



KS3 PE OVERVIEW

Lyng Hall PE Dept





Developing Physical Literacy and Awareness

Year 7

Baseline Tests
Pupils assessed on their current abilities and skill levels

Invasion Games
Rugby and Football introduced, emphasis on small sided games, attack and defence

Invasion Games
Basketball and Netball introduced, emphasis on court positions, attack and defence

Net Wall
Badminton and Volleyball introduced, emphasis on attack and defence as well as outwitting opponents

Gymnastics
Use of equipment and apparatus, incorporate control, precision and aesthetics into sequences

Swimming
Introduction to water skills and basic stroke technique in front crawl, back stroke and breast stroke

Net Wall
Introduction to tennis and table tennis. Principles of attack and defensive shots and positioning

Striking & Fielding
Introduction to rounders and cricket. Throwing and catching, batting and fielding introduced

Athletics
To record and improve upon personal bests in relation to speed, height and distance in track and field

Year 8

OAA
Focus on team building and problem solving as individuals and a team. Respond effectively to problems and physical challenges

Striking & Fielding
To accurately replicate and further develop/refine techniques for batting, bowling and fielding.

Net Wall
Develop consistency in replication of core skills through conditioned situations in tennis and table tennis

Swimming
Development of stroke technique in front crawl, back stroke and breast stroke. Life saving skills introduced

Gymnastics
Introduction to vaulting. To demonstrate control, creativity and aesthetics into flight based sequences.

Net & Wall
To develop consistency in replicating core skills through conditioned situations.

Invasion Games
To develop an improved knowledge of positioning and rules than underpin the game

Invasion Games
Putting rugby and football in a competitive context, developing attacking and defensive strategies

Year 9

Athletics
To use knowledge of athletics events, strategies and core techniques to develop skill replication and performance.

Invasion Games
To focus on developing, implementing and refining team and individual game plans to outwit opponents.

Invasion Games
To use core skills, implement them in different competitive situations and refine unsuccessful attempts.

Net Wall
To develop more advanced techniques and implement and refine strategic play to outwit opponents

Swimming
Refining front crawl, back stroke and breast stroke techniques. Develop life saving skills

Net Wall
Confidently demonstrate the essential elements of attack and defence in competitive situations.

Striking & Fielding
To demonstrate consistency, timing and fluency in the execution of core skills for batting, bowling and fielding.

OAA
To encourage the use of communication and cooperation skills in a variety of contexts. Introduction to orienteering

A motivated physically literate student who can make critical choices on physical activity for life

Cultural

Over the KS3 curriculum students are introduced to a wide range of cultural experiences through the curriculum ranging from traditional British sports steeped in British values such as Football and Rugby Union to Danish longball. The introduction of Swimming for some will be their first experience of the pool. They start to develop new schema that by the end of KS3 will have many different elements attributed to them alongside the key concepts within those sports/activities.

Leadership

Over KS3 students are encouraged to demonstrate leadership skills through practical activity. This maintains high levels of engagement in order to impact upon their healthy, active lifestyles. As students become confident, wider opportunities such as setting up equipment, managing it and leading elements of competitions eg. scoring/officiating as a player are all encouraged.

Lifelong

In KS3 students will start to think and make critical choices about their engagement in physical activity outside of school. They will develop an understanding of what Physical Literacy is to them. By the end of Year 9 we aspire to have students on a positive pathway towards their continued engagement in physical activity and sport outside of school hours.

Assessment in KS3 PE

At key stage 3, students are assessed using the head, heart and hands system. Students will study nine different sports per year and at the end of each they will be graded on thinking skills, physical skills and application, motivation and effort. Students are expected to develop three key skills or concepts for each sport per year. Students are given a hands grade based on their performance against the age-related skills and concepts, and head and heart grades against the appropriate descriptors.

Extra Curricular

In KS3 students are encouraged to explore extra curricular activities for social engagement and or to specialise in specific sports. The opportunity to challenge learning further and develop within the learning to train stage of the physical literacy model will be a key focus. Wider than the curriculum in lesson, students will be introduced to roles such as sports leaders, media and journalists. The opportunity to represent the school in competitive fixtures is encouraged in a range of sporting endeavours.

Physical Education Key Stage 3 Curriculum



Developing Physical Literacy for Life and Excellence



BTEC TECH AWARD IN SPORT OVERVIEW

Lyng Hall PE Dept





BTEC TECH AWARD in SPORT: Curriculum Map

This is a BTEC qualification which means that it is a vocational course which allows students to study the world of sport. It is equivalent to a GCSE qualification. A BTEC course is made up of a mixture of internal assessment (PSAs) and an examination. The BTEC TECH AWARD has 2 internal PSA tasks which is worth 60% of the course. The final task is an external exam which is worth 40% of their overall grade.

Sequence of course delivery:

Unit:	Type of Unit	Unit content	Timeframe for delivery
Component 1: Preparing participants to take part in sport and activity	PSA 1: External assessment Assignment worth 30% of overall grade	Task 1: Increasing participation in regular sport or physical activity for different types of sports participants Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity Task 3a: Preparing participants to take part in sport and physical activity (plan a warm up) Task 3b: Preparing participants to take part in sport and physical activity (Lead a warm up)	PSA 1 is released by the exam board. Release date: 1 st September 2023 Deadline – 15 th December 2023
Component 2: Taking part and improving other participants sporting performance	PSA 2: External assessment Assignment worth 30% of overall grade	Task 1: Components of fitness. Task 2: Participating in sport Task 3: Officiating in sport Task 4: Improving participants' sporting skill	PSA 2 is released by the exam board. Release date: Monday 6 th February 2023 Deadline – 1 st May 2024
Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	External assessment Examination Worth 40% of overall grade	90 minute exam. Questions will be on the following topics: A: Explore the importance of fitness for sports performance B: Investigate fitness testing to determine fitness levels C: Investigate different fitness training methods D: Investigate fitness programming to improve fitness and sports performance	First take – February 2024 Retake (if needed) May 2024

Please note that students will be set strict deadlines for assignment tasks to be handed in. They must meet these deadlines to meet the requirements of this course.

The exam can be sat twice. They will only re-sit if they need the points to improve their overall grade. If they sit the examination their 2nd score counts towards their overall grade.

Key knowledge & skills to be mastered by students								
Year 10								
	Component 1: Preparing participants to take part in sport and activity PSA 1 -30% of overall grade				Component 2: Taking part and improving other participants sporting performance PSA 2 -30% of overall grade			
Topic title	Task 1: Increasing participation in regular sport or physical activity for different types of sports participants	Task 2: Equipment and technology required for participants to use when taking part in sport and physical activity	Task 3a: Preparing participants to take part in sport and physical activity (plan a warmup)	Task 3b: Preparing participants to take part in sport and physical activity (Lead a warmup).	Task 1: Components of fitness.	Task 2: Participating in sport	Task 3: Officiating in sport	Task 4: Improving participants' sporting skill
Key questions	How can we successfully increase participation in physical activity for chosen participants?	How can technology aid individuals during participation in physical activity?	How can the chosen participant safely prepare for the chosen physical activity?	How can I successfully lead the warm up designed for the chosen participant?	Why are components of fitness important during sporting performances?	How can I help young people understand the skills and strategies required in the chosen activity?	How can I help young people to have a better understanding of the roles of the officials and the rules a chosen activity?	How can I successfully plan and lead a tournament for young people to demonstrate their skills in the chosen activity?
Key knowledge and concepts	For a chosen scenario from the exam board – students must write an account of: 1. Justification of their chosen physical activities and explain how they meet the needs of the selected participant	For a chosen scenario from the exam board – students must write an account of: 1. Justification of their choices of the different types of sports clothing and equipment required for the participant to	For a chosen scenario from the exam board – students must write an account of: 1. A warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant to prepare them to	Video evidence of the warmup to include: 1. practical evidence including demonstrations and audio of students delivering a warm-up to a group of participants.	Produce a written response which includes an account of: 1. How the components of fitness will be used during participation in the team sport 2. The impact of each of these components of fitness on	Video evidence of performance in a chosen sport to include: 1. At least three sports skills being performed in isolated practices 2. Sports skills and strategies being performed in a competitive situation.	Produce a presentation (PowerPoint or physical demonstration) of: 1. The different roles and responsibilities of officials in the selected sport 2. rules and regulations around	Produce a written response which includes: 1. A plan for a drills and conditioned practices for one sporting skill of student's choice. Provide video evidence of:

Key knowledge & skills to be mastered by students

Year 11

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Topic title	A: Explore the importance of fitness for sports performance	A: Explore the importance of fitness for sports performance	A: Explore the importance of fitness for sports performance	B Investigate fitness testing to determine fitness levels	B Investigate fitness testing to determine fitness levels	B Investigate fitness testing to determine fitness levels	B Investigate fitness testing to determine fitness levels
Key questions	What is the importance of fitness for successful participation in sport?	What are the principles of training and how they can be applied to training programmes?	What is exercise intensity and how it can be measured or worked out.?	What is the importance of fitness testing and requirements for administration of each fitness test?	What fitness tests are appropriate to test for each component of physical fitness?	What fitness tests are appropriate to test for each component of skill related fitness?	How do I use normative data tables to interpret fitness test results?
Key knowledge and concepts	Types of sports requiring specific components of fitness: o aerobic endurance o muscular endurance o muscular strength o speed o flexibility o body composition o power o agility o reaction time o balance o coordination	The basic principles of training : (FITT): o frequency o intensity o time o type – how an individual will train Additional principles of training: o progressive overload o specificity o individual differences o adaptation o reversibility o variation	Exercise intensity and target zones: Intensity: o measure heart rate (HR) o HR intensity to fitness training methods. Target zones and training thresholds : o calculate training zones o apply HR max to training o aerobic training zone o anaerobic training zone.	Reasons for fitness testing: o baseline data o can design training programmes o see if training programmes are working o provide goal setting aims. Pre-test procedures: o calibration of equipment o informed consent o Physical Activity Readiness Questionnaire o pre fitness test check. Knowledge of published standard	Aerobic endurance: o multi-stage fitness test o Yo-Yo test o Harvard step test o 12-minute Cooper run or swim. Muscular endurance: o one-minute press-up o one-minute sit-up o timed plank test. Flexibility: o sit and reach test o calf muscle flexibility test o shoulder flexibility test. Speed: o 30 metre sprint test	Agility: o Illinois agility run test o T Test Balance: o stork stand test o Y balance test. Coordination: o Alternate-Hand Wall-Toss test o stick flip coordination test. Power: o vertical jump test o standing long/broad jump o Margaria-Kalamen power test Reaction time: o ruler drop test	Comparison to normative published data Analyse and evaluate test results. Recommendations for improvements to fitness performer based on test results.

		o rest and recovery	<p>The Borg (6–20) Rating of Perceived Exertion (RPE) Scale</p> <p>o RPE x 10 = Heart Rate (HR).</p> <p>The relationship between RPE and heart rate where: RPE x 10 = HR (bpm).</p>	<p>test methods and equipment.</p> <p>Accurate measurement and recording of test results and basic processing of test results for interpretation</p> <p>Ability to safely select appropriate test(s) for given purposes, situations and/or participants.</p> <p>Reliability of test:</p> <ul style="list-style-type: none"> o consistency of results o factors affecting reliability. <p>Validity of results.</p> <p>Practicality:</p> <ul style="list-style-type: none"> o cost o time taken to set up and do test o time taken to analyse data o number of participants 	<p>o 30 metre flying sprint.</p> <p>Muscular strength:</p> <ul style="list-style-type: none"> o grip dynamometer o 1 Rep Max. <p>Body composition:</p> <ul style="list-style-type: none"> o Body Mass Index (BMI) o Bioelectrical Impedance Analysis (BIA) o waist to hip ratio. 	o Online reaction time test (reaction test timer)	
Skills (Command words)	<p>Explain</p> <p>Describe</p> <p>Compare</p> <p>Evaluate</p>	<p>Explain</p> <p>Describe</p> <p>Link</p>	<p>Explain</p> <p>Describe</p> <p>Link</p> <p>Work out</p>	<p>Explain</p> <p>Describe</p> <p>Compare</p>	<p>Explain</p> <p>Describe</p> <p>Compare</p> <p>Test</p>	<p>Explain</p> <p>Describe</p> <p>Compare</p> <p>Test</p>	<p>Analyse</p> <p>Compare</p>
Assessment & Educational Visit Opportunities	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p> <p>Exam questions</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p> <p>Exam questions</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p> <p>Exam questions</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p> <p>Exam questions</p>

Key knowledge & skills to be mastered by students							
Year 11							
Component 3: Developing Fitness to Improve Other Participants Performance in a Physical Activity							
Topic title	C: Investigate different fitness training methods	C: Investigate different fitness training methods	C: Investigate different fitness training methods	C: Investigate different fitness training methods	C: Investigate different fitness training methods	D: Investigate fitness programming to improve fitness and sports performance	D: Investigate fitness programming to improve fitness and sports performance
Key questions	What are the requirements for each training method?	What are the fitness training methods for physical components of fitness?	What are the fitness training methods for skill-related components of fitness?	What are the additional requirements for each of the fitness training methods? What is the provision for taking part in fitness training methods?	How does training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness?	How can personal information be used to aid training fitness programme design? How is fitness programme design important?	How can motivational techniques be used for fitness programming
Key knowledge and concepts	Carrying out fitness training safely and effectively as part of a training programme. Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise Cool down after taking part in the fitness training method	Aerobic endurance: o continuous training o Fartlek training o interval training o circuit training Flexibility: o static active – o static passive o Proprioceptive Neuromuscular Facilitation (PNF) Muscular endurance: o free weights and fixed resistance machines	Agility: o Speed Agility and Quickness training (SAQ) – Power: o plyometrics – Balance: o use of specific training exercises that require balancing on a reduced size base of support. Coordination: o use of specific training exercises using two or more body parts together.	Advantages and disadvantages: o number of people that can take part o cost of equipment o ease of set up, o access to venue/location of training o risk of injury to the performer if performed incorrectly, o effectiveness of training Provision for taking part in fitness training methods o Public provision – advantages and disadvantages.	Aerobic endurance training: o adaptations to the cardiovascular and respiratory systems o cardiac hypertrophy o decreased resting heart rate o increased strength of respiratory muscles o capillarisation around alveoli. Flexibility training: o adaptations to the muscular and skeletal systems o increased range of movement at a joint o increased flexibility of ligament and tendons	Personal information: o Aims – details of what they would like to achieve for the selected sport. o Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training o Lifestyle and physical activity history o Attitudes, the mind and personal motivation for training.	Definition of motivation Types of motivation: o intrinsic o extrinsic. Principles of setting goals to increase and direct motivation. Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER): o short-term goals o long-term goals). Influence of goal setting on motivation:

	<p>– gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre exercise length.</p> <p>Linking each fitness training method to the associated component of fitness.</p> <p>Application of the basic (FITT) and additional principles of training to each fitness training method</p> <p>Application of appropriate training intensities to fitness training methods.</p>	<p>o circuit training</p> <p>Muscular strength training:</p> <ul style="list-style-type: none"> o free weights and fixed resistance machines <p>Speed:</p> <ul style="list-style-type: none"> o acceleration sprints o interval training o resistance drills 	<p>Reaction time: o use of specific training exercises to practise quick responses to an external stimulus.</p>	<p>o Private provision – advantages and disadvantages.</p> <p>o Voluntary provision – advantages and disadvantages</p>	<p>o increased muscle length.</p> <p>Muscular endurance training:</p> <ul style="list-style-type: none"> o adaptations to the muscular system o capillarisation around muscle tissue o increased muscle tone. <p>Muscular strength and power training:</p> <ul style="list-style-type: none"> o adaptations to the muscular and skeletal systems o muscle hypertrophy o increased tendon and ligament strength o increased bone density. <p>Speed training:</p> <ul style="list-style-type: none"> o adaptations to the muscular system o increased tolerance to lactic acid. 	<p>Fitness programme design</p> <p>o Use personal information to aid training programme design.</p> <p>o Selection of appropriate training method/activity for improving/maintaining the selected component of physical and/or skill-related fitness.</p> <p>o Application of the FITT principles and additional principles of training</p>	<p>o provided direction for behaviour</p> <p>o maintain focus on the task in hand.</p> <p>Benefits of motivation on the sports performer:</p> <ul style="list-style-type: none"> o increase participation o maintain training and intensity o increased fitness o improved performance
Skills (Command words)	<p>Explain</p> <p>Describe</p> <p>Compare</p> <p>Evaluate</p>	<p>Explain</p> <p>Describe</p> <p>Link</p>	<p>Explain</p> <p>Describe</p> <p>Link</p>	<p>Explain</p> <p>Describe</p> <p>Compare</p> <p>Evaluate</p>	<p>Explain</p> <p>Describe</p> <p>Compare</p> <p>Test</p>	<p>Explain</p> <p>Describe</p> <p>Apply</p>	<p>Describe</p> <p>Apply</p> <p>Analyse</p>
Assessment & Educational Visit Opportunities	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p> <p>Exam questions</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p> <p>Exam questions</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p> <p>Exam questions</p>	<p>Folder work</p> <p>Consolidation tasks</p> <p>Exit tickets</p> <p>Exam questions</p>



SPORTS SCIENCE OVERVIEW

Lyng Hall PE Dept



OCR Sport Science Overview 2023-2024

	Sept - Nov	Nov - Jan	Jan - Feb	Feb - April	April - May	June - July
Year 10	<p>R181 (cwk) Components of fitness applied in sport</p> <p>Principles of training in sport</p> <p>Start R181 in Sept (Use Set Task released in June '23)</p>	<p>R181 (cwk) Components of fitness applied in sport</p> <p>Principles of training in sport</p>	<p>R181 (cwk) Organising and planning a fitness training programme</p>	<p>R181 (cwk) Evaluate own performance in planning and delivery of a fitness training programme</p> <p>(Claim R181 in May)</p> <p>R183 (cwk) Nutrients needed for a healthy balanced nutrition plan</p>	<p>R183 (cwk) Applying differing dietary requirements to varying types of sporting activity</p> <p>Start R183 in May (Use Set Task released in June '24)</p>	<p>R183 (cwk) Developing a balanced diet nutrition plan for a selected sporting activity</p>
Year 11	<p>R183 (cwk) How nutritional behaviours can be managed to improve sports performance</p> <p>(Claim R183 in Jan 2025)</p>	<p>R180 (exam) Different factors which influence the risk and severity of injury</p> <p>Warm up and cool down routines</p> <p>Start R180 (exam) in Jan 2025</p>	<p>R180 (exam) Different types and causes of sporting injuries</p> <p>Reducing risk, treatment and rehabilitation of sports injuries and medical conditions</p>	<p>R180 (exam) Causes, symptoms and treatment of medical conditions</p>	<p>R180 (exam) Revision (and sit official exam)</p>	