



							HT6:	EOY Assessment Point
							Overarching unit intent:	HT1 – HT6
			HT3: Component Two – Socio-Cultural influences	HT4: Component one- Fitness and body systems		HT5: Component two- Health and performance		
	HT2: Component Two – Health, Fitness and Well-being	Assessment Point: Summative or AFL	<u>Overarching unit intent:</u> To understand the consequences of a sedentary lifestyle Energy use, diet, nutrition and hydration	Overarching unit intent: Engagement patterns of different social groups in physical activity and sport Commercialisation of physical activity and sport Ethical and socio-cultural issues in physical activity and sport	Assessment Point: Summative or AFL <i>HT1 & HT2</i> Pupils are assessed at regular intervals using high frequency low risk tests to develop knowledge and demonstrate interleaving of topics previously learnt. <u>Key disciplinary knowledge</u> <u>AO1</u> Demonstrating knowledge (define) and understanding of a topic <u>AO2</u> Applying knowledge and understanding of a topic <u>AO3</u> Analysing and Evaluating	Overarching unit intent: <i>Re-visit component two from HT 1, 2 and 3. Including past papers and revision plan.</i>		
HT1: Component Four – Personal Exercise Programme	<u>Overarching unit intent:</u> Re-visit component one from Y10 including past papers	<i>HT1 & HT2</i> Pupils are assessed at regular intervals using high frequency low risk tests to develop knowledge and demonstrate interleaving of topics previously learnt. <u>Key disciplinary knowledge</u> <u>AO1</u> Demonstrating knowledge (define) and understanding of a topic <u>AO2</u>	<u>Work booklet – Health, Fitness and Well-being</u> <i>Specification 1.2.1 – 1.3.7</i> <u>Work booklet – Sport Psychology</u> Classification of skills (basic/ complex, open/closed) The use of goal setting and SMART targets to improve and/or optimise performance	<u>Work booklet – Socio-Cultural influences</u> <i>Specification 3.1.1 – 3.3.2</i>				<u>Key Concepts</u> Fitness and body systems Health and performance.
<u>Overarching unit intent:</u> Evaluation of how a 6 week training programme has had a beneficial effect on sports performance. <i>Evaluate results and impact on sporting performance and recommend changes to aid future training.</i>								



<p>Work booklet – Health, Fitness and Well-being To understand Physical, emotional and social health, fitness and well-being</p> <p>Specification 1.1.1 – 1.1.7</p>		<p>Applying knowledge and understanding of a topic</p> <p>A03 Analysing and Evaluating</p> <p>Key Concepts</p> <p>Health and performance</p> <p>Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed Forces Personal Trainer Nutritionist</p>	<p>Guidance and feedback on performance</p> <p>Specification 2.1.1 – 2.4.1</p>		<p>Key Concepts</p> <p>Health and performance</p> <p>Pupils to sit component one examination and work completed so far from component two in school mock examinations. Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed forces Personal Trainer Nutritionist</p>			<p>Cross curricular links</p> <p>Maths, Science, RE, CPSHCE, Food and Nutrition. Career paths are discussed in lessons. PE Teacher Sports Coach Physiotherapist Sport Psychologist Armed Forces Personal Trainer Nutritionist</p>
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Catholic Social Teaching-

In PE we ensure we work towards the “Common Good” to enable every child to flourish, pupils are given this opportunity within the lesson and extra-curricular to achieve their true potential.
Within PE pupils are taught the importance of their “Rights and Responsibilities” by following and upholding the rules of the various sporting activities.
Within PE we encourage the “Stewardship of Creation” through the use of leadership, encouragement, tolerance of others within the game situations and in all aspects of the PE curriculum.