> <li>• Evaluating skills and techniques -using correct terminology in order to review and evaluate own and other performances/skills</li> <li>• Know and understand responsibility and position in a team or group work.</li> </ul> <p><b>Hand – <i>Physical skills:</i></b></p> <ul style="list-style-type: none"> <li>• Understand how to complete a safe 3 stage warm up and cooldown each lesson</li> <li>• Practise and improve advanced skills and techniques in small groups and isolated situations. <i>sport e.g. specific to the sport/activity, catching on the run, dribbling non dominate hand, shadowing, intercepting etc.</i></li> <li>• Use advanced skills and techniques in a game or competitive situations</li> <li>• Select and use correct tactics and strategies to achieve a successful outcome in the chosen sport.</li> <li>• Understand how to solve problems and use the correct rules with peers and team players.</li> </ul> <p><b>Heart – <i>Emotional/social skills:</i></b></p> <ul style="list-style-type: none"> <li>• Understand how to respect and communicate with peers and team players.</li> <li>• Understand what good effort and determination looks like in sport/physical activity.</li> <li>• Receive constructive feedback and realise how this improves resilience</li> <li>• Understand what respect looks like in sport and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we need to warm up and cool down when taking part in sport/activities.</li> <li>• Explain the reasons for a quality warm up and cooldown</li> <li>• Review own performance, using the correct terminology</li> <li>• Explain their responsibility and position in the game/team</li> <li>• Explain the importance of using the rules and regulations</li> </ul> <ul style="list-style-type: none"> <li>• Perform an independent warm up and cool down</li> <li>• Use the correct techniques when performing skills in conditioned practises.</li> <li>• Select and apply advanced skills in competitive situations</li> <li>• Use and adapt different tactics and strategies to outwit an opponent/s</li> <li>• Use the correct rules and regulations in competitive games and situations.</li> </ul> <ul style="list-style-type: none"> <li>• Communicate ideas and advice confidently, using appropriate terminology.</li> <li>• Listen and respect my peers and team players, taking on their ideas and advice to succeed.</li> <li>• Show excellent levels of motivation, relicense, and self-esteem in games and competitive situations.</li> <li>• Continue to try activities and sports with a positive attitude and work to the best of their ability.</li> </ul>	<p><b>OCR Sports Studies -</b> content/aspects from; <i>Developing Sport Skills and Leadership in Sport units.</i></p> <p><b>NGB links to a range of sports; skills, techniques, rules and regulations (YouTube) eg</b> <i>England Netball, FA, RFU, basketball England, England handball.</i></p> <p><b>International and National sporting competitions – e.g</b> <i>Football and Rugby World Cup, Football Euros, Commonwealth Games, Netball Super League etc</i></p> <p><b>Extra-curricular netball, basketball, football, handball and rugby clubs.</b></p> <p><b>Local club links;</b> <i>Redditch Borough FC, Redditch Rugby Club, Redditch Basketball club, FireFox Netball Club.</i></p> <p><b>Sports trips;</b> <i>Seven Stars Netball, Man United Men’s and Women’s Football, Worcester Wolves Basketball.</i></p> <p><b>Organising and leading</b> successful mini sports events with our local first and middle schools.</p> <p><b>Taster session;</b> <i>Redditch Rugby, Worcester Wolves</i></p>

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<ul style="list-style-type: none"> <li>Realise how motivation levels change a performance in sport and physical activity.</li> <li>Realise how joining an extra-curricular sport or activity improve confidence and self-esteem?</li> </ul>	<ul style="list-style-type: none"> <li>Re-join an extracurricular sport or activity to stay active, healthy, fit and confident.</li> </ul>	<i>Basketball, Worcester Warriors, Redditch Borough FC.</i>
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Autumn &amp; Spring</b>	<p><b>Gymnastics - Trampolining:</b></p> <p><b>Head – <i>Thinking skills:</i></b></p> <ul style="list-style-type: none"> <li>Understand the importance of a warmup and cooldown in Trampoline lessons.</li> <li>Understand safety responsibilities when performing on the Trampoline.</li> <li>Gain knowledge and understanding of advanced skills used in <i>e.g. front landing, back landing, turn table, cat twist, front somersault, back somersault.</i></li> <li>Understand what makes a good Trampoline performance <i>e.g. extension, tension, balance, timing, flexibility etc.</i></li> <li>Understand different strategies and competition ideas when choosing a routine.</li> <li>Evaluating skills and techniques using the correct terminology in order to review and evaluate own and other performances/skills.</li> </ul> <p><b>Hand – <i>Physical skills:</i></b></p> <ul style="list-style-type: none"> <li>Understand how to complete a safe warm up and cooldown on the Trampoline</li> <li>Practise and improve advanced skills and techniques, <i>e.g. front landing, back landing, turn table, cat twist, front somersault, back somersault.</i></li> <li>Use advanced skills and techniques in a competitive situation.</li> <li>Select and use different strategies and compositional ideas to achieve a successful routine.</li> <li>Use ICT such as iPads to record and review performances, refining techniques and routines.</li> </ul> <p><b>Heart – <i>Emotional/social skills:</i></b></p> <ul style="list-style-type: none"> <li>Understand what determination and resilience looks like in Trampolining.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the reasons for a quality warm up and cooldown.</li> <li>Review own performance, using the correct terminology/techniques to improve.</li> <li>Explain the strategies and compositional ideas they are using in their routine.</li> </ul> <ul style="list-style-type: none"> <li>Lead a safe warm up and cool down each lesson</li> <li>Use the correct techniques when practising advanced skills (<i>balance, flexibility timing, tension etc</i>)</li> <li>Use advanced skills in a competitive routines and performances.</li> <li>Use and adapt different strategies and compositional ideas</li> <li>Use ICT to review and refine routines/performances</li> </ul> <ul style="list-style-type: none"> <li>Listen and respect peers when taking on feedback, ideas and advice to succeed.</li> <li>Give and receive effective feedback using the correct terminology.</li> </ul>	<p><b>OCR Sports Studies - content/aspects from; <i>Developing Sport Skills and Leadership in Sport units.</i></b></p> <p><b>NGB links to a range of sports; skills, techniques, rules and regulations (YouTube) <i>British Gymnastics – Trampolining</i></b></p> <p><b>International and National sporting competitions – e.g <i>Commonwealth Games, Olympics/Paralympics Trampoline Gymnastics World Championship.</i></b></p> <p><b>Extra-curricular: <i>Trampoline club</i></b></p> <p><b>Sports competition: <i>Worcestershire County Trampoline Competition (November)</i></b></p>

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<ul style="list-style-type: none"> <li>• Communicate effectively when giving and receiving constructive feedback with teachers and peers</li> <li>• Understand how to respect performers whilst observing and providing feedback</li> <li>• Realise how effort and motivation levels can change a performance/routine.</li> <li>• Realise how joining the Trampoline extra-curricular activity improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Show excellent levels of motivation, relicense, and self-esteem when practising and in competitive situations.</li> <li>• Continue to try different activities and sports with a positive attitude and work to their best ability.</li> <li>• Re-join an extracurricular sport or activity to stay active, healthy, fit and confident.</li> </ul>	<p><b>Redditch Club Links:</b> Redditch Trampoline club</p>
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Autumn &amp; Spring</b>	<p><b>Fitness – Health Related Fitness</b></p> <p><b>Head - thinking skills</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of a quality warm up and cool down</li> <li>• Understand the importance of health and safety in the fitness suite</li> <li>• Understand the difference between cardiovascular and weight training</li> <li>• Understand how to monitor levels of exercise and how this can improve health and fitness overtime</li> </ul> <p><b>Hand – physical skills</b></p> <ul style="list-style-type: none"> <li>• Understand how to complete a safe warm up and cool down in the fitness suite</li> <li>• Recap and understand how to use the fitness suite equipment correctly and safely</li> <li>• Understand different ways to monitor and record exercise levels <i>eg, Reps &amp; Sets HR, Calories, perceived Exertion Rate (PER), Intensity Levels etc</i></li> <li>• Use different fitness programmes to improve fitness levels <i>eg, fitness bingo, alphabet challenge, paired challenge, Nando’s challenge etc.</i></li> </ul> <p><b>Heart – emotional/social skills</b></p> <ul style="list-style-type: none"> <li>• Understand what determination and resilience looks when exercising.</li> <li>• Understand how to communicate effectively when giving and receiving constructive feedback</li> <li>• Understand how to respect peers when exercising and using the same space</li> <li>• Realise how effort and motivation levels can improve a performance.</li> <li>• Realise how joining the Fitness club (extra-curricular) can improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for a quality warm up and cooldown in the fitness suite</li> <li>• Review own performance, using different ways to monitor exercise levels</li> <li>• Explain how to monitor levels of exercise</li> </ul> <ul style="list-style-type: none"> <li>• Independently lead a safe warm up and cool down</li> <li>• Use the equipment correctly and safely reporting any dangers to teachers.</li> <li>• Record and monitor exercises and exercise levels</li> <li>• Take part in a range of fitness programmes and different forms of exercise.</li> </ul> <ul style="list-style-type: none"> <li>• Listen and respect peers when taking on feedback, ideas and advice to succeed.</li> <li>• Give and receive effective feedback using the correct terminology.</li> <li>• Show excellent levels of motivation, relicense, and self-esteem when improving health and fitness</li> <li>• Continue to try different activities and sports with a positive attitude and work to their best ability.</li> </ul>	<p><b>OCR Sports Studies -</b> content/aspects from; <i>Developing Sport Skills and Leadership in Sport units. Fitness components</i></p> <p><b>Extra-curricular: Fitness Suite</b></p> <p><b>Club links and taster sessions: Abbey Stadium Sport Centre, swimming, Body balance, Body Combat, Body Pump, Zumba, Yoga, Pilates, Aqua aerobics Body Jam, Stretch.</b></p>

## PE Curriculum Intent

		<ul style="list-style-type: none"> <li>Re-join an extracurricular sport or activity to stay active, healthy, fit and confident.</li> </ul>	
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Autumn, Spring and Summer</b>	<p><b>Net and Wall Games – Volleyball, Table Tennis, Badminton and Tennis.</b></p> <p><b>Head – <i>Thinking skills:</i></b></p> <ul style="list-style-type: none"> <li>Understand the importance of a 3-stage warmup and cooldown <i>eg, prepare physically and psychologically for chosen sport/activity.</i></li> <li>Understand advanced skills and techniques needed for the chosen sport <i>e.g. serving flick, backhand shots, net shot, overhead clear, etc</i></li> <li>Understand the correct rules and regulations needed to play the chosen sport.</li> <li>Understand different tactics and strategies used in the chosen sport.</li> <li>Evaluating skills and techniques, using correct terminology in order to review and evaluate own and other performances/skills</li> <li>Understand their responsibility and position in a team or group work.</li> </ul> <p><b>Hand – <i>Physical skills:</i></b></p> <ul style="list-style-type: none"> <li>Understand how to complete a safe 3 stage warm up and cooldown each lesson</li> <li>Practise and improve advanced skills and techniques in small groups <i>e.g. serving flick, backhand shots, net shots, teamwork and communication etc</i></li> <li>Use advanced skills and techniques in full sided games or competitive situations</li> <li>Select and use different tactics and strategies to achieve a successful outcome in the chosen sport.</li> <li>Understand how to solve problems and use the correct rules with peers and team players.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why we need to warm up and cool down when taking part in sport/activities.</li> <li>Explain the reasons for a quality warm up and cooldown</li> <li>Review own performance, using the correct terminology/techniques</li> <li>Explain their responsibility and position in the game/team</li> </ul> <ul style="list-style-type: none"> <li>Lead an independent 3 stage warm up and cool down</li> <li>Use the correct techniques when performing skills in conditioned practises.</li> <li>Select and apply advanced skills in a competitive situation</li> <li>Use and adapt different tactics and strategies to outwit an opponent/s</li> <li>Use the correct rules and regulations in competitive games/situations.</li> </ul>	<p><b>OCR Sports Studies - content/aspects from; <i>Developing Sport Skills (skills and techniques) and Leadership in Sport (tactics and strategies) units.</i></b></p> <p><b>NGB links to a range of sports; skills, techniques, rules and regulations (YouTube) <i>eg England Badminton, LTA, British Volleyball Federation, Table Tennis England</i></b></p> <p><b>International and National sporting competitions – e.g <i>Commonwealth Games, Olympics, Paralympics,</i></b></p> <p><b>Extra-curricular <i>Badminton and Tennis.</i></b></p> <p><b>Local club links: <i>Longmeadow Redditch</i></b></p>

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	<p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>• Understand how to respect and communicate with peers and team players.</li> <li>• Understand what good effort and determination looks like in sport/physical activity.</li> <li>• Receive constructive feedback and realise how this improves resilience</li> <li>• Understand what respect looks like in sport and physical activity.</li> <li>• Realise how motivation levels change a performance in sport and physical activity.</li> <li>• Realise how joining an extra-curricular sport or activity can improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate feedback, ideas and advice confidently, using appropriate terminology.</li> <li>• Listen and respect peers and team players, taking on ideas and advice to succeed.</li> <li>• Show excellent levels of motivation, resilience, and self-esteem in games and competitive situations.</li> <li>• Continue to try different activities and sports with a positive attitude and work to their best ability.</li> <li>• Re-join an extracurricular sport or activity to stay active, healthy, fit and confident.</li> </ul>	<p><i>Badminton club, Redditch Tennis Club (Batchley)</i></p> <p><b>Sports Competitions,</b> District Badminton competition (November)</p> <p><b>Taster session;</b> <i>Redditch Tennis Club</i></p>
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Summer</b>	<p><b>Striking and Fielding – Rounders, Cricket and Softball:</b></p> <p><b>Head – Thinking skills:</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of a 3-stage warmup and cooldown <i>eg, prepare physically and psychologically for the chosen sport/activity.</i></li> <li>• Understanding advanced skills and techniques needed in chosen sport <i>e.g. pick up throwing on the run, bowling different speeds and heights, striking on the defence,</i></li> <li>• Understand the correct rules and regulations needed to play the chosen sport.</li> <li>• Understand different tactics and strategies used in the chosen sport.</li> <li>• Evaluating skills and techniques, using correct terminology in order to review and evaluate own and other performances/skills</li> <li>• Understand their responsibility and position in a team or group work.</li> </ul> <p><b>Hand – Physical skills:</b></p> <ul style="list-style-type: none"> <li>• Understand how to complete a safe 3 stage warm up and cooldown each lesson</li> <li>• Practise and improve advanced skills and techniques in small groups and isolated situations. <i>e.g. pick up throwing on the run, bowling different speeds and heights, striking on the defence.</i></li> <li>• Use advanced skills and techniques in games or competitive situations</li> <li>• Select and use different tactics and strategies to achieve a successful outcome in the chosen sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we need to warm up and cool down when taking part in sport/activities.</li> <li>• Explain the reasons for a quality warm up and cooldown</li> <li>• Review own performance, using the correct terminology and techniques.</li> <li>• Explain their responsibility and position in the game/team</li> </ul> <ul style="list-style-type: none"> <li>• Lead an independent warm up and cool down</li> <li>• Use the correct technique when performing skills in conditioned practises.</li> <li>• Select and apply advanced skills in a competitive situation</li> <li>• Use and adapt different tactics and strategies to outwit an opponent/s</li> </ul>	<p><b>OCR Sports Studies;</b> Developing Sport Skills <i>(skills and techniques)</i> and Leadership in Sport <i>(tactics and strategies, effective communication)</i></p> <p><b>NGB links to a range of sports;</b> skills, techniques, rules and regulations (YouTube) eg England Rounders, ECB, , BSF, etc</p> <p><b>International and National sporting competitions</b> – e.g Olympics, Paralympics, Commonwealth Games, T20 Cricket, The Ashes</p> <p><b>Extra-curricular;</b> Rounders, Softball, Cricket, club</p>

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<ul style="list-style-type: none"> <li>Understand how to solve problems and use the correct rules with peers and team players.</li> </ul> <p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>Understand how to respect and communicate with peers and team players.</li> <li>Understand what good effort and determination looks like in sport/physical activity.</li> <li>Receive constructive feedback and continue to improve resilience</li> <li>Understand what respect looks like in sport and physical activity.</li> <li>Realise how motivation levels change a performance in sport and physical activity.</li> <li>Realise how joining an extra-curricular sport or activity can improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Use the correct rules and regulations used in competitive games and situations.</li> <li>Communicate ideas and advice confidently, using appropriate terminology.</li> <li>Listen and respect peers and team players, taking on ideas and advice to succeed.</li> <li>Show excellent levels of motivation, resilience, and self-esteem in games and competitive situations.</li> <li>Continue to try different activities and sports with a positive attitude and work to their best ability.</li> <li>Re-join an extracurricular sport or activity to stay active, healthy, fit and confident.</li> </ul>	<p><b>Sports trips;</b> Holland Sports Tour, Redditch Bowling Club, Summer Schools Games, Rugby 7's Redditch Skate Park</p> <p><b>Club links –</b> Redditch Cricket Club</p> <p><b>Organising and leading</b> successful mini sports events with our local first and middle schools.</p>
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Summer</b>	<p><b>Athletics – Field and track events (jumping, throwing and running):</b></p> <p><b>Head – Thinking skills:</b></p> <ul style="list-style-type: none"> <li>Understand the importance of a 3-stage warmup and cooldown <i>eg, prepare physically and psychologically for chosen event.</i></li> <li>Understand advanced skills and techniques needed in the chosen event <i>e.g. stance, leg action, starting position, finish, stride etc.</i></li> <li>Understand the correct rules and regulations needed to compete in the different events.</li> <li>Understand different tactics and strategies used in the event/competition.</li> <li>Evaluating skills and techniques, using correct terminology in order to review and evaluate own and other performances/skills</li> <li>Understand their responsibility and position in a team or individual event.</li> </ul> <p><b>Hand – Physical skills:</b></p> <ul style="list-style-type: none"> <li>Understand how to complete a safe warm up and cooldown each lesson.</li> <li>Practise and improve advanced skills and techniques in small groups and on own. <i>e.g. stance, leg action, starting position, finish, stride etc.</i></li> <li>Use advanced skills and techniques in a competitive situation, using the correct rules.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the need to warm up and cool down when taking part in different events</li> <li>Explain the reasons for a quality warm up and cooldown</li> <li>Review own performance, using the correct terminology/techniques</li> <li>Explain their responsibility and position in the team and individual event.</li> <li>Lead an independent warm up and cool down</li> <li>Use the correct advanced techniques when performing skills.</li> <li>Select and apply advanced skills in a competitive situation.</li> <li>Use ICT to review and refine performances.</li> </ul>	<p><b>OCR Sports Studies;</b> Developing Sport Skills (<i>skills and techniques</i>) and Leadership in Sport (<i>tactics and strategies, effective communication</i>)</p> <p><b>NGB links to a range of sports;</b> skills, techniques, rules and regulations (YouTube) <i>eg</i> UK Athletics, UK Sport, etc</p> <p><b>International and National sporting competitions –</b> <i>e.g</i> Olympics, Paralympics, World Athletics Championship, Commonwealth Games.</p>

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<ul style="list-style-type: none"> <li>Select and use different tactics and strategies to achieve a successful outcome in the chosen event.</li> <li>Use ICT such as iPads to record and review your performance, refining techniques and routines.</li> </ul> <p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>Understand how to respect and communicate with peers.</li> <li>Understand what good effort and determination looks like in sport/physical activity.</li> <li>Receive constructive feedback and continue to improve resilience</li> <li>Realise how motivation levels can change a performance in sport and physical activity.</li> <li>Realise how joining an extra-curricular sport or activity can improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Use and adapt different tactics and strategies to outwit an opponent/s.</li> </ul> <ul style="list-style-type: none"> <li>Communicate ideas and advice confidently, using appropriate terminology.</li> <li>Listen and respect peers, taking on feedback, ideas and advice to succeed.</li> <li>Show excellent levels of motivation, resilience, and self-esteem in games and competitive situations.</li> <li>Continue to try different activities and sports with a positive attitude and work to their best ability.</li> <li>Re-join an extracurricular sport or activity to stay active, healthy, fit and confident.</li> </ul>	<p><b>Extra-curricular;</b> Athletics Clubs</p> <p><b>School Competitions;</b> Redditch District Athletic Competition (May), Worcestershire County Athletics Competition (June)</p> <p><b>Club Links:</b> Redditch Athletics Club – Abbey Stadium.</p> <p><b>Organising and leading</b> successful mini sports events with our local first and middle schools.</p>
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Term	Substantive knowledge <i>(Know what)</i>	Disciplinary knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
Summer	<p><b>Outdoor and Adventurous Activities – Orienteering, and Team building:</b></p> <p><b>Head – thinking skills:</b></p> <ul style="list-style-type: none"> <li>Understand the importance of characteristics skills needed to work effectively in a team.</li> <li>Understand different roles and responsibilities needed to work within a group.</li> <li>Realise how to plan for different adventurous activities and organise peers/teams</li> <li>Realise how to communicate your problem-solving ideas with peers and as part of a team.</li> <li>Understand how to read the different key features on a map.</li> <li>Evaluate skills and performances, reflecting and giving feedback to improve outcomes.</li> </ul> <p><b>Hand – physical skills:</b></p>	<ul style="list-style-type: none"> <li>Explain what makes a successful team and how your role within the team is vital.</li> <li>Explain the best ways to communicate with peers and teams when solving problems or in difficult situations.</li> <li>Explain the different key features on a map.</li> <li>Explain how you can improve your performance to complete future activities.</li> </ul> <ul style="list-style-type: none"> <li>Demonstrate how you work as a team to overcome problems.</li> </ul>	<p><b>OCR Sports Studies;</b> Developing Sport Skills (<i>skills and techniques</i>) and Leadership in Sport (<i>tactics and strategies, effective communication</i>)</p> <p><b>NGB links to a range of sports;</b> skills, techniques, rules and regulations (YouTube) <i>eg British Orienteering Federation, Duke of Edinburgh Awards</i></p> <p><b>Extra-curricular and school competitions;</b> Duke of Edinburgh Away @THS</p>



## PE Curriculum Intent

<ul style="list-style-type: none"> <li>• Work as a team, sharing ideas on how to overcome problems and difficult situations.</li> <li>• Continue to communicate respectfully with peers, offering advice and support in different situations.</li> <li>• Read complex maps, using the correct terminology and locating different control panels around the activity zone.</li> <li>• Work in groups to plan and organise safe routes around the activity zone, abiding by the rules of competition.</li> <li>• Evaluate performances and suggest ways to develop skills and ideas for future adventurous activities.</li> </ul> <p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>• Understand how to respect and communicate effectively with peers.</li> <li>• Understand what good effort and determination looks like in adventurous activities.</li> <li>• Receive constructive feedback and continue to improve resilience</li> <li>• Realise how motivation levels can change performances in adventurous activities.</li> <li>• Realise how joining an extra-curricular sport or activity can improve confidence and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Show different ways to respectfully communicate with peers and team members.</li> <li>• Plan and organise a route around the activity zone, before starting the competition.</li> <li>• Read the map correctly by completing the competition successfully, abiding by the correct rules.</li> <li>• Improve teamwork and performances by setting realistic future targets.</li> </ul> <ul style="list-style-type: none"> <li>• Communicate ideas and advice confidently, using appropriate terminology.</li> <li>• Listen and respect peers, taking on their ideas and advice to succeed.</li> <li>• Show excellent levels of motivation, resilience, and self-esteem in games and competitive situations.</li> <li>• Continue to try different activities and sports with a positive attitude and work to their best ability.</li> </ul>	<p><b>Outside of School links:</b>            Arrow Valley Park- <b>Orienteering route.</b>            Aztec Adventure- Upton Warren.            Malvern Hills - Outdoor Education</p>
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<p><b>Year 10 end point</b></p>	<p><b>At the end of year 10 students will be able to:</b></p> <ul style="list-style-type: none"> <li>• independently perform own warm up and cool, to ensure they are prepared for exercise</li> <li>• select and apply advanced skills and techniques needed in a broad range of sports and activities</li> <li>• understand how the components of fitness will also enhance their skills and performances</li> <li>• use ICT to evaluate their performance, using the correct terminology whilst improving weaknesses</li> <li>• use the correct rules and regulations in competitive games and situations</li> <li>• in groups, select and use appropriate tactics and strategies to overcome problems effectively</li> <li>• continue to improve their confidence, resilience and enthusiasm when working with others and in new situations</li> <li>• understand the importance of leading an active healthy lifestyle and how the body works, this can be achieved during lessons or attending one of our many extracurricular sports or activities</li> </ul>
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## PE Curriculum Intent

### Year 11 Curriculum Intent

The Core PE curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** – ensuring all students are able to access and understand even the most complex of concepts.

For example, in Year 11 we develop students' **substantive knowledge** covering a broad range of sports and physical activities, we focus on embedding advanced skills and techniques, using the correct rules and regulations in competitive games and strategies and tactics to overcome problems.

Our curriculum also ensures that students' **disciplinary knowledge** develops in an equally advanced way. For example, students will practice skills and tactics in isolation and in competitive situations, they will review and adapt their performances to outwit opponents. They will work in teams and small groups to overcome problems using good communication skills.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, whilst students are studying a broad range of sports we follow all major sports competitions throughout the year, for example, Football World Cup, Commonwealth Games, Olympics, Wimbledon and the London Marathon, we keep up to date by watching and reading [www.bbc.co.uk/sport](http://www.bbc.co.uk/sport). This allows our students to study expert skills and tactics and explore the issues surrounding the major sports event. Students will also develop the confidence and interest to attend one of our many extra-curricular sports activities, breakfast clubs and local sports clubs on offer. This allows them to consolidate the knowledge, understanding and skills learnt in their PE lessons.

The document below details the core substantive and disciplinary knowledge and how these build over time in our subject.

## PE Curriculum Intent

Term	Substantive Knowledge <i>(Know what)</i>	Disciplinary Knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Autumn &amp; Spring</b>	<p><b>Invasion Games – Netball, Football, Handball, Rugby and Basketball.</b></p> <p><b>Head – <i>Thinking skills:</i></b></p> <ul style="list-style-type: none"> <li>• Retrieval from year 9 and 10 the importance of a 3-stage warmup and cooldown, understanding different muscles and parts of the body when warming up and cooling down to reduce the risk of injuries, <i>eg strains, sprains, stiffness, sore joints, cramp.</i></li> <li>• Gain a deeper understanding of advanced skills and techniques needed in complex and demanding situations, <i>e.g. catching the ball on the run with a defender, dribbling with non-dominant hand to avoid defender, shadowing players to intercept the ball successfully etc.</i> Use this knowledge lead and coach others in the group.</li> <li>• Understand why we use the correct rules and regulations needed to play the chosen sport, using this knowledge to officiate games/tournaments.</li> <li>• Understand and discuss advanced tactics and strategies used in complex and demanding situations, use this knowledge to lead and coach others.</li> <li>• Evaluating skills/techniques and strategies/tactics using the correct/advanced terminology, in order to review and evaluate own and other performances.</li> <li>• Understand and realise their own and others' responsibility and position in a team or group work.</li> </ul> <p><b>Hand – <i>Physical skills:</i></b></p> <ul style="list-style-type: none"> <li>• Understand how to complete a safe 3 stage warm up and cooldown for themselves and others each lesson</li> <li>• Practise and improve advanced skills and techniques in complex and demanding situations. sport <i>e.g. catching the ball on the run with a defender, dribbling with non-dominant hand to avoid defender, shadowing players to intercept the ball successfully etc.</i></li> <li>• Use advanced skills and techniques in complex and demanding competitive situations.</li> <li>• Select and use advanced tactics and strategies to achieve a successful outcome in the chosen sport.</li> <li>• Understand how to solve problems and use the correct rules with peers and team players.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we need to warm up and cool down when taking part in sport/activities.</li> <li>• Explain the reasons for a quality warm up and cooldown to reduce injuries in sport</li> <li>• State the location of muscles, joints and bones when warming up/cooling down</li> <li>• Review own and others' performances, using the correct/advanced terminology</li> <li>• Explain the importance of abiding by the rules and regulations</li> <li>• Explain their own and other's responsibility and position in the game/team.</li> <li>• Explain qualities of a good coach, leader and official.</li> </ul> <ul style="list-style-type: none"> <li>• Perform an independent warm up and cool down for themselves and for others.</li> <li>• Use the advanced techniques when performing skills in complex situations.</li> <li>• Select and apply advanced skills consistently in demanding and competitive situations</li> <li>• Use and adapt advanced tactics and strategies to outwit an opponent/s</li> <li>• Use the correct rules and regulations in competitive game/ situations.</li> <li>• Use a range of qualities to become a good coach. leader and official to help others succeed.</li> </ul>	<p><b>OCR Sports Studies -</b> content/aspects from; <i>Developing Sport Skills and Leadership in Sport units.</i></p> <p><b>NGB links to a range of sports; skills, techniques, rules and regulations (YouTube) eg</b> <i>England Netball, FA, RFU, basketball England, England handball.</i></p> <p><b>International and National sporting competitions – e.g</b> <i>Football and Rugby World Cup, Football Euros, Commonwealth Games, Netball Super League etc</i></p> <p><b>Extra-curricular</b> <i>netball, basketball, football, handball and rugby clubs.</i></p> <p><b>Local club links;</b> <i>Redditch Borough FC, Redditch Rugby Club, Redditch Basketball club, FireFox Netball Club.</i></p> <p><b>Sports trips;</b> <i>Seven Stars Netball, Man United Men's and Women's Football, Worcester Wolves Basketball.</i></p> <p><b>Organising and leading</b> successful mini sports events with our local first and middle schools.</p>

## PE Curriculum Intent

	<p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>• Understand how to respect and communicate with peers and team players and how this impacts your performance.</li> <li>• Understand what good effort and determination looks like in sport/physical activity and how this impacts your performance.</li> <li>• Receiving and giving constructive feedback and how this improves resilience over time</li> <li>• Appreciate what respect looks like in sport and physical activity and how these impacts on performance</li> <li>• Appreciate how motivation levels change a performance in sport and physical activity.</li> <li>• Appreciate how joining an extra-curricular sport or activity improve confidence and self-esteem?</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas and advice confidently, using appropriate terminology.</li> <li>• Listen and respect my peers and team players, when giving and receiving feedback to succeed.</li> <li>• Show excellent levels of motivation, resilience, and self-esteem in games and competitive situations.</li> <li>• Continue to try activities and sports with a positive attitude and work to the best of their ability.</li> <li>• Join an extracurricular sport or activity outside of school improve health and fitness, confidence and self-esteem for life.</li> </ul>	<p><b>Taster session; Redditch Rugby, Worcester Wolves Basketball, Worcester Warriors, Redditch Borough FC.</b></p>
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## PE Curriculum Intent

Term	Substantive Knowledge <i>(Know what)</i>	Disciplinary Knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
Autumn & Spring	<p><b>Gymnastics - Trampolining:</b></p> <p><b>Head – Thinking skills:</b></p> <ul style="list-style-type: none"> <li>• Retrieval from year 9 and 10 the importance of a 3-stage warmup and cooldown, understanding different muscles and parts of the body when warming up and cooling down to reduce the risk of injuries, <i>eg strains, sprains, stiffness, sore joints, cramp.</i></li> <li>• Retrieval from year 9 and 10; know and understand safety responsibilities when performing on and around the Trampolines.</li> <li>• Gain a deeper understanding of advanced skills/techniques used in trampolining <i>e.g. back to back landings, seat to front, back somersaults, back somersault to seat, front somersaults, front somersault to front landing.</i> Use this knowledge lead and coach others in the group.</li> <li>• Realise what makes a good Trampoline performance in complex and demanding situations (competitions) <i>e.g. extension, tension, balance, timing, flexibility etc.</i></li> <li>• Understand how to use advanced strategies and competition ideas in demanding situations (competitions), using this knowledge to lead and coach others.</li> <li>• Evaluating skills and techniques using advanced terminology in order to review and evaluate own and other performances/skills.</li> </ul> <p><b>Hand – Physical skills:</b></p> <ul style="list-style-type: none"> <li>• Understand how to complete a safe warm up and cooldown on the Trampoline for themselves and others</li> <li>• Practise and improve advanced skills and techniques in complex and demanding situations, <i>e.g. back to back landings, seat to front, back somersaults, back somersault to seat, front somersaults, front somersault to front landing,</i> using this knowledge to coach and lead others.</li> <li>• Use advanced skills and techniques in a demanding and competitive situation, using this knowledge to coach and lead others.</li> <li>• Select and use advanced strategies and compositional ideas to achieve a successful routine in a demanding situation (competition), using this knowledge to coach and lead others.</li> <li>• Use ICT effectively (school iPads) to record and review own and other performances, refining techniques and routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the reasons for a quality warm up and cooldown – to reduce injuries in sport.</li> <li>• State the location of muscles, joints and bones when warming up/cooling down</li> <li>• Review own performance, using the correct and advanced terminology to improve overall routines.</li> <li>• Explain advanced strategies and compositional ideas when performing complex and demanding routines.</li> <li>• Explain qualities of a good coach, leader and official.</li> </ul> <ul style="list-style-type: none"> <li>• Lead a safe warm up and cool down each lesson ensuring no injuries.</li> <li>• Use correct techniques when practising advanced skills (<i>balance, flexibility timing, tension etc</i>)</li> <li>• Use advanced skills in demanding and competitive routines</li> <li>• Use and adapt advanced strategies and compositional ideas</li> <li>• Use ICT to review and refine own and other's routines and performances.</li> </ul>	<p><b>OCR Sports Studies</b> -content from; <i>Developing Sport Skills and Leadership in Sport units.</i></p> <p><b>NGB links to a range of sports; skills, techniques, rules and regulations (YouTube) British Gymnastics – Trampolining</b></p> <p><b>International and National sporting competitions – e.g Commonwealth Games, Olympics/Paralympics Trampoline Gymnastics World Championship.</b></p> <p><b>Extra-curricular: Trampoline club (Oct-Dec)</b></p> <p><b>Sports competition:</b> Worcestershire County Trampoline Competition (<i>November</i>)</p> <p><b>Redditch Club Links:</b> Redditch Trampoline club <b>@facebook or redditchtc@hotmail.co.uk</b></p>

## PE Curriculum Intent

	<p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>• Understand what determination and resilience looks like in Trampolining and how this impacts routines.</li> <li>• Understand how to communicate effectively when giving and receiving constructive feedback and how these impacts on performances and routines</li> <li>• Realise how respecting all performers whilst observing and providing feedback can have a positive effective on their performance.</li> <li>• Realise how effort and motivation levels can change a performances and routines for the better.</li> <li>• Appreciate how joining an extra-curricular sport or activity improve confidence and self-esteem?</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of qualities to become a good coach. leader and official to help others succeed.</li> <li>• Listen and respect peers when taking on feedback, ideas and advice to succeed.</li> <li>• Give and receive effective feedback using advanced terminology.</li> <li>• Show excellent levels of motivation, relicense, and self-esteem when practising and in demanding competitive situations.</li> <li>• Continue to try different activities and sports with a positive attitude and work to their best ability.</li> <li>• Join an extracurricular sport or activity outside of school improve health and fitness, confidence and self-esteem for life.</li> </ul>	
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<b>Term</b>	<b>Substantive Knowledge</b> <i>(Know what)</i>	<b>Disciplinary Knowledge</b> <i>(Know how)</i>	<b>Hinterland &amp; Cultural Capital</b>
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## PE Curriculum Intent

<p><b>Autumn &amp; Spring</b></p>	<p><b>Fitness – Health Related Fitness</b></p> <p><b>Head - thinking skills</b></p> <ul style="list-style-type: none"> <li>• Retrieval from year 9 and 10 the importance of a 3-stage warmup and cooldown, understanding different muscles and parts of the body when warming up and cooling down to reduce the risk of injuries, <i>eg strains, sprains, stiffness, sore joints, cramp.</i></li> <li>• Retrieval from year 9 and 10 understand the importance of health and safety in the fitness suite</li> <li>• Understand how to design a health and fitness training programme</li> <li>• Understand how components of health and fitness are integrated into a personal training programme</li> </ul> <p><b>Hand – physical skills</b></p> <ul style="list-style-type: none"> <li>• Retrieval from year 9 and 10 - understand how to complete a safe warm up and cool down in the fitness suite</li> <li>• Retrieval from year 9 and 10 understand - the importance of how to use the fitness suite equipment correctly and safely.</li> <li>• Understand the importance of using baseline tests before starting any health and fitness programme <i>eg, one max rep test (muscle strength) , cardiovascular tests, muscular endurance tests.</i></li> <li>• Understand how to design a health and fitness programme – taking into account <i>personal likes and dislikes, personal targets/goals, time allocated, monitoring exercise intensities.</i></li> <li>• Understanding the importance of retesting baseline data, <i>eg any improvements seen, where next, increasing intensity, sets and reps etc</i></li> </ul> <p><b>Heart – emotional/social skills</b></p> <ul style="list-style-type: none"> <li>• Understand what determination and resilience looks when exercising and how it impacts performance.</li> <li>• Understand how to communicate effectively when giving and receiving constructive feedback and how it impacts on performances and training.</li> <li>• Understand how to respect peers when exercising and using the same space and how this impacts on performances and training.</li> <li>• Realise how excellent effort and motivation levels can improve performance and training sessions.</li> <li>• Appreciate how joining an extra-curricular sport or activity improve confidence and self-esteem?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we need to warm up and cool down when taking part in sport/activities.</li> <li>• Explain the reasons for a quality warm up and cooldown to reduce injuries in sport</li> <li>• State the location of muscles, joints and bones when warming up/cooling down</li> <li>• Review own performance others fitness levels using baseline tests.</li> <li>• Explain how to monitor levels of fitness and the benefits.</li> </ul> <ul style="list-style-type: none"> <li>• Independently lead a safe warm up and cool down for themselves and others, showing leadership skills</li> <li>• Use the equipment correctly and safely reporting any dangers to teachers.</li> <li>• Take part in baseline testing and retesting</li> <li>• Design own health and safety programme a range of exercise to improve components of fitness</li> <li>• Use and monitor health and fitness exercises each lesson</li> <li>• Evaluate health and fitness levels setting targets for the future.</li> </ul> <ul style="list-style-type: none"> <li>• Listen and respect peers when taking on feedback, ideas and advice to succeed.</li> <li>• Give and receive effective feedback using the advanced terminology.</li> <li>• Show excellent levels of motivation, resilience, and self-esteem when improving health and fitness</li> <li>• Continue to try different activities and sports with a positive attitude and work to their best ability.</li> </ul>	<p><b>OCR Sports Studies -</b> content/aspects from; <i>Developing Sport Skills and Leadership in Sport units. Fitness components</i></p> <p><b>Extra-curricular: Fitness Suite</b></p> <p><b>Club links and taster sessions: Abbey Stadium Sport Centre, swimming, Body balance, Body Combat, Body Pump, Zumba, Yoga, Pilates, Aqua aerobics Body Jam, Stretch.</b></p>
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## PE Curriculum Intent

		<ul style="list-style-type: none"> <li>• Join an extracurricular sport or activity outside of school improve health and fitness, confidence and self-esteem for life.</li> </ul>	
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Term	Substantive Knowledge <i>(Know what)</i>	Disciplinary Knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
Autumn, Spring and Summer	<p><b>Net and Wall Games – Volleyball, Table Tennis, Badminton and Tennis.</b></p> <p><b>Head – <i>Thinking skills:</i></b></p> <ul style="list-style-type: none"> <li>• Retrieval from year 9 and 10 the importance of a 3-stage warmup and cooldown, understanding different muscles and parts of the body when warming up and cooling down to reduce the risk of injuries, <i>eg strains, sprains, stiffness, sore joints, cramp.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we need to warm up and cool down when taking part in sport/activities.</li> <li>• Explain the reasons for a quality warm up and cooldown to reduce injuries in sport</li> </ul>	<p><b>OCR Sports Studies -</b> content/aspects from; <i>Developing Sport Skills (skills and techniques) and Leadership in Sport (tactics and strategies) units.</i></p>





## PE Curriculum Intent

<ul style="list-style-type: none"> <li>• Appreciate what respect looks like in sport and physical activity and how these impacts on performance</li> <li>• Appreciate how motivation levels change a performance in sport and physical activity.</li> <li>• Appreciate how joining an extra-curricular sport or activity improve confidence and self-esteem?</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to try activities and sports with a positive attitude and work to the best of their ability.</li> <li>• Join an extracurricular sport or activity outside of school improve health and fitness, confidence and self-esteem for life.</li> </ul>	
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Term	Substantive Knowledge <i>(Know what)</i>	Disciplinary Knowledge <i>(Know how)</i>	Hinterland & Cultural Capital
<b>Summer</b>	<p><b>Striking and Fielding – Rounders, Cricket and Softball:</b></p> <p><b>Head – <i>Thinking skills:</i></b></p> <ul style="list-style-type: none"> <li>• Retrieval from year 9 and 10 the importance of a 3-stage warmup and cooldown, understanding different muscles and parts of the body when warming up and cooling down to reduce the risk of injuries, <i>eg strains, sprains, stiffness, sore joints, cramp.</i></li> <li>• Gain a deeper understanding of advanced skills and techniques used in complex and demanding situations <i>e.g. pick up throwing on the run on an uneven surface, bowling different speeds and heights, striking on the defence in different weather conditions.</i> Using this knowledge lead and coach others in the group.</li> <li>• Gain a deeper understanding of advanced rules and regulations needed to play in competitions and complex situations, using this knowledge to officiated games/tournaments.</li> <li>• Understand advanced tactics and strategies to overcome complex and demanding situations, use this knowledge to lead and coach others</li> <li>• Evaluating skills/techniques and tactics/strategies, using advanced terminology in order to review and evaluate own and other performances/skills</li> <li>• Understand their own and others’ responsibility and position in a team or group work.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why we need to warm up and cool down when taking part in sport/activities.</li> <li>• Explain the reasons for a quality warm up and cooldown to reduce injures in sport</li> <li>• State the location of muscles, joints and bones when warming up/cooling down</li> <li>• Review own and other’s performances using the advanced terminology and techniques</li> <li>• Explain their own and other’s responsibility and position in the game/team</li> <li>• Explain qualities of a good coach, leader and official.</li> </ul>	<p><b>OCR Sports Studies;</b> Developing Sport Skills (<i>skills and techniques</i>) and Leadership in Sport (<i>tactics and strategies, effective communication</i>)</p> <p><b>NGB links to a range of sports;</b> skills, techniques, rules and regulations (YouTube) eg England Rounders, ECB, , BSF, etc</p> <p><b>International and National sporting competitions</b> – e.g Olympics, Paralympics, Commonwealth Games, T20 Cricket, The Ashes</p> <p><b>Extra-curricular;</b> Rounders, Softball, Cricket, club</p> <p><b>Sports trips;</b> Holland Sports Tour, Redditch Bowling Club, Summer Schools Games, Rugby 7’s</p>

## PE Curriculum Intent

<p><b>Hand – Physical skills:</b></p> <ul style="list-style-type: none"> <li>• Understand how to complete a safe 3 stage warm up and cooldown for themselves and other’s each lesson</li> <li>• Practise and improve advanced skills and techniques in complex and demanding situations <i>e.g. pick up throwing on the run on an uneven surface, bowling different speeds and heights, striking on the defence in different weather conditions</i>. Using this knowledge lead and coach others in the group.</li> <li>• Use advanced skills and techniques in complex, full sided and competitive situations. Using this expert knowledge to lead and coach others.</li> <li>• Select and use advanced tactics and strategies to achieve a successful outcome in complex and demanding situations. Use this knowledge to lead and coach others.</li> <li>• Understand how to solve problems and use the correct rules with peers and team players, using this knowledge to officiate games and tournaments during lessons.</li> </ul> <p><b>Heart – Emotional/social skills:</b></p> <ul style="list-style-type: none"> <li>• Understand how to respect and communicate with peers and team players and how this impacts your performance.</li> <li>• Understand what good effort and determination looks like in sport/physical activity and how this impacts your performance.</li> <li>• Receiving and giving constructive feedback and how this improves resilience over time</li> <li>• Appreciate what respect looks like in sport and physical activity and how these impacts on performance</li> <li>• Appreciate how motivation levels change a performance in sport and physical activity.</li> <li>• Appreciate how joining an extra-curricular sport or activity improve confidence and self-esteem?</li> </ul>	<ul style="list-style-type: none"> <li>• Perform an independent 3 stage warm up and cool down for themselves and/or others</li> <li>• Use advanced techniques when performing skills in complex situations</li> <li>• Select and apply advanced skills in a demanding and competitive situations</li> <li>• Use and adapt advanced tactics and strategies to outwit an opponent/s</li> <li>• Use the correct rules and regulations in competitive games/situations.</li> <li>• Use a range of qualities to become a god coach. leader and official to help others succeed.</li> </ul> <ul style="list-style-type: none"> <li>• Communicate ideas and advice confidently, using appropriate terminology.</li> <li>• Listen and respect my peers and team players, when giving and receiving feedback to succeed.</li> <li>• Show excellent levels of motivation, relicense, and self-esteem in games and competitive situations.</li> <li>• Continue to try activities and sports with a positive attitude and work to the best of their ability.</li> <li>• Join an extracurricular sport or activity outside of school improve health and fitness, confidence and self-esteem for life.</li> </ul>	<p>Redditch Skate Park</p> <p><b>Club links</b> – Redditch Cricket Club Worcestershire Rounders League</p> <p><b>Organising and leading</b> successful mini sports events with our local first and middle schools.</p>
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## PE Curriculum Intent

<b>Year 11 end point</b>	<b>At the end of year 11 students will be able to:</b> <ul style="list-style-type: none"><li>• understand how to reduce injuries in sport and activities by safely preparing and recovering for exercise.</li><li>• select and apply advanced skills and techniques needed for a broad range of sports/activities, using this knowledge to coach and lead others</li><li>• continually review and evaluate their performances, using ICT to identify weakness and areas to improve on.</li><li>• use advanced rules and regulations to officiate games and competitive situation.</li><li>• discuss and use advanced tactics and strategies in a broad range of sports/activities, working in groups to solve problems confidently.</li><li>• understand the importance of leading an active healthy lifestyle, how the body works and the benefits of taking part in long life sport and activities.</li><li>• show confidence, resilience and enthusiasm when working with others in a range of complex, demanding and new situations.</li><li>• Join an extracurricular sport or activity outside of school improve health and fitness, confidence and self-esteem for life.</li></ul>
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