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							EOY Assessment Point
							HT1 – HT5
						HT5: Athletics /	Individuals are a taught in
						Rounders	mixed ability groups for
				HT4:	Assessment Point:	Overarching unit	athletics and softball.
				Trampolining/Badminton/ Dance	Summative or AFL	intent:	
				Dance		Tackle complex and	Key Disciplinary
				Overarching unit intent:	HT3 and HT4	demanding physical	<u>Knowledge</u>
			HT3: Netball	·	(with elements of HT1	activities that develop	
				Tackle complex and	and HT2)	personal fitness and	Understand what makes a
	HT2: Trampolining/	Assessment Point:	Overarching unit	demanding physical		promote an active	performance effect and
	Badminton	Summative or AFL	<u>intent:</u>	activities that develop personal fitness and	Individuals are allowed to develop their	health lifestyle.	how to apply these principles to their own and
LIT4.	Overseehing weit	UT4 8 UT3	Tackle complex and	promote an active health	performance in	Athletics track	others work.
HT1: Hockey/Football	Overarching unit intent:	HT1 & HT2	demanding physical	lifestyle.	basketball, hockey,	7.5	
Overarching unit	intent.	Individuals are allowed	activities that develop	·	badminton,	Re-visit skills learnt in	Key Concepts
intent:	Tackle complex and	to develop their	personal fitness and		trampolining and	Year 10.	
	demanding physical	performance in	promote an active		football with the aim		Embed physical
Tackle complex and	activities that develop	badminton,	health lifestyle.	Badminton:	of developing their technique and	60m, 100m, 150m, 200,	development and skills
demanding physical	personal fitness and promote an active	trampolining and netball with the aim of	Netball:	Re-visit skills learnt in	improving their	300m.	learnt, Develop technique and
activities that develop personal fitness and	health lifestyle.	developing their	rection	Year 10.	performance.		improve performance.
promote an active	neuten meseyiei	technique and	Re-visit skills learnt in	Apply these skills in full		Athletics Field	Understand what makes a
health lifestyle.		improving their	Year 10.	competitive games	Key disciplinary		performance effective,
		performance.	Apply these skills in	developing a variety of	<u>knowledge</u>	Javelin, shot putt,	Self / peer assessment,
Football	Badminton		full competitive games developing a	tactics and strategies to overcome opponents,	Demonstrate	discus, long jump.	Engaging in competitive
Re-visit skills learnt in	Re-visit skills learnt in	Key disciplinary knowledge	variety of tactics and	including doubles	improvement across	Rounders	sports and activities. Understand and apply the
Year 10.	Year 10.	<u>knowledge</u>	strategies to	matches.	the activities of their		short/ long term health
rear 201	Apply these skills in full	Demonstrate	overcome opponents.		choice and evaluate	Re-visit skills learnt in	benefits of physical
Apply these skills in	competitive games	improvement across			their performance	KS3 and Year 10	activity to lead a health
full competitive games	developing a variety of	the activities of their	Health related fitness:	Trampolining: Teach health and safety	compared to previous ones.	Apply these skills in full	active lifestyle.
developing a variety of	tactics and strategies	choice and evaluate	Build upon techniques applied in	procedures, basic shapes	ulles.	competitive games	
tactics and strategies to overcome	to overcome opponents, including	their performance compared to previous	Year 10.	and landings. Progressive	Key Concepts	developing a variety of	Cross curricular links
opponents.	doubles matches.	ones.	Circuit training,	skills and combinations		tactics and strategies	Cross curricular liliks
			interval training,	developed through the	Embed physical	to overcome	Maths, Science,
Hockey:			cardiovascular fitness	scheme.	development and skills	opponents.	CPSHCE, Food and
Re-visit skills learnt in	Trampolining:		testing, to develop health related fitness		learnt, Develop technique and		Nutrition.
Year 10.	Teach health and safety procedures,		nearth related lithess		improve performance.		
	salety procedures,				p.o.c periormanec.		



Apply these skills in	basic shapes and	Key Concepts	and health	Dance:	Understand what	Career paths are discussed
full competitive games	landings. Progressive		awareness.		makes a performance	in lessons.
developing a variety of	skills and combinations	Embed physical		Embed the skills learned	effective,	PE Teacher
tactics and strategies	developed through the	development and skills		in KS3, apply these skills	Self / peer assessment,	Sports Coach
to overcome	scheme.	learnt,		in a variety of dance	Engaging in competitive	Physiotherapist
opponents.		Develop technique and		styles. Introduce dance as	sports and activities.	Sport Psychologist
		improve performance.		a method of training to	Pupils expected to	Armed forces
		Understand what		develop health related	know, apply and	Personal Trainer
		makes a performance		fitness and health	understand the skills	Nutritionist
		effective,		awareness.	and process for each	
		Self / peer assessment,			sporting activity.	Participate and compete
		Engaging in competitive			Understand and apply	in activities that build
		sports and activities.			the short/ long term	character and help to
		Pupils expected to			health benefits of	embed values such as
		know, apply and			physical activity to lead	fairness and respect.
		understand the skills			a health active lifestyle.	
		and process for each			Compete in activities	
		sporting activity.			that build character	Engagement and
		Understand and apply			and help to embed	behaviour: Lessons are
		the short/ long term			valves such as fairness	paced appropriately,
		health benefits of			and respect.	teachers are engaged with
		physical activity to lead			Career paths are	the children through their
		a health active lifestyle.			discussed in lessons.	passion and love for their
		Compete in activities			PE Teacher	subject.
		that build character and			Sports Coach	Subject.
		help to embed valves			Physiotherapist	Adaptive teaching: All
		such as fairness and			Sport Psychologist	activities are accessible.
		respect.			Armed forces	Staff are aware of pupil
		Career paths are			Personal Trainer	needs and plan
		discussed in lessons.			Nutritionist	accordingly
		PE Teacher				accordingly
		Sports Coach			Participate and	Deepening knowledge and
		Physiotherapist			compete in activities	understanding: Teachers
		Sport Psychologist			that build character	model deep
		Armed forces			and help to embed	understanding of their
		Personal Trainer			values such as fairness	subject. Prior learning is
		Nutritionist			and respect.	built upon.
						bane apon.
		Participate and				Assessment and feedback:
		compete in activities			Engagement and	Questioning is used to
		that build character and			behaviour: Lessons are	check understanding.
		help to embed values			paced appropriately,	Regular assessment and
					teachers are engaged	negalar assessment and



such as fairness an	with the children	gap analysis are used to
respect.	through their passion	identify areas for
	and love for their	development and inform
Engagement and		planning.
behaviour: Lessons		
paced appropriate		
teachers are engag		
with the children		
through their passi	needs and plan	considerate and fair to
and love for their		peers. The classroom is
subject.		inclusive of all needs.
	Deepening knowledge	
Adaptive teaching:		
activities are accessi	ole. Teachers model deep	
Staff are aware of pr	pil understanding of their	
needs and plan	subject.	
accordingly		
	Assessment and	
	feedback: Questioning	
	is used to check	
	understanding.	

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. This creates a positive attitude towards sport so pupils can enjoy a healthy active lifestyle beyond St James'.



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.