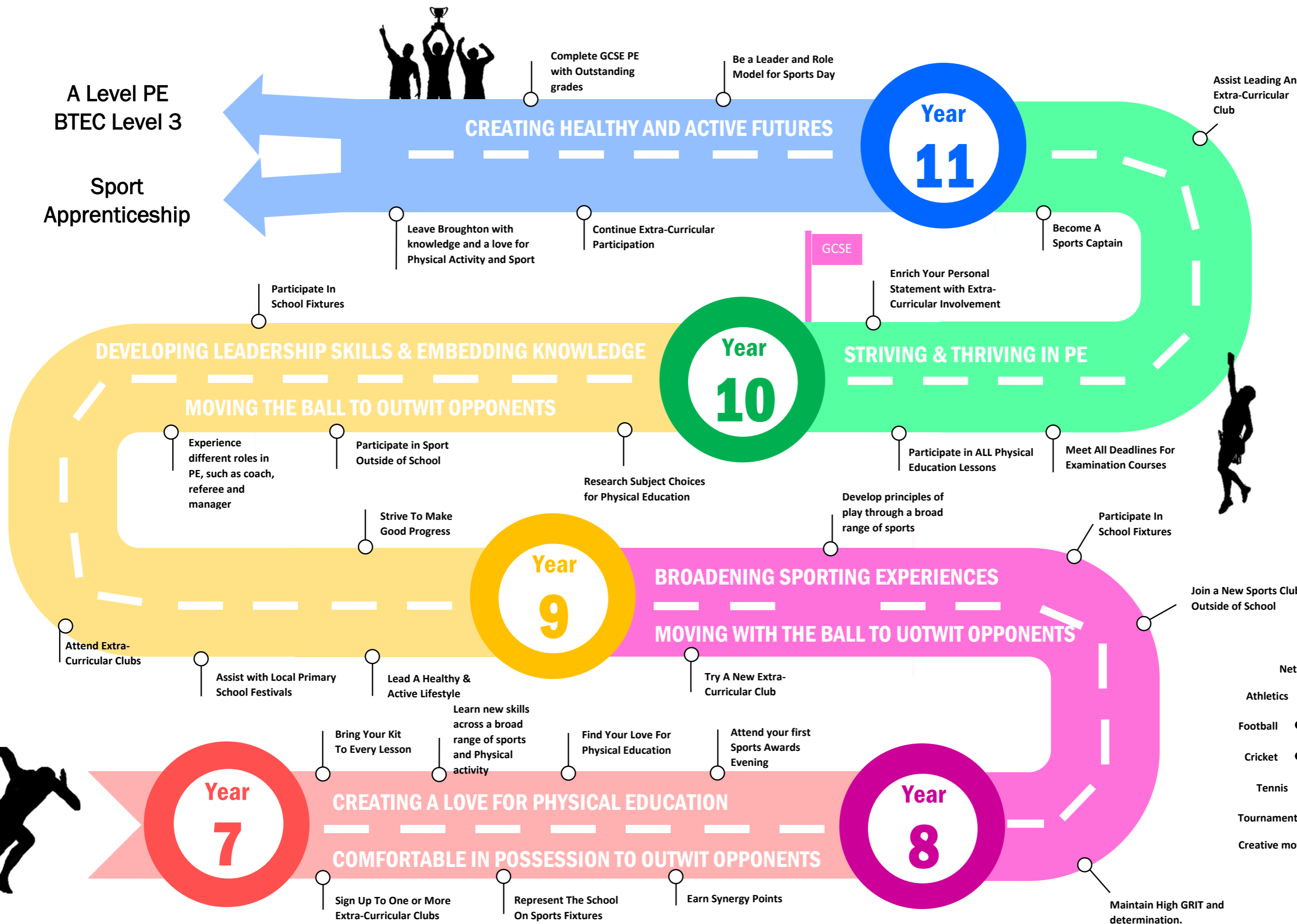


Broughton High School Physical Education Journey

Achieving Together: A Healthy, Active and Successful Future



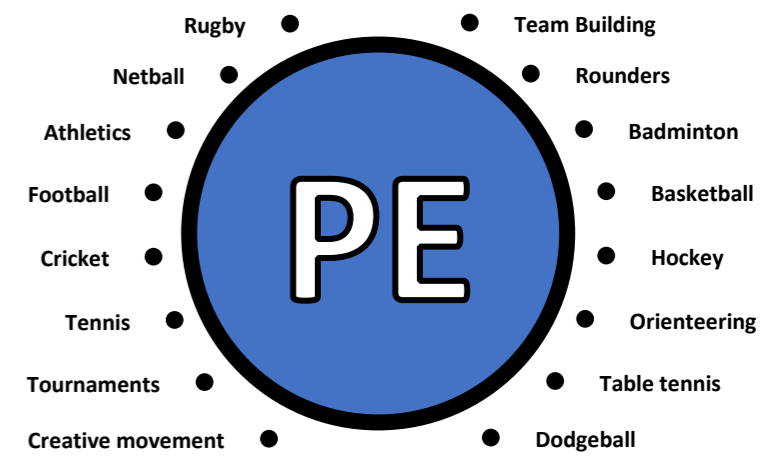
Importance Of PE

Creating A Better You

- Teaches Self Discipline
- Improves Physical Fitness
- Develops Leadership Qualities
- Improves Academic Performance
- Develop Healthy Social Interactions
- Contributes To A Good Mental Health
- Improves Self-Confidence & Self-Esteem



Join a New Sports Club Outside of School



Your Physical Education Journey starts here ...

Year 7 Physical Education Curriculum

Mission Statement/Rationale:

Pupils arrive at Broughton with a varied experience of Physical Education and School Sport. Therefore, it is important that we equip all pupils with the necessary skills and movement vocabulary to experience success through sport at a variety of levels. Year 7 is also an opportunity to further enhance more able pupil's knowledge and understanding and not to simply recap what has already been learnt.

In Year 7 there is a **big focus on 'creating a love for physical education'** as this will provide a solid foundation for the rest of the Key Stage. This is achieved through pupils following a rich diet of different sporting activities listed below, encouraging further attendance at a wide range of extra-curricular sports clubs and providing access to competition beyond the school day.

We also focus on pupils becoming **'comfortable in possession to outwit opponents'** in any sports that we cover. The Year 7 curriculum aims to equip pupils with the confidence and skills needed across a range of sports to retain possession as an individual. As well as introducing pupils to small sided variations of sports and the rules of competition.

Stage	Baseline	Table tennis	Basketball	Team building	Netball	Tag rugby	Creative movement	Indoor Athletics	Badminton	Hockey	Football	Rounders	Athletics	Cricket	Tennis
1	Games principles	Grip, stance and position at the table, footwork	Footwork, stopping and pivoting. Triple threat position and travel rule.	Exploring use of verbal and non verbal communication to complete a task	Catching the ball (1 handed and 2 handed catching, ball handling skills, replay rule.) Introduction to the court markings	Ball familiarisation and basic handling skills, intro to the basics of the game.	Balance: patch/point	Field events: Jumping (events which require jumping from 2 feet to 2 feet: LJ, SB, VJ)	Grip and ready position. Recognising flight of the shuttle	Moving with the ball (straight push, Indian, vdrag)	Ball familiarisation – basic control of the ball	Ball familiarisation, underarm throwing and catching	Shot put standing throw	Under arm, overarm throw and catching	Racket and ball familiarisation
2	Games principles	Backhand push	4 types of passing in basketball, chest, bounce, shoulder and overhead. And their use in games.	Small group work to see how a team needs all its parts to be successful. Need for cooperation	Landing with the ball. (footwork rule, 1 footed landing, 2 footed landing, turning in the air, jumping upwards and forwards)	Tag familiarisation, the basic rules of pulling a tag and the basic tackle position in order to achieve this. Rule of off side.	Balance: partner balances	Field events: Jumping (linking jump sequences: TJ) and throwing (push SP)	Overhead clear. Cooperative rallying. How to serve to start a game/rally	Passing and receiving unopposed (push, slap)	Protecting and shielding the ball from the opposition	Overarm throwing and catching, fielding as a team	Discus standing throw	Fielding skills	Forehand technique
3	Games principles	Forehand push	Basic principles of dribbling, both in isolation and under increased pressure.	Small group work to solve problems.	Attacking play/getting free (straight line drive, dodging, reverse pivot)	Running the ball into space and forward, attacking the defenders weak shoulder. Rules not crossing behind a defender.	Rolling/ Rolling progressed	Track: Sprinting (sprint action and changing direction: 2 LAP) Relay (passing the baton)	Underarm clear. Basic scoring system within a game	Defending, (tackling- block tackle)	Dribbling, stopping and turning with the ball	Developing accuracy in fielding skills, bowling technique	Javelin standing throw	Batting stance and running with the bat	Outwitting opponents through ball placement
4	Racket sports	Serving	Small sided games to apply basic passing and dribbling techniques.	Larger group work to solve problems.	Defending play (marking the ball, marking the player, contact rule)	Passing the ball to avoid a tag, and create overloads, use of a loop, miss and scissors. Rules of passing knock on/forward pass.	Stepping actions/travelling and transferring weight	Track: Distance (pacing and running technique: 6 LAP)	Drop shot and its use in attacking play to outwit opponent	Game play rules (long corners, penalty corners, hit outs)	Running with the ball	Batting technique, connecting with the ball, getting a batter 'out'; Stumping a base, catching player out	Long jump 3, 5 and 7 strides run up	Bowling-tick toc	Backhand technique
5	Racket sports	Changing angle and depth of shots	Set/jump shot development for shots further away – use BEEF. Layup skills (2 step rule, correct take-off leg and where to aim).		Shooting technique and marking the shot.	Game play enforcing the rules from previous game plus introduction to number of tags per attack.	Routines in pairs (choreography skills including unison, canon, matching, mirroring, levels and direction)		Attacking play; Reading the position of the opponent	Game play tactics (formation in 7 v 7, positioning during game play)	Passing and receiving	Rules of the game and scoring	Standing triple jump	Understanding the rules, scoring, outs	Basic serving; underarm and overhead
6	Fitness	Basic application in a game	Small sided games for assessment		Decision making and assessment	Game play, tournament style and assessment.	Jumping actions Using of trampette and low apparatus (5 jumps/shapes, take off flight and landing)		Decision making and assessment; Singles game play	Decision making and assessment	Decision making and assessment	Decision making and assessment	Sprinting and short distance	Assessment; pairs cricket	Assessment; Singles game play

Year 8 Physical Education Curriculum

Mission Statement/Rationale:

During Year 8 pupils are provided with the opportunities to further extend their skills and knowledge within Physical Education at times re addressing any misconceptions that may have built up during prior learning. Pupils continue to explore a range of sports and how they can use their tactical knowledge and more physically literate body to achieve success as a team or individual.

In Year 8 there is a **big focus on 'broadening sporting experiences through physical education and school sport'** as this will provide further motivation and learning opportunities for all pupils to become or remain Physically Active. This is achieved through pupils continuing to follow a rich diet of different sporting activities listed below, to stretch and challenge pupils with more advanced skills, encouraging further attendance at a wide range of extra-curricular sports clubs and providing access to competition beyond the school day. As well as attempting to sign post pupils to clubs accessible in the wider local community.

We also focus on pupils becoming more adept in **'moving the ball to outwit opponents'**. The Year 8 curriculum aims to equip pupils with the confidence and skills needed across a range of sports to retain possession as a team. As well as introducing students to a greater variety of small sided and larger variations of sports, deeper understanding of the rules of competition and experience leadership roles in a basic form.

	Netball	Basketball	Indoor Athletics	Dodgeball	Fitness	Orienteering	Table Tennis	Creative movement	Hockey	Football	Rounders	Cricket	Athletics
Stage 1	Game play (free passes, penalty passes, positions). Basic recap of attacking and defending principles.	Recap of fundamental skills from Y7 and review of full court markings.	Field events: Events which require power (VJ, LJ, SP)	Throwing at a target, catching and deflecting (underarm, overarm, one and two handed catches, deflections)	What do health and wellbeing mean and how are they linked? Effects of exercise	Directional sense & communication skills	Review grip, stance at the table and footwork.	Hakka: ceremonial cultural dance (unison, canon, direction, stimulus, rhythm, timing)	Moving with the ball (V drag, left to right, rollout)	Recap of dribbling/ball familiarisation	Underarm and overarm throwing (power and accuracy) and catching	Fielding skills	Shot put revision and shift
Stage 2	Catching and landing (receiving the ball (passing, catching, receiving the ball on the move)	Spacing on the court to allow passing in a game environment.	Field events: Events which require coordination and muscular endurance (TJ, SB)	Understanding the rules and regulations	Using HR as an indicator of work rate and fitness	Decision making skills & accuracy	Understanding of spin and the impact it has on flight and bounce of the ball	Hakka creativity (application of (unison, canon, direction, stimulus, rhythm, timing)	Passing and receiving on the move, passing from left to right (push with lift, slap)	Short passing and the technique – how it can be used to gain an advantage	Developing accuracy in fielding skills; running down the line of the ball	Bowling recap tick toc	Discus gaining momentum and rules
Stage 3	Attacking principles to create space (being ball side/holding space, moving into space).	Cutting to get open for the ball in game scenarios.	Track: Speed vs Stamina (Tactics and pacing: 2 LAP and 6 LAP)	Application of skills in various game scenarios	Types of training-fartlek	Use skills learnt to navigate a basic orienteering star course.	Backhand push to topspin	Pirates of the Caribbean (Contemporary/modern Jazz space, levels, accent, accented movement, characterisation)	Tackling- body position, shadowing/channelling, protecting left foot (block tackle)	Long passing and its technique – how it can be varied to gain an advantage	Batting with power, hitting past 1 st base	Bowling development into coil	Javelin approach and cross over technique
Stage 4	Playing in the circle (recap of shooting and marking in the circle, moving the ball around the circle to create a goal scoring opportunity/closing down space in the circle)	Defending, see man see ball, body position and introduction to HELP defence.	Track: Tactical team events (Relay and Parlauf)		Types of training-continuous-pacing to exercise for longer periods of time		Forehand push to topspin	Pirates of the Caribbean creativity application of (space, levels, accent, accented movement, characterisation)	Game play— positioning on pitch, formations, line to goal (long corners, penalty corners, hit outs)	Understand what pass to play and when it is most advantageous.	Scoring in rounders, rules of the game	Bowling run up and hop	Long jump 13 stride approach hang technique zone take off
Stage 5	Reading off/creating space	Small sided games to apply learning from lessons 1-4.			Interval- weight		Forehand and backhand backspin	Diversity (street dance: formation, imagery, liquid dancing, robotics, waving, locking)	Leading to create space and receive the ball (formation in 7 v 7, positioning during game play)	Width play to create space and outwit opposition	Identifying the 'live' batter and 2 nd phase fielding	Bowling line and length	Triple jump break down of phases and momentum (boys run up approach)
Stage 6	Defending (3 stages of defence)	Introduction to a screen, developing into the pick and roll.			Interval- HIIT		Basic serve/advanced serve and return	Diversity creativity (application of formation, imagery, liquid dancing, robotics, waving, locking)	Attacking play around the circle, set plays (penalty corners, free hits around the circle, long corner set play)	Shooting – the different techniques and the benefits of these	Advanced bowling techniques; fast bowl, spin bowl, donkey drop	Running with the bat, communication and backing up	Sprints – starts, maximum sprint finish
Stage 7	Game play/pattern of play (application of pattern of play when the game breaks down).	Further development of the use of screens in a game environment, out of bounds.			Interval- circuit		Attack and defence	Props (call and response, commercial dance)	Game play applying attacking and defensive strategies, performing skills under pressure	Attacking and defending principles	Decision making and tactics, formation in fielding	Batting defence and drive	Middle distance – pacing and 800m or 1500m
Stage 8	Assessment (knowledge of the game including positions, rules, penalties and free passes, receiving the ball on the move, creating space, playing in the circle, reading off to create space, pattern of play, 3 stage of defence).	Game plays introducing defending principles of half and full court press. Final assessment.			Pupil lead workouts		Assessment and game play	Assessment: Prop creativity (application of unison, canon, direction, stimulus, rhythm, timing, formation, space, levels, accent, accented movement call and response, commercial dance)	Assessment - recap of skills learnt unopposed, ability to perform skills in a game situation under pressure, decision making, knowledge of rules	Beating an opposition – small sided games to assess.	Assessment lesson; playing and scoring a game of Rounders	Assessment: pairs cricket	Relay change-over up / down sweep tactics for team positions

Year 9 Physical Education Curriculum

Mission Statement/Rationale:

During Year 9 pupils are provided with the opportunities to further extend their skills and knowledge within Physical Education as performance now becomes more consistent. Pupils continue to explore a range of sports and how they can use their expanding tactical knowledge and achieve success as a team or individual. However, at Year 9 pupils begin to follow a more gender specific pathway in sport. Further to this, students are now given more opportunities to take on Leadership roles as umpires, referees, warm up coaches and equipment monitors to provide further experiences and pathways within the sporting world.

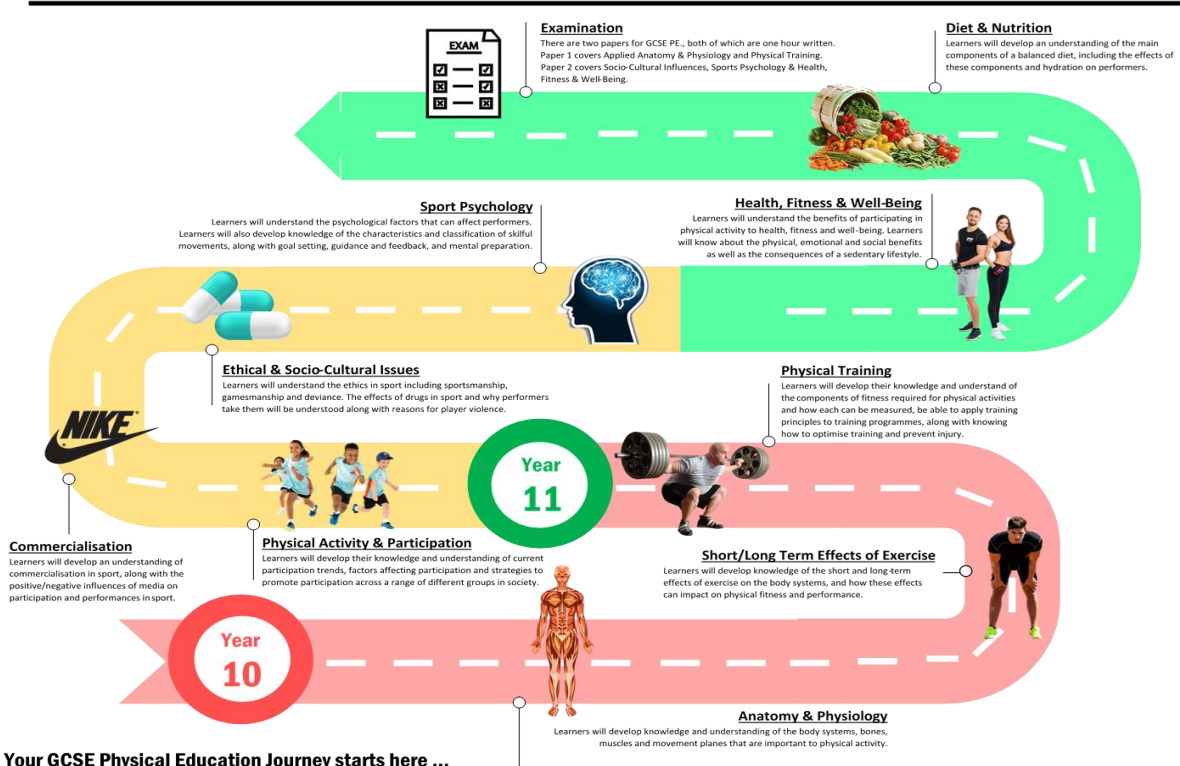
In Year 9 there is a **big focus on 'developing leadership skills and embedding knowledge in physical education'** as this will provide further motivation and learning opportunities for all pupils to become or remain Physically Active in their chosen pathway in sport. This is achieved through pupils continuing to follow a rich diet of different sporting activities listed below, further developing motor competence and physical literacy, encouraging further attendance at a wide range of extra-curricular sports clubs and providing access to competition beyond the school day. Further to this, pupils are also provided with a number of opportunities in school and the wider community to use their Leadership Skills at Primary School Sports events, acting as Umpires, Young Leaders and Ambassador's for the School.

We also focus on pupils becoming more adept in **'moving without the ball to outwit opponents'**. The Year 9 curriculum aims to equip pupils with the confidence and skills needed across a range of sports to out think the opposition and create opportunities for overloads within games. As well as pupils having the opportunities to display tactical formations in full versions of the game.

	Basketball	Netball	Football	Fitness	Table Tennis	Creative movement	Hockey	Rounders	Cricket	Athletics	Orienteering	Dodgeball
Stage 1	Introduction to the fast break and how to defend it.	Attacking play (moving the ball flat and fast in order to remain in possession)	Possession play – moving the opposition out of position	Identifying the 10 components of fitness and recognised ways to test them	Grip, stance, footwork, service and basic backhand and forehand shots	Gymnastics: skills recap (creativity and performance of a range of skills including rolling actions, balances, jumping actions and stepping actions)	Moving with the ball (left to right drag, right to left drag, rollout, left to right drag with lift, lift and run, 3D skills)	Fast and flat fielding between back stop and bases	Batting stance and running with the bat	Shot put in small groups: a performer, recorder, official and coach	Key terminology & map reading skills	Application and evaluation of different tactics and strategies
Stage 2	Development of the fast break in game situations, creating attacking overloads.	Defending play (closing down space by applying the stages of defence correctly and advanced defending strategies such as zoning)	Width play – creating space by identifying and creating areas of space	Recognised ways to test fitness components	Forehand and backhand topspin and forehand and backhand backspin	Gymnastics: balance and levels (large group balances, moving into and out of balance)	Passing and receiving on the move (transfer across pitch, aerial)	Backing up bases and Playing 'off' the base	Forward defence and straight drive	Discus – peer teaching organised by staff, inter form or awards	Use of a compass & how to tackle an orienteering course	Analysing opponents' strengths and weaknesses and evaluating and adapting strategies
Stage 3	Cutting and lay ups to score.	Conditioned games (switching from attack to defence/ defence to attack)	Counter attack play – understanding the principles and how to be successful	Recognised ways to test fitness components	Advanced serve and return	Dance: team dance and artistic gymnastic choreography (recap of formations/levels/canon/unison/direction)	Tackling- body position, shadowing/channelling in pairs into block tackle, protecting left foot (block tackle, jab)	Directional batting; utilising the space between fielders to place the hit, opening up the body to hit past 1 st base	Backfoot defence and playing off the hip	Javelin with full run up		
Stage 4	Full court games, with emphasis on maintaining space, cutting and lay ups.	Advanced shooting tactics (shooting off one foot, split landing, holding the circle/circle edge, shooter rotation, setting up backlines)	Defending/denying space – jockeying, tackling and delaying	HIIT-anaerobic training zone and components it improves	Responding to different feeds	Creativity: cheerleading/team gymnastics routine (application of choreographic devices, evaluating and improving performance)	Formations- 11 a side, defensive positioning/pressing (three quarter zonal, full, half, and man to man)	Analysing strengths and weaknesses within a team and selecting roles and formations accordingly	Square cut	Long jump in groups of four: a performer, recorder, official and coach		
Stage 5	Introduction to motion offence. Use of screens in games situations, advanced timing required for success.	Centre passes (reading off, tactical application of pattern of play).	Marking – understanding the basic principles and how to be successful	Continuous-aerobic training zone and components this improves	Lob shot leading to smash and smash shot leading to block	Thriller: (stimulus, characterisation, motif, unison for accurate replication of skill)	Leading under pressure (roll, bounce pass)	Advanced rules of the game: How the game 'ends' when a team is down to the last batter but still have bowls left over	Playing on the off side	Triple jump: a performer, recorder, official and coach		
Stage 6	Development of set plays from side line, baseline and in motion.	Pattern of play continued (throughout the court, when to apply certain tactics of pattern of play and why)	Set plays – understanding the variations and how we can change in order to be successful	Circuit-components this improves	Self and peer assessment of strengths and weaknesses	Thriller: (stillness, formation, direction, levels, repetition, canon, staccato and fluidity)	Attacking play around the circle, set plays (penalty corners, free hits around the circle, long corner set play)	Advanced bowling techniques (fast, spin; backspin, sidespin, donkey drop) during game play	Bowling recap and development	Sprint technique 100m/ 200m, bend running a performer, recorder, official and coach		
Stage 7	Game play using scenarios. Re affirm rules of play and man to man tactics.	Leadership and rules (umpiring skills, evaluating performance and developing tactics and strategies as a team).	Formations and game play – how can you manipulate the opposition by the way you set up	Aerobics/boxercise/pilates	Doubles play	Thriller: space, travelling/shape, staging/formation, call and response	Shooting (hit, slap, deflections)	Tactical awareness; varying bowling and batting technique to outwit opponent	Competitive game play focusing on the rules	Pacing and middle distance- 800m or 1500m		
Stage 8	Games, Full court, Assessment.	assessment (moving the ball, creating and, closing down space, advanced shooting tactics, centre passes, pattern of play, knowledge of the rules and tactics).	Assessment and analysis of skills learn	Pairs challenges that can be used to take away	Assessment and game play	Assessment lesson (analysis of performance of choreography and performance)	Assessment - recap of skills learnt unopposed, ability to perform skills in a game situation under pressure, decision making, knowledge of rules	Assessment lesson; playing, scoring, umpiring a game of rounders	Assessment; competitive games	Relay – tactics competition to apply tactics accordingly		

The Broughton High School Physical Education

GCSE PE Curriculum Map



Your GCSE Physical Education Journey starts here ...

Year 10	<p>1.1a The structures and functions of the skeletal system</p> <p>Location of Major Bones</p> <p>Functions of the skeleton</p> <p>Structures of a synovial joint</p> <p>Articulating bones at a hinge and ball and socket joint.</p> <p>Movement at synovial joints focus on hinge joint</p> <p>Movement at a ball and socket joint</p>	<p>1.1b The structures and functions of the muscular system</p> <p>Location of major muscles</p> <p>Muscle group movement in the upper body</p> <p>Muscle group movement in the lower body</p> <p>Roles of muscles in movement</p>	<p>1.1c Movement Analysis</p> <p>Components and types of lever systems</p> <p>Planes of movement</p> <p>Axes of rotation</p>	<p>1.1d The cardiovascular and respiratory system</p> <p>The double circulatory system</p> <p>Blood vessels</p> <p>The pathway of blood through the heart</p> <p>Blood cells Red and white HR, SV, Q</p> <p>The pathway of air Gaseous exchange</p> <p>Roles of respiratory muscles</p> <p>Breathing rate (f), TV, VE</p> <p>Aerobic v Anaerobic</p>	<p>1.1e Short term effects of exercise on the muscles</p> <p>Short term effects of exercise on the CV system.</p> <p>Short term effects of exercise on the respiratory.</p> <p>Long term effects of exercise on the musculoskeletal.</p> <p>Long term effects of exercise on the CV system.</p> <p>Long term effects of exercise on the respiratory.</p>	<p>Physical Training</p>	<p>1.2a Components of Fitness</p> <p>Components Of Fitness names and definitions</p> <p>COF testing</p>	<p>1.2b Applying the principles of training</p> <p>Principles of Training and optimising (FITT)</p> <p>Types of training (cont, Fartlek, Interval)</p> <p>Types of training (Interval)</p> <p>Warm up and cool down</p>	<p>1.2c Preventing injury in physical activity and training</p> <p>Minimising risk</p> <p>Potential Hazards</p>
Year 11	<p>2.1a Engagement patterns of different groups</p> <p>Current participation guidelines and trends</p> <p>Factors affecting participation</p> <p>Agencies and National campaigns.</p>	<p>2.1b Commercialisation of PA and Sport</p> <p>Commercialisation and the golden triangle</p> <p>Media and commercialisation</p> <p>Sponsorship and commercialisation</p>	<p>2.1c Ethical and socio-cultural issues in PA and sport</p> <p>Sportsmanship, gamesmanship, deviance and violence</p> <p>Drugs in sport</p>	<p>2.2 Sports psychology</p> <p>Skilful movement</p> <p>Skill classification</p> <p>Goal setting and SMART</p> <p>Mental preparation techniques</p> <p>Types of guidance</p> <p>Types of feedback</p>	<p>2.3 Health, fitness and wellbeing</p> <p>Health fitness and wellbeing definitions and a balanced lifestyle</p> <p>Physical, emotional and social benefits</p> <p>Physical, emotional and social consequences</p> <p>Diet and Nutrition</p>	<p>Revision Techniques</p>	<p>Exams</p>		

In Year 10 and 11 students can opt to study the OCR GCSE Physical Education. During this course they will study the academic content below (60%) as well as completing a piece of Coursework focusing on improving practical performance (10%). The final (30%) of the course comes from a student's practical ability to participate in 3 chosen sports.