

## Physical Education – Year 7

	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>	<b>Block 5</b>
<b>Unit title:</b>	<b>Hockey</b>	<a href="#">Football</a>	<a href="#">Netball</a>	<a href="#">Badminton</a>	<a href="#">Gymnastics</a>
<b>Unit length:</b>	8 lessons	8 Lessons	8 Lessons	8 Lessons	8 Lessons
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Expectations and routines of PE at COPA</li> <li>• Basic Health &amp; Safety</li> <li>• Demonstration of skills and knowledge acquired in Year 6</li> </ul>	<ul style="list-style-type: none"> <li>• Basic isolated skills practice.</li> <li>• Formation and team structure</li> <li>• Basic rules and gameplay</li> </ul>	<ul style="list-style-type: none"> <li>• Basic isolated skills practice.</li> <li>• Formation and team structure</li> <li>• Basic rules and gameplay</li> </ul>	<ul style="list-style-type: none"> <li>• Basic isolated skills practice.</li> <li>• Formation and team structure</li> <li>• Basic rules and gameplay</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Literacy</li> <li>• Balances and movement</li> <li>• Fitness components required for competency</li> </ul>
<b>End points covered:</b>	<p>Pupils are assessed against the PE assessment rubric in order quartile students and give them a subject specific target (0+, 25+, 50+ or 75+).</p> <p>Pupils are assessed against 3 athletic disciplines and a generic invasion game.</p>	<p>Pupils are assessed against the key skills required to participate in football (control, passing, shooting, dribbling).</p> <p>Pupils are introduced to key concepts of formation and attacking/ defending as a team.</p> <p>Pupils learn the basic rules football (Out of bounds, restarting after an infringement, scoring system).</p>	<p>Pupils are assessed against the key skills required to participate in Netball (Passing, shooting, footwork).</p> <p>Pupils are introduced to key concepts of positions and attacking/ defending as a team.</p> <p>Pupils learn the basic rules Netball (Out of bounds, restarting after an infringement, scoring system).</p>	<p>Pupils are assessed against the key skills required to participate in Badminton (service, hitting with power, hitting softly).</p> <p>Pupils are introduced to key concepts of grip, stance, court position and attacking/ defending shots.</p> <p>Pupils learn the basic rules Badminton (Out of bounds, restarting after an infringement, scoring system).</p>	<p>Pupils are assessed against their understanding and demonstration of key movements and balances.</p> <p>Pupils are introduced to sole, peer and group balances, using equipment and locomotion movements.</p> <p>Pupils are aware of the components of fitness required to be a successful gymnast and how gymnasts are assessed in competition.</p>
<b>Cross-curricular links:</b>	<p>Maths – Measuring, scoring, timing</p> <p>English – Keywords, oracy</p> <p>PSHE – adhering to rules, fair play</p>	<p>Maths – Measuring, scoring, timing</p> <p>English – Keywords, oracy</p> <p>PSHE – adhering to rules, fair play</p>	<p>Maths – Measuring, scoring, timing</p> <p>English – Keywords, oracy</p> <p>PSHE – adhering to rules, fair play</p>	<p>Maths – Measuring, scoring, timing</p> <p>English – Keywords, oracy</p> <p>PSHE – adhering to rules, fair play</p>	<p>Maths – Measuring, scoring, timing</p> <p>English – Keywords, oracy</p> <p>PSHE – adhering to rules, fair play</p>
<b>Assessment :</b>	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183
<b>OCR Sports Science/Studies</b>					

## Physical Education – Year 7

	<b>Block 6</b>	<b>Block 7</b>	<b>Block 8</b>	<b>Block 9</b>
<b>Unit title:</b>	<b>OAA Fitness</b>	Basketball	Athletics	Rounders
<b>Unit length:</b>	8 lessons	8 Lessons	8 Lessons	8 Lessons
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>Understanding aerobic endurance</li> <li>How to train aerobic endurance</li> <li>Immediate effects of exercise</li> </ul>	<ul style="list-style-type: none"> <li>Basic isolated skills practice.</li> <li>Formation and team structure</li> <li>Basic rules and gameplay</li> </ul>	<ul style="list-style-type: none"> <li>Basic isolated skills practice.</li> <li>Fitness components required for competency</li> <li>Basic rules and etiquette</li> </ul>	<ul style="list-style-type: none"> <li>Basic isolated skills practice.</li> <li>Formation and team structure</li> <li>Basic rules and gameplay</li> </ul>
<b>Assessment :</b> <b>OCR</b> <b>SportScience</b>	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183

## Physical Education – Year 8

	<b>Induction</b>	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>
<b>Unit title:</b>	<b>Target Setting</b>	Football	<a href="#">Netball</a>	Badminton	<a href="#">Tag Rugby</a>
<b>Unit length:</b>	4 lessons	8 Lessons	8 Lessons	8 Lessons	8 Lessons
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>Refocus of expectations and routines of PE at COPA</li> <li>Basic Health &amp; Safety</li> <li>Demonstration of skills and knowledge acquired in Year 7</li> </ul>	<ul style="list-style-type: none"> <li>Competitive skills practice.</li> <li>Formation and team structure</li> <li>Applying rules and gameplay.</li> </ul>	<ul style="list-style-type: none"> <li>Competitive skills practice.</li> <li>Formation and team structure</li> <li>Applying rules and gameplay.</li> </ul>	<ul style="list-style-type: none"> <li>Competitive skills practice.</li> <li>Formation and team structure</li> <li>Applying rules and gameplay.</li> </ul>	<ul style="list-style-type: none"> <li>Competitive skills practice.</li> <li>Formation and team structure</li> <li>Applying rules and gameplay.</li> </ul>
<b>Assessment :</b> <b>OCR Sports</b> <b>Science/Studies</b>	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183

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## Physical Education – Year 8

	Block 5	Block 6	Block 7	Block 8
<b>Unit title:</b>	<a href="#">Fitness</a>	Basketball	Athletics	Cricket
<b>Unit length:</b>	8 lessons	8 Lessons	8 Lessons	8 Lessons
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>Understanding aerobic endurance</li> <li>Measuring exercise intensity</li> <li>Immediate effects of exercise</li> </ul>	<ul style="list-style-type: none"> <li>Competitive skills practice.</li> <li>Formation and team structure</li> <li>Applying rules and gameplay.</li> </ul>	<ul style="list-style-type: none"> <li>Basic isolated skills practice.</li> <li>Fitness components required for competency</li> <li>Basic rules and etiquette</li> </ul>	<ul style="list-style-type: none"> <li>Competitive skills practice.</li> <li>Formation and team structure</li> <li>Applying rules and gameplay.</li> </ul>
<b>Assessment : OCR SportScience</b>	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183

## Physical Education – Year 9

	Induction	Block 1	Block 2	Block 3	Block 4
<b>Unit title:</b>	Target Setting	Football	<a href="#">Fitness</a>	<a href="#">Badminton</a>	Table Tennis
<b>Unit length:</b>	4 lessons	8 Lessons	8 Lessons	8 Lessons	8 Lessons
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>Refocus of expectations and routines of PE at COPA</li> <li>Basic Health &amp; Safety</li> <li>Demonstration of skills and knowledge acquired in Year 8</li> </ul>	<ul style="list-style-type: none"> <li>Conditioned game skills practice.</li> <li>Formation and positional responsibilities</li> <li>Applying rules and tactical understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding components of fitness</li> <li>Measuring components of fitness</li> <li>Training components of fitness</li> </ul>	<ul style="list-style-type: none"> <li>Basic isolated skills practice.</li> <li>Formation and team structure</li> <li>Basic rules and gameplay</li> </ul>	<ul style="list-style-type: none"> <li>Physical Literacy</li> <li>Balances and movement</li> <li>Fitness components required for competency</li> </ul>

<b>Assessment :</b> <b>OCR Sports Science/Studies</b>	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183
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## Physical Education – Year 9

	<b>Block 5</b>	<b>Block 6</b>	<b>Block 7</b>	<b>Block 8</b>
<b>Unit title:</b>	<a href="#"><u>Netball</u></a>	Basketball	Athletics	Cricket
<b>Unit length:</b>	8 lessons	8 Lessons	8 Lessons	8 Lessons
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• Conditioned game skills practice.</li> <li>• Formation and positional responsibilities</li> <li>• Applying rules and tactical understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Conditioned game skills practice.</li> <li>• Formation and positional responsibilities</li> <li>• Applying rules and tactical understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic isolated skills practice.</li> <li>• Fitness components required for competency</li> <li>• Basic rules and etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Basic isolated skills practice.</li> <li>• Formation and team structure</li> <li>• Basic rules and gameplay</li> </ul>
<b>Assessment:</b> <b>OCR SportScience</b>	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183	PE Assessment Rubric – SA, KT, PF, RO. R181, R182, R183

## Physical Education – Year 10 & 11

	<b>Block 1</b>	<b>Block 2</b>	<b>Block 3</b>	<b>Block 4</b>	<b>Block 5</b>
<b>Unit title:</b>	Cardio Fitness	<a href="#"><u>Football</u></a>	<a href="#"><u>Netball</u></a>	<a href="#"><u>Badminton</u></a>	Fitness Suite
<b>Unit length:</b>	8 lessons	8 Lessons	8 Lessons	8 Lessons	8 Lessons
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>• What is Cardiovascular Endurance.</li> <li>• Using the Borg Scale</li> </ul>	<ul style="list-style-type: none"> <li>• Basic understanding of rules and tactics</li> <li>• sport fitness specific drills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic understanding of rules and tactics</li> <li>• sport fitness specific drills</li> </ul>	<ul style="list-style-type: none"> <li>• Basic understanding of rules and tactics</li> <li>• sport fitness specific drills</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Literacy</li> <li>• Gym etiquette and safety</li> <li>• Follow a training plan</li> </ul>

	<ul style="list-style-type: none"> <li>Understanding Training Zones</li> </ul>	<ul style="list-style-type: none"> <li>Health benefits of playing football</li> </ul>	<ul style="list-style-type: none"> <li>Health benefits of playing Netball</li> </ul>	<ul style="list-style-type: none"> <li>Health benefits of playing Badminton</li> </ul>	
<b>Assessment :</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>OCR Sports Science/Studies</b>					

## Physical Education – Year 10 & 11

	<b>Block 6</b>	<b>Block 7</b>	<b>Block 8</b>	<b>Block 9</b>	<b>Block 10</b>
<b>Unit title:</b>	<b>Sports Leaders</b>	<b>Table Tennis</b>	<b>Basketball</b>	<b>Rounders</b>	<b>Softball</b>
<b>Unit length:</b>	16 Lessons	8 Lessons	8 Lessons	8 Lessons	8 Lessons
<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>What makes a safe session</li> <li>Leadership skills</li> <li>Planning and leading a session</li> </ul>	<ul style="list-style-type: none"> <li>Basic isolated skills practice.</li> <li>Formation and team structure</li> <li>Basic rules and gameplay</li> </ul>	<ul style="list-style-type: none"> <li>Basic isolated skills practice.</li> <li>Formation and team structure</li> <li>Basic rules and gameplay</li> </ul>	<ul style="list-style-type: none"> <li>Basic isolated skills practice.</li> <li>Formation and team structure</li> <li>Basic rules and gameplay</li> </ul>	<ul style="list-style-type: none"> <li>Physical Literacy</li> <li>Balances and movement</li> <li>Fitness components required for competency</li> </ul>
<b>Assessment :</b>	In line with guidance set by Sports Leaders UK	Not Applicable	Not Applicable	Not Applicable	Not Applicable

## OCR Sports Science Year 9

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

<b>Unit title:</b>	R045 LO1 Understanding the nutrients make up a healthy and balanced diet	R045 LO1 Importance of nutrition pre, during and post exercise/ Understand the nutritional requirements for different sports.	R045 LO2 Understand the role of nutritional supplements and the effect to sporting performance and health	R045 LO3 Know about the effects of a poor diet on sports performance and participation	R045 LO4 Be able to develop a diet plan for performers  Evaluate a nutrition programme4	R041 LO1 Understand different factors which influence the risk of injury
<b>Unit length:</b>	1 Term.	1 Term.	1 Term.	1 Term.	1 Term.	1 Term.
<b>Key concepts:</b>	Characteristics of a balanced diet  The role of nutrients in a healthy, balanced diet	The importance of nutrition before, during and after exercise  The reasons for the varying dietary requirements of different activity types	Definition of dietary supplements Types of dietary supplements used in sport Why they are used in sport Issues associated with the use of supplements	Define malnutrition The effects of overeating on sports performance and participation The effects of under eating on sports performance and participation	How to design a two week diet plan from a sporting example.  How to evaluate the effectiveness of the diet plan	How do extrinsic factors influence the risk of injury?  How do intrinsic factors influence the risk of injury?
<b>Assessments:</b>	NEA coursework write up.	NEA coursework write up.	NEA coursework write up.	NEA coursework write up.	NEA coursework write up.	MCQs

### Year 10 OCR Sports Science

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Unit title:</b>	R041 LO2 Understand how appropriate warm up and cool down routines can help prevent injury	R041 LO3/LO4 Know how to respond to injuries in a sporting context Know how to respond to common medical conditions	R042 LO1 What are the principles of training?	R042 LO2 LO2: Fitness components/ aerobic and anaerobic respiration Understand how training methods target different fitness components.	R042 LO3 Be able to conduct fitness tests and record results accurately	R042 LO4 To be able to evaluate the effectiveness of their fitness training programme.

<b>Unit length:</b>	7 weeks.	7 Weeks	7 Weeks	7 Weeks	7 Weeks	7 Weeks
<b>Key concepts:</b>	The physical benefits of a warm up The psychological benefits of a warm up The key components of a warm up The physical benefits of a cool down The key components of a cool down	Acute and chronic Injuries Types, causes and treatment of common sports injuries How to respond to injuries and medical conditions in a sporting context	SPORMV & FITTA in sporting contexts	Define aerobic/anaerobic respiration, Difference between them, then apply to sporting examples. Fitness components	Students must be taught how to conduct and record the results accurately of the following tests: Strength Power Agility Balance Flexibility Muscular endurance CV endurance	Evaluation of their designed training programme should include the following
<b>Assessments:</b>	MCQ	MCQ	NEA coursework write up.	NEA coursework write up.	NEA coursework write up.	NEA coursework write up.

### Year 11 OCR Sport Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title:</b>	R046 LO1: Overview of how technology is used in sport	R046 LO2 Understand the positive effects of technology in sport LO3 Understand the negative effects of technology in sport	R046 LO4 Evaluate the impact of technology in sport	Finishing off spare units / revision for exam		
<b>Unit length:</b>	7 Weeks	7 Weeks	7 Weeks			
<b>Key concepts:</b>	How technology is used to enhance performance How technology is used to enhance game play	Positive effects of technology on performance Positive effects of technology on gameplay Negative effects of technology on performance Negative effects of technology on game play	The factors affecting the use of technology in sport The impact the technology has had	All of the prior mentioned key concepts to be completed by May half term.		

<b>Assessments:</b>	NEA coursework write up.	NEA coursework write up.	NEA coursework write up.	NEA coursework write up / Retaking of exam unit	
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