

Curriculum overview: Physical Education OCR Sports Science

The KS3 and KS4 curriculum has been closely matched to the DfE's National expectations and required outcomes. However, it has also been tailored to suit the aptitude, desires and circumstances of our young people to certify consistent enjoyment, engagement and progress in a positive and safe environment. The department's mission statement is to provide all of our students with a broad, varied and equitable curriculum which secures happiness, participation and a thorough understanding of the importance of leading a healthy active lifestyle as individuals approach young adulthood. The purpose of our curriculum is to inspire all students to succeed and excel in competitive sport and provide opportunities to become physically confident. In addition, we aim to provide character building opportunities and embed values such as fairness and respect.

Key Stage 2

Sport and Games

- To use running, jumping, throwing and catching in isolation and in combination.
- To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- To develop flexibility, strength, technique, control and balance.
- To perform dances using a range of movement patterns.
- To take part in outdoor and adventurous activity challenges both individually and within a team.
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and Water Safety

- To swim competently, confidently and proficiently over a distance of at least 25 metres.
- To use a range of strokes effectively.
- To perform safe self-rescue in different water-based situations.

Key skills/content requirements at GCSE

- To perform a range of skills through involvement in sport and physical activity in different contexts and roles.
- To apply theoretical knowledge to practical situations.
- To have an understanding of the complexity of different areas of sport and the sports industry.
- To have an awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

	Term 1	Term 2	Term 3	Portable Content	Key Terms
Year 9	<ul style="list-style-type: none"> ✓ Know the characteristics of a balanced diet ✓ Understand the nutritional requirements of an individual ✓ Understand what nutrients are 	<ul style="list-style-type: none"> ✓ The principles of training in a sporting context, ✓ Understand what progressive overload is and how it can be implemented 	<ul style="list-style-type: none"> ✓ design a fitness training programme, ✓ clarify the aims of the training programme 	<ul style="list-style-type: none"> ✓ Year 7 and 8 knowledge organiser 	<ul style="list-style-type: none"> ✓ Calories ✓ Food allergy ✓ Macronutrients/ Micronutrients ✓ Carbohydrate ✓ Proteins

	<ul style="list-style-type: none"> ✓ Know the role of nutrients in a healthy, balanced diet, i.e. ✓ Understand the role and sources of nutrients; carbohydrates, fats, proteins, fibre, water, vitamins and minerals ✓ Know the importance of nutrition before, during and after exercise ✓ Understand the reasons for the varying dietary requirements of different activity types ✓ Understand the use of dietary supplements to aid performance ✓ Understand the effects of malnutrition ✓ Understand the effects of overeating on sports performance and participation ✓ Understand the effects of under eating on sports performance and participation ✓ Understand the effects of dehydration on sports performance and participation ✓ Know how to plan a diet ✓ Know how to evaluate the effectiveness of the diet 	<p>by increasing frequency, intensity, time, type, adherence</p> <ul style="list-style-type: none"> ✓ Know the different between aerobic and anaerobic exercise, ✓ Know the components of fitness; strength, power, agility, balance, flexibility, muscular endurance, cardiovascular endurance, ✓ Understand the specific training methods for each of the fitness components; cardiovascular training, interval training, fartlek training, power training, plyometrics, flexibility training, agility training balance training. ✓ Be able to conduct fitness tests ✓ Know the tests for each component of fitness; ✓ Understand the difference b between maximal or sub-maximal fitness tests ✓ Know how to interpret the results of fitness tests, against normative data ✓ Consider the validity and reliability of fitness tests 	<ul style="list-style-type: none"> ✓ set realistic goals which can be measured ✓ duration of the training programme ✓ suitability of activities ✓ organisation of progression (e.g. applies the FITTA principle) ✓ evaluate the effectiveness of the training programme ✓ measurement (e.g. repeat tests and compare results against original results) ✓ reflection on self / interview subject 		<ul style="list-style-type: none"> ✓ Fats ✓ Fibre ✓ Vitamins and minerals ✓ Pre-exercise meal ✓ Rehydrate/ Hydration ✓ Carbohydrate loading ✓ Amino acids ✓ Malnutrition ✓ Undernutrition/ Overnutrition ✓ Overload ✓ Reversibility/ regression ✓ Progressive Overload ✓ Moderation ✓ Variation ✓ Specificity ✓ Aerobic exercise ✓ Anaerobic exercise ✓ Strength ✓ Power ✓ Agility ✓ Balance ✓ Muscular Endurance ✓ Cardiovascular endurance ✓ Continuous training ✓ Interval training ✓ Fartlek training ✓ Resistance training ✓ Circuit training ✓ Hypertrophy ✓ Plyometrics training ✓ Eccentric contraction ✓ Concentric contraction ✓ Validity ✓ Maximal tests ✓ Sub-maximal tests ✓ Reliability ✓ Normative data ✓ PAR-Q ✓ Overtraining
Year 10					<ul style="list-style-type: none"> ✓ Calories ✓ Food allergy ✓ Macronutrients

	<ul style="list-style-type: none"> ✓ Know the characteristics of a balanced diet ✓ Understand the nutritional requirements of an individual ✓ Understand what nutrients are ✓ Know the role of nutrients in a healthy, balanced diet, i.e. ✓ Understand the role and sources of nutrients; carbohydrates, fats, proteins, fibre, water, vitamins and minerals ✓ Know the intrinsic and extrinsic factors that affect the risk of injury in sport ✓ Understand how appropriate warm up and cool down routines can help to prevent injury ✓ Know how to respond to injuries in a sporting context ✓ Know a range of sporting injuries and how they can occur ✓ Know how to respond to common medical conditions; asthma, epilepsy and diabetes 	<ul style="list-style-type: none"> ✓ Know the importance of nutrition before, during and after exercise ✓ Understand the reasons for the varying dietary requirements of different activity types ✓ Understand the use of dietary supplements to aid performance ✓ Understand the effects of malnutrition ✓ Understand the effects of overeating on sports performance and participation ✓ Understand the effects of under eating on sports performance and participation ✓ Understand the effects of dehydration on sports performance and participation ✓ Know how to plan a diet ✓ Know how to evaluate the effectiveness of the diet 	<ul style="list-style-type: none"> ✓ Understand how technology is used to enhance performance ✓ how technology is used to enhance game play ✓ how technology is used to enhance spectatorship ✓ the positive effects of sports technology; in performance, game play, spectatorship, health care and transport ✓ know the negative effects of sports technology; in performance, game play, spectatorship, tradition ✓ understand the factors affecting the use of technology in sport ✓ understand the impact technology as had on sport 		<ul style="list-style-type: none"> ✓ Carbohydrate ✓ Proteins ✓ Water ✓ Micronutrients ✓ Fats ✓ Fibre ✓ Vitamins and minerals ✓ Pre-exercise meal ✓ Rehydrate ✓ Hydration ✓ Carbohydrate loading ✓ Amino acids ✓ Malnutrition ✓ Undernutrition ✓ Overnutrition ✓ Technology ✓ Motion tracking software ✓ Simulators ✓ Mechanical assistance ✓ Carbon fibre ✓ Drag ✓ Hyperbaric chamber ✓ Umpire decision review system (DRS) ✓ Spectatorship ✓ Shock zone ✓ Marginal gains
Year 11	<ul style="list-style-type: none"> ✓ Know the characteristics of a balanced diet ✓ Understand the nutritional requirements of an individual ✓ Understand what nutrients are ✓ Know the role of nutrients in a healthy, balanced diet, i.e. ✓ Understand the role and sources of nutrients; carbohydrates, fats, proteins, fibre, water, vitamins and minerals 	<ul style="list-style-type: none"> ✓ Understand how technology is used to enhance performance ✓ how technology is used to enhance game play ✓ how technology is used to enhance spectatorship ✓ the positive effects of sports technology; in performance, game play, spectatorship, health care and transport 			<ul style="list-style-type: none"> ✓ Calories ✓ Food allergy ✓ Macronutrients ✓ Carbohydrate ✓ Proteins ✓ Water ✓ Micronutrients ✓ Fats ✓ Fibre ✓ Vitamins and minerals ✓ Pre-exercise meal ✓ Rehydrate ✓ Hydration

	<ul style="list-style-type: none"> ✓ Know the importance of nutrition before, during and after exercise ✓ Understand the reasons for the varying dietary requirements of different activity types ✓ Understand the use of dietary supplements to aid performance ✓ Understand the effects of malnutrition ✓ Understand the effects of overeating on sports performance and participation ✓ Understand the effects of under eating on sports performance and participation ✓ Understand the effects of dehydration on sports performance and participation ✓ Know how to plan a diet ✓ Know how to evaluate the effectiveness of the diet 	<ul style="list-style-type: none"> ✓ know the negative effects of sports technology; in performance, game play, spectatorship, tradition ✓ understand the factors affecting the use of technology in sport ✓ understand the impact technology as had on sport 			<ul style="list-style-type: none"> ✓ Carbohydrate loading ✓ Amino acids ✓ Malnutrition ✓ Undernutrition ✓ Overnutrition ✓ Technology ✓ Motion tracking software ✓ Simulators ✓ Mechanical assistance ✓ Carbon fibre ✓ Drag ✓ Hyperbaric chamber ✓ Umpire decision review system (DRS) ✓ Spectatorship ✓ Shock zone ✓ Marginal gains ✓
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Vocational (OCR Cambridge Nationals) Sports studies assessment:

The course is graded at pass, merit, distinction or distinction*.

- 25% of the qualification is a written paper that is set and marked by OCR.
- 75% of the qualification is theory based by coursework and assignments that is OCR moderated.

SMSC in PE

Our department endeavour to deliver all aspects of the spiritual, moral, social and cultural agenda and believe that physical education is the perfect vehicle for which to achieve this. The department identified a number of core values which we believe are crucial to every learner, ensuring they are a well-rounded individual with suitable qualities for life-long learning. The six core values are equality; friendship; respect; determination; courage and excellence. These values have been successfully applied to all of our lessons to develop a range of behaviours, qualities and inter-personal skills based on sporting experiences.

Spiritual Development in PE

During the range of activities that students participate in, including examination physical education and extra-curricular sessions students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness

to reflect on their experiences. Key stage 3 dance and gymnastics allow students to be creative in sequences and choreography but we also encourage our students to be creative when outwitting the opposition in team game situations. Dance further allows the expression of personal, emotional and spiritual concepts. Outdoor and adventurous activities students have the opportunity to use imagination to solve problems, develop teamwork and show determination and creativity.

Moral Development in PE

Physical education teaches students about rules and regulations (written and unwritten) across a variety of sports and activities, which encourages students to follow and respect codes of conduct; appreciate etiquette with handshakes before and after matches, applauding the opposition, fair play, and sportsmanship. In every lesson students abide by the rules and regulations, gaining a good understanding of rules and the consequences of breaking them, which in turn helps students, apply this understanding to their own lives. Level 3 BTEC students study a variety of laws associated with sport and beyond in Unit 3 'Assessing the Risk'. The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

Social Development in PE

Students in physical education use of a range of social skills in different contexts. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. An interest and understanding of, the way communities and societies function at a variety of levels. Leadership skills underpin the units and lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills. Sports activities and teams focus upon developing students' social skills such as meeting new people, communicating with others including adults. The school games organising committee and team captains are integral to our department, liaising with everyone in the team and often having to liaise with the member of staff involved. 'Sports Relief' activities provide an excellent opportunity to volunteer for a number of fundraising events to make positive contributions to others.

Cultural Development in PE

The physical education department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Our partner school in India has provided several opportunities to experience sport and wider socialisation in a different country. In dance students are given the opportunity to express different cultures through performance. The annual ski trip also gives students excellent opportunities to experience different cultures.