



## Long Term Mapping 2023 – 24

### KS4 – Year 10 – OCR Cambridge National Sport Studies

#### Subject Intent/ Aims:

At St Philip Howard Catholic Voluntary Aided Academy, Physical Education has a unique contribution to make to the overall development of our pupils in terms of **personal, social and physical attributes**. The PE curriculum at St Philip Howard is inclusive and centred around educating the whole child, through a broad, yet focused on a range of activities, for sustained periods of time, offering competitive opportunities for all.

The curriculum will develop deep seated knowledge and understanding, linking different activities through **skills, fitness and aesthetic appreciation**. We fully intend to develop **social skills, empathy, emotional intelligence and sportsmanship** enabling pupils to grow into confident, valued members of the community, who live active healthy lifestyles in both mind and body, leading to a healthy state of well-being.

St Philip Howard pupils will be gracious in defeat, show humility in victory and have determination to succeed. We intend to deliver a high-quality physical education curriculum to inspire all pupils to succeed and excel in **competitive sport and other physically-demanding activities**. We strive to provide opportunities for pupils to become physically confident in a way which supports their **health, fitness and well-being**. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The general and subject specific, will provide opportunities and rely upon pupil's ability to retrieve knowledge and understand that **interleaving**, especially in relation to common skills and health and fitness are common place in the curriculum.

The concept of '**Sport for All**' is very important to us and through a diverse sporting curriculum we aim to give all pupil this opportunity. If pupils choose to retain a creative attitude, then we have succeeded outside our parameters, but essentially the immediate provision, opportunity and esteem is there to be grasped in the fullness and freedom of our curriculum and extra-curricular programmes.



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Key Concepts - Advent		Key Concepts – Lent		Key Concepts - Pentecost	
<ul style="list-style-type: none"> <li>R185 Topic Area 2: Applying practice methods to support improvement in a sporting activity</li> </ul>	<ul style="list-style-type: none"> <li>R185 Topic Area 1: Key components of performance</li> <li>R185 Topic Area 2: Applying practice methods to support improvement in a sporting activity</li> </ul>	<ul style="list-style-type: none"> <li>R185 Topic Area 1: Key components of performance</li> <li>R185 Topic Area 3: Organising and planning a sports activity session</li> </ul>	<ul style="list-style-type: none"> <li>R185 Topic Area 3: Organising and planning a sports activity session</li> <li>R185 Topic Area 4: Leading a sports activity session</li> <li>R185 Topic Area 5: Reviewing your own performance in planning and leading a sports activity session</li> </ul>	<ul style="list-style-type: none"> <li>R185 Topic Area 4: Leading a sports activity session</li> <li>R185 Topic Area 5: Reviewing your own performance in planning and leading a sports activity session</li> <li>R186 Topic Area 1: The different sources of media that cover sport</li> </ul>	<ul style="list-style-type: none"> <li>R186 Topic Area 2: Positive effects of the media in sport</li> </ul>
National Curriculum Coverage					
<p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> <li>✓ use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and table tennis]</li> <li>✓ develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, trampolining]</li> <li>✓ take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group</li> <li>✓ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>✓ continue to take part regularly in competitive sports and activities outside school through community links or sports clubs</li> </ul>					
Components		Components		Components	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost 2</i>
<ul style="list-style-type: none"> <li>2.1 Strengths and weaknesses of sports performance</li> <li>2.1.1 Key components for assessing strengths and weaknesses in</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Performance in two selected activities</li> <li>1.2 Participating in your activities</li> <li>1.3 Decision-making during performance</li> </ul>	<ul style="list-style-type: none"> <li>3.1 Organisation of a sports activity session</li> <li>3.2. Safety considerations when planning a sports activity session</li> </ul>	<ul style="list-style-type: none"> <li>3.3 Objectives to meet the needs of the group</li> <li>4.2 Leading a sports activity session</li> <li>5.1 Review your leadership of a sports</li> </ul>	<b>R185:</b> <ul style="list-style-type: none"> <li>3.3 Objectives to meet the needs of the group</li> <li>4.2 Leading a sports activity session</li> <li>5.1 Review your</li> </ul>	<ul style="list-style-type: none"> <li>2.1 The positive relationship between the media and sport</li> <li>2.1.1 Participation</li> <li>2.1.2 Raising profile</li> </ul>



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<p>an activity</p> <ul style="list-style-type: none"> <li>2.2 Methods to improve performance</li> <li>2.3 Measuring improvement in performance</li> </ul>	<ul style="list-style-type: none"> <li>1.4 Managing and maintaining performance in individual activities</li> <li>1.5 Your role and contribution to team activities</li> <li>2.3 Measuring improvement in performance</li> </ul>	<ul style="list-style-type: none"> <li>3.3 Objectives to meet the needs of the group</li> </ul>	activity session	<p>leadership of a sports activity session</p> <p>R186:</p> <ul style="list-style-type: none"> <li>1.1 Distinguish between different media sources and how they cover sport</li> <li>1.1.1 Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want</li> <li>1.1.2 Different forms of broadcast media and their role as traditional sources in</li> <li>1.1.3 Print media sources and their role as traditional media</li> </ul>	<p>of the sport</p> <ul style="list-style-type: none"> <li>2.2 Positive impacts of the media in sport</li> <li>2.2.1 Education</li> <li>2.2 Positive impacts of the media in sport</li> <li>2.2.1 Education</li> <li>2.2.2 Revenue</li> </ul>
HO Knowledge		HO Knowledge		HO Knowledge	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost 2</i>
<ul style="list-style-type: none"> <li>❖ Understand key components of performance</li> <li>❖ Know how to assess strengths and weaknesses</li> <li>❖ Understand different practices that can be used to improve performance</li> <li>❖ Know a variety of methods that can be used to measure improvements in performance</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand how to manage and maintain performance in activities</li> <li>❖ Understand how improvements in performance can be measured</li> <li>❖ Know a variety of methods that can be used to measure improvements in performance</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand how to organise and plan a sports activity session</li> <li>❖ Understand safety considerations that are required when running a sports activity session</li> <li>❖ Know how to prevent, and what to do in case of, an accident</li> </ul>	<ul style="list-style-type: none"> <li>❖ Know the objectives that meet the needs of a group</li> <li>❖ Understand how to organise a sports activity session</li> <li>❖ Understand how to lead a sports activity session</li> <li>❖ Know opportunities that can develop leadership skills for the future</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand how to review a leadership session</li> <li>❖ Know opportunities that can develop leadership skills for the future</li> <li>❖ Recognise different sources of digital and social media and how they are used by sport (teams, individuals, organisations, etc.). Also identify by their logo.</li> <li>❖ Identify the different types of TV, that shows sport: Freeview, satellite</li> </ul>	<ul style="list-style-type: none"> <li>❖ Identify role models who have had a positive impact on participation through their success and/or use of media sources to promote their activity</li> <li>❖ Students should understand how the media is being used to help overcome any potential barriers to participation.</li> <li>❖ Identify how the media has raised the profile of</li> </ul>



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				<p>and subscription channels with examples</p> <ul style="list-style-type: none"><li>❖ They will be able to discuss how some are traditional and some newer technologies. (Note: they may struggle with the traditional as some households only stream TV channels and do not have access to Freeview.)</li><li>❖ Students will know how sport is covered on different radio stations; both national and local stations as part of their news coverage and specific sports radio stations that offer coverage, punditry programmes, interviews with sports participants.</li><li>❖ Students may already understand podcasts but not specifically sports. They should know where to find sports podcasts and examples. They should be able to highlight information discussed; topical issues, major events for example.</li><li>❖ They will be able to explain why these are more traditional forms of media source, but still have their place for a certain demographic.</li><li>❖ They will understand how these more traditional sources compare to newer</li></ul>	<p>sporting activities</p> <ul style="list-style-type: none"><li>❖ They should be able to give examples of those who have had their profiles raised and the impact of that</li><li>❖ Discuss the importance of the media and how it is a positive tool for educating spectators about emerging sports, minority sports and the changes in rules and structure to existing sports</li><li>❖ Identify why revenue is such an important part of the positive impact the media has in sport.</li><li>❖ They should be able to evaluate the different sources of revenue and how sport is used by the media to sell their own products.</li><li>❖ They must know the importance of the golden triangle and the relationship.</li></ul>
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				technologies and the positives and negatives.	
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Composite Skills		Composite Skills		Composite Skills	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost 2</i>
<b>Introduction to unit – key components of individual and team performance</b>  Key components of individual performance, for example: <ul style="list-style-type: none"> <li>➤ skills and techniques</li> <li>➤ creativity</li> <li>➤ tactics and strategies or compositional ideas</li> <li>➤ decision making</li> <li>➤ management/maintenance of own performance.</li> </ul> <b>Key components of team performance</b> <ul style="list-style-type: none"> <li>➤ Key components of team performance, for example:</li> <li>➤ skills and techniques</li> <li>➤ creativity</li> <li>➤ tactics and strategies</li> <li>➤ decision making</li> <li>➤ awareness of role within the team</li> <li>➤ contribution to the team.</li> </ul>	<b>Taking part in an individual sporting activity</b> <ul style="list-style-type: none"> <li>➤ Students could participate in an individual sporting activity, showing that they are able to:</li> <li>➤ perform the key skills and techniques necessary for their chosen individual sporting activity</li> <li>➤ demonstrate creativity</li> <li>➤ use strategies and tactics or compositional ideas</li> <li>➤ show that they can make correct decisions</li> <li>➤ manage and/or maintain their own performance.</li> </ul> <b>Taking part in a team sporting activity</b>	<ul style="list-style-type: none"> <li>➤ Ask students to think back to their last PE lesson or training session at a sports club and list the different things that needed to be thought about when planning for those sessions. Think about why these are important.</li> <li>➤ Show them an example of different sessions being run through video and ask them what they can see in each of them that they had to plan for.</li> <li>➤ Or:</li> <li>➤ Give a practical lesson and get them to write down what they noticed when you were leading the session.</li> <li>➤ You could</li> </ul>	<ul style="list-style-type: none"> <li>➤ How can the skill be progressed throughout the session?</li> <li>➤ How could they make different drills easier or harder if needed?</li> <li>➤ Look at other students' examples and provide feedback if progression is occurring or not.</li> <li>➤ Practically demonstrate a skill that's progressed properly and then one that is not and ask students to discuss issues that are caused by lack of appropriate progression.</li> <li>➤ Different aspects across different sessions and show a good and bad example of each component below:</li> <li>➤ safe practice – i.e. reduce the space/ increase equipment to show them</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluating the session they have just led.</li> <li>➤ Use witness statements of sessions and highlight positive comments in green and negative comments in red.</li> <li>➤ Ask what went well, and what could be improved in the future in the following areas:               <ul style="list-style-type: none"> <li>• planning</li> <li>o suitability of activities</li> <li>o differentiation for different abilities</li> <li>o order of activities</li> <li>o equipment</li> <li>• leading</li> <li>o appropriate amount of time</li> <li>o motivation of participants</li> <li>o using working space</li> <li>o positioning for effective communication.</li> </ul> </li> </ul>	Students should have access to examples of how the media promotes national success and role models, which has led to an increase in participation, e.g.: Sir Bradley Wiggins, Max Whitlock, Adam Peaty, England Lionesses, Red Roses, Vitality Roses.  They should discuss how these have created positive role models for others to aspire to be.  Students should be shown and be able to discuss role models from different user groups: female, ethnic minorities, disabled. Being able to spectate sport, follow their idols on social media helps encourage participation.  Students should be taught about positive messages and



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<p><b>The effect of key components on individual sporting success</b></p> <ul style="list-style-type: none"> <li>➤ relationship between key components and optimum individual sporting performance.</li> </ul> <p><b>Observation of key components in an individual sporting activity</b></p> <p><b>Observation of key components in a team sporting activity</b> <b>Practice makes perfect</b></p> <p><b>Students could select the most appropriate type of practice for the skill they have highlighted as needing development and plan two different drills or practices that they think will help them improve this. They can think about the space and equipment they will need for their drills/practices. They can also introduce the main 'teaching points' for their skill. If appropriate, students may lead their peers through their practices.</b></p> <p><b>Measuring improvement</b></p> <p><b>Students can mind map the different strategies that could be used to measure how much and in what way they improve their identified skill. Students can use Task 6 on Lesson element: Improving sports performance, to record their thoughts. Students could select one or more evaluation methods/tools and employ it/them</b></p>	<p>Students could participate in a team sporting activity, showing that they are able to:</p> <ul style="list-style-type: none"> <li>➤ perform the key skills and techniques necessary for their chosen team sporting activity</li> <li>➤ demonstrate creativity</li> <li>➤ use strategies and tactics</li> <li>➤ show that they can make correct decisions</li> <li>➤ contribute effectively to the team.</li> </ul> <p><b>Discuss and review progress made in students two activities:</b></p> <ul style="list-style-type: none"> <li>• Are practices working?</li> <li>• Do they need to be adapted?</li> </ul> <p>You can recap the information on types of practices and give students the opportunity to amend practices or drills if required.</p> <p>Discuss and review progress made in students two activities:</p> <ul style="list-style-type: none"> <li>• Did practices work?</li> <li>• Did the drills effectively improve performance?</li> </ul>	<p>demonstrate different sessions and show a good and bad example of each component below (i.e. do a session with only 2 tennis rackets for a group of 20, etc):</p> <ul style="list-style-type: none"> <li>➤ appropriate venue</li> <li>➤ size</li> <li>➤ weather</li> <li>➤ equipment</li> <li>➤ type</li> <li>➤ amount required</li> <li>➤ supervision needs</li> <li>➤ number of participants</li> <li>➤ size of groups</li> <li>➤ timing</li> <li>➤ appropriate</li> <li>➤ allowing for progression</li> <li>➤ contingency plan.</li> </ul> <p>Cover activity-specific risks:</p> <ul style="list-style-type: none"> <li>• facilities</li> <li>• equipment</li> <li>• clothing.</li> </ul> <p>Answers will cover:</p> <ul style="list-style-type: none"> <li>• checking of equipment</li> <li>• basic first aid and child protection</li> <li>• emergency procedures</li> <li>• what to do in the event of an accident or</li> </ul>	<ul style="list-style-type: none"> <li>➤ timing – be late (keep them waiting to start), do not have equipment ready, etc.</li> <li>➤ adaptability – keep an easy or hard drill going too long</li> <li>➤ reliability.</li> </ul> <p>Different aspects across different sessions and show a good and bad example of each component below:</p> <ul style="list-style-type: none"> <li>• activity-specific details</li> <li>o showing the skills, techniques and tactics appropriate to the needs of the participant</li> <li>• leadership style</li> <li>o democratic</li> <li>o autocratic</li> <li>o laissez-faire</li> <li>• delivery style</li> <li>o proactive</li> <li>o reactive</li> <li>o demonstration by leader or participant</li> <li>o explanation</li> <li>• adaptability</li> <li>o making adjustments in an activity that isn't working</li> <li>o addressing issues you hadn't prepared for</li> <li>• communication</li> <li>o verbal</li> </ul>	<p>Students to have access to the internet to complete research or be shown a range of websites/pictures/clips that cover all sources of digital and social media. (Note: this may prove difficult for students in some settings due to their firewall.) Share:</p> <ul style="list-style-type: none"> <li>🔗 social networking</li> <li>🔗 media sharing sites</li> <li>🔗 live streaming sites</li> <li>🔗 technology on the move</li> <li>🔗 websites/blogs</li> </ul> <p>Lessons 4-5 can be merged with each other to cover all broadcast media. This will also allow students to compare and contrast sources and identify which sources are more popular.</p> <p>Broadcast media should be identified as TV, radio and podcasts. These sources provide a crossover between traditional sources and newer technologies. For example:</p> <ul style="list-style-type: none"> <li>• Students should be shown the differences between 'traditional' channels, Freeview and satellite/subscription TV.</li> <li>• Identify examples of major sporting competitions and the top (most popular) UK sports and where they are</li> </ul>	<p>how to break down barriers using the media to promote sports initiatives, role models. Parkrun, Sport England's #ThisGirlCan. They could analyse how they also promote sporting values such as inclusion, citizenship and tolerance and respect.</p> <p>You could get students to discuss if NGBs embrace new technologies. Many have a website, but are they now promoting through social media to reach a wider, younger demographic which may recruit more members?</p> <p>Students should be taught about how the media has made a huge impact on promoting the health and fitness industry. Discuss how external factors such as pandemics, recession but also a rise in social media platforms (Instagram, TikTok, Zoom) have promoted online/remote classes (Les Mills, PE with Joe Wicks, YouTube, Peloton). Most leisure centres/gyms offer this platform too as part of their membership, creating flexibility and a rise in participation.</p> <p>Students could identify any changes to existing sports</p>
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<p>to measure how much improvement has been made and what still needs to be done.</p>		<p>other emergency, summoning qualified help</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>introduction and conclusion</li> <li>introduce self</li> <li>aim of session</li> <li>check for injuries</li> <li>summary</li> <li>basic warm up and cool down</li> <li>make it relevant.</li> </ul>	<ul style="list-style-type: none"> <li>non-verbal</li> <li>appropriate language</li> <li>technical terms</li> <li>positioning               <ul style="list-style-type: none"> <li>where to stand when demonstrating</li> </ul> </li> <li>enthusiasm for the activity and motivation of the group</li> <li>encouragement</li> <li>extrinsic motivators (e.g. rewards, prizes)</li> <li>confidence and creativity</li> <li>design of activities related to the group</li> <li>how they demonstrate and explain.</li> </ul> <p>Evaluating the session, they have just led.</p> <p>Use witness statements of sessions and highlight positive comments in green and negative comments in red.</p> <p>Ask what went well, and what could be improved in the future in the following areas:</p> <ul style="list-style-type: none"> <li>planning</li> <li>suitability of activities</li> <li>differentiation for different abilities</li> <li>order of activities</li> <li>equipment</li> </ul>	<p>shown.</p> <ul style="list-style-type: none"> <li>Identify examples of sport specific channels and general costs of subscription or potential pay-per-view aspects.</li> <li>Students should see there are sports documentaries and other programmes, not just live sport. They could work in pairs to identify examples.</li> <li>Give students the opportunity to listen to different sports specific radio stations. What do they cover?</li> <li>They should understand that sport is often covered on national and local stations, mainly on their news bulletins or if there is a major competition that is being discussed.</li> <li>Internet radio should be covered and how it allows listeners to be a part of international sport, e.g. World Cups, The Ashes, ATP tour, Olympics, etc. in real time.</li> <li>Students should be shown what a podcast is and where they could access one about sport. There are sport specific, 'funny' sports podcasts.</li> </ul>	<p>that they are aware of and research others in pairs. These changes need to be explained to the spectators and use the media to do so. They could include: new rules, technologies (e.g. how VAR works), new variants of the activity to gain more spectators/participants (e.g. Fast5 netball, T20, The Hundred).</p> <p>Students should be shown examples of how the media bid for TV rights to certain sports games and competitions. You could identify specific examples and costs involved (boxing, football, F1). They should know that this is beneficial for both the sport and the media through more subscribers, more subscriptions and greater ability to attract sponsorship (Sky Sports, Virgin, BT Sport, ESPN).</p> <p>Students could then work in pairs to research how sport performers also use the media to promote themselves (mainly social media accounts).</p> <p>Define commodity to students and give examples of celebrities and wealthy</p>
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			<ul style="list-style-type: none"> <li>• leading appropriate amount of time</li> <li>o motivation of participants</li> <li>o using working space</li> <li>o positioning for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why podcasts are now so popular.</li> </ul>	<p>individuals purchasing sports clubs (this happens mainly in football, for example: Ryan Reynolds – Wrexham, Robbie Savage – Macclesfield FC, Fenway Sports Group LLC – Liverpool). Why do these people ‘purchase’? Discuss how globalisation has enhanced this.</p> <p>Look at the extortionate amount of money that is paid to sports agents; Eddie Hearn, Jorge Mendes. This money comes from sponsorship and media TV rights. The TV companies also benefit from this relationship.</p>
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Final composition/ Deliberate Practice		Final composition/ Deliberate Practice		Final composition/ Deliberate Practice	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost 2</i>
Completion of TA2 Assignment – self evaluation checklist and methods of improving weaknesses	Completion and application of TA2 Assignment  Completion of TA1 Logbook for individual sport and team sport	Completion of TA1 Logbooks for individual and team sport  Completion of session plan and risk assessment for TA3 assignment	Completion of delivering session plan to small group of pupils  Completion of session plan review	Completion of all R185 Assignments and logbooks	Completion of TA1 assignment for R186
Assessment/s (Formative and Summative)		Assessment/s (Formative and Summative)		Assessment/s (Formative and Summative)	
<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Synoptic quizzes</li> <li>• End of topic tests</li> <li>• Skills assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Synoptic quizzes</li> <li>• End of topic tests</li> <li>• Skills assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Synoptic quizzes</li> <li>• End of topic tests</li> <li>• Skills assessment</li> </ul>	





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• Full context and application of skills end of topic assessment	• Full context and application of skills end of topic assessment	• Full context and application of skills end of topic assessment
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Key Terms		Key Terms		Key Terms	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Term 1</i>	<i>Term 2</i>
Skills Techniques Creativity Tactics Strategies Compositional ideas Decision making Management/ maintenance of own performance Awareness of role within the team Contribution to the team Strength Weakness Ability Progressive practice Drill Fixed Whole practice Part practice Variable practice Altering context Video analysis Quantitative activity trackers Monitoring competition results Proficiency awards Logs of performance Video diaries Peer observation	Skills Techniques Creativity Tactics Strategies Compositional ideas Decision making Management/ maintenance of own performance Video analysis Quantitative activity trackers Monitoring competition results Proficiency awards Logs of performance Video diaries Peer observation	Venue Equipment Timing Supervision Contingency plan Risk assessment Corrective action Emergency procedures Risk assessments Hazards First aid emergency procedures Warm up Cool down Stretching Pulse raiser	Skill Technique development Progression differentiation Safe practice Adaptability Reliability Democratic Autocratic Laissez-faire Proactive Reactive Adaptability Communication Verbal Non verbal Confidence Creativity Positive Negative Opportunity	R185: Skill Technique development Progression differentiation Safe practice Adaptability Reliability Democratic Autocratic Laissez-faire Proactive Reactive Adaptability Communication Verbal Non verbal Confidence Creativity Positive Negative Opportunity  R186: Subscriptions, Satellite, Freeview, Streaming, Print, Broadcast, Traditional, Twitter Facebook, Instagram, YouTube, Twitch, Tablets , Smart phones/ iPhones, Follow	R186: Exposure Coverage Influencers Barriers Solutions Participation Initiatives Initiatives NGB Demographic Health Fitness Wellness Zoom TikTok Remote Pandemic Recession Revenue Emerging Minority Exposure Education Revenue Bidding Subscriptions Sponsorship Subscribers Commercial



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Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links	
Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills ( HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills ( HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills ( HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills ( HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills ( HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills ( HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)
SMSC		British Value		RSHE	



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- ✓ One of the biggest things we promote in sport is enjoyment; this partly achieved through students understanding their own strengths and using these in sport to gain an advantage. Also, through watching and appreciating the work of other students in school and the wider world. Students are encouraged to reflect on their own work in all PE lessons in order to promote skill acquisition. Students are encouraged to be creative in their sports performances and team strategies: whether this is playing a competitive match or performing a routine.
- ✓ All lessons- reflecting on own performance and how it can be improved
- ✓ All lessons- enjoying being part of a team and being creative
- ✓ Students are taught the laws of the games they take part in and are expected to respect these whilst playing. They are also encouraged to take on the role of officials to actively reinforce the laws. Cheating and consequences are also explored.
- ✓ All lessons- laws are taught and reinforced throughout
- ✓ All students work in groups or as part of a whole team to promote social skills, such as communication, teamwork, leadership. They must learn to respect their teammates and the opposition; showing tolerance for the less able and how to make those individuals included. Students are taught the importance of sportsmanship and how to effectively resolve conflict. Students often volunteer to as sports leaders for primary festivals and other wide community events.
- ✓ Sports Leaders- leading primary festivals for all abilities
- ✓ All Lessons- social skills promoted
- ✓ All lessons- British values the rule of law, respect and tolerance
- ✓ During Sports lesson the students are exposed to different activities from around the world and teachers draw students attention towards countries that perform on the world stage.
- ✓ Extracurricular clubs allow students to play against students from diverse backgrounds to their own. By doing so students learn to

### Democracy

- ✓ Pupils know how to behave in PE in a way that is acceptable socially.
- ✓ Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers.
- ✓ Pupils can work individually and in teams and make informed choices.
- ✓ Pupils are fully engaged in all lessons
- ✓ The extra-curricular programme is inclusive and activities are well attended.

### The Rule of Law

- ✓ Pupils can play within the rules in any activity.
- ✓ Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create.
- ✓ Pupils adhere to and understand the rules of safety.
- ✓ All pupils can solve problems on their own or with others.
- ✓ Pupils demonstrate good social skills.
- ✓ Pupils know and adhere to the rules and social etiquettes related to any type of competition.

### Individual Liberty

- ✓ Pupils respect individual differences and are confident to express their opinions and respect others' views.
- ✓ Pupils are able to make judgements about their own and others' performances.
- ✓ Pupils feel safe in curricular and extracurricular activities and during off site visits.
- ✓ Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together

### Mutual respect and Tolerance

- ✓ Pupils avoid stereotyping groups.
- ✓ Pupils can articulate their own beliefs.
- ✓ Pupils respect PE equipment and school buildings/facilities.
- ✓ Pupils respect the countryside and venues during off site

- ✓ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- ✓ How and when to seek support including which adults to speak to in school if they are worried about their health
- ✓ The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
- ✓ The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cardio-vascular ill-health
- ✓ To have the best chances of establishing and maintaining physically active lives both across a broad range of activities and in the long term, pupils will develop secure foundations for movement. To do this, they will build on prior years adequate levels of fundamental movement skills (FMS)



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accept and respect cultural differences. ✓ Examples of athletes from different background to promote elite role models	visits. ✓ Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions. ✓ All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations	
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Adaptive Curriculum Content	Adaptive Curriculum Content	Adaptive Curriculum Content
<b>Introduction to Sport Studies</b> <ul style="list-style-type: none"><li>Provide multiple means of representation, such as visual aids, audio recordings, and tactile materials, to accommodate diverse learning styles.</li><li>Offer simplified explanations and summaries of key concepts to enhance understanding.</li></ul> <b>Understanding the key components of Sport</b> <ul style="list-style-type: none"><li>Use multimedia resources, including videos and interactive diagrams, to illustrate sport and coaching processes.</li><li>Break down and scaffold complex concepts into smaller, more manageable chunks, and provide opportunities for hands-on exploration.</li></ul> <b>Ethical Issues in Sport</b> <ul style="list-style-type: none"><li>Foster open discussions and debates on ethical dilemmas in sport, allowing students to express their opinions and perspectives.</li><li>Provide guidance on critical thinking and decision-making skills to help students navigate complex ethical issues.</li></ul> <b>Engaging in Personal skill development in sport</b> <ul style="list-style-type: none"><li>Offer personalized skill development plans tailored to individual needs and preferences.</li><li>Provide opportunities for students to set goals, create an action plan, track progress, and reflect on their personal training programme journey.</li></ul>	<b>Developing Sports Skills</b> <ul style="list-style-type: none"><li>Offer differentiated skill development activities based on individual abilities, interests and emerging sports</li><li>Provide additional support and guidance for students who may require it, such as one-on-one instruction or peer tutoring.</li></ul> <b>Conducting Sports Studies Investigations</b> <ul style="list-style-type: none"><li>Allow flexibility in the choice of research topics to cater to students' diverse interests and experiences (sport selection = 1 team sport and 1 individual sport)</li><li>Provide alternative methods researching drills and session plan ideas to accommodate different learning preferences.</li></ul> <b>Adapting to Exercise in Different Environments</b> <ul style="list-style-type: none"><li>Include outdoor activities and adventure sports to promote exploration and appreciation of different environments.</li><li>Offer alternative options for students with mobility challenges, such as adapted equipment or modified activities.</li></ul>	<b>Exploring Sports National Governing Bodies and the Sports Industry</b> <ul style="list-style-type: none"><li>Include case studies and real-world examples from a variety of sports organizations to illustrate key concepts.</li><li>Offer opportunities for practical experiences, such as aspirations and careers, trips and fixtures, to enhance students' understanding of the sports industry.</li></ul> <b>The Impact of Sports Events</b> <ul style="list-style-type: none"><li>Incorporate multimedia presentations and virtual simulations to explore the impact of sports events on individuals, communities, and economies.</li><li>Encourage students to research and analyse the social, cultural, and economic significance of sports events from diverse perspectives.</li></ul> <b>Planning and Leading Sports Activities</b> <ul style="list-style-type: none"><li>Provide opportunities for students to plan and lead sports activities for their peers, focusing on inclusive practices and effective communication.</li><li>Offer guidance and feedback to help students develop their leadership skills and confidence.</li></ul>



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### Adaptive Implementation Practices

This is a summary of the practices used throughout the curriculum.

The 'STEP' framework will be used where suitable in practical lessons  
(Space / Task / Time / Equipment / People)

#### 1. Individualised Instruction

- Assessment of Abilities: Conduct initial assessments to understand each student's abilities and needs.
- Personalised goals: Set individual goals that are achievable for each student based on their physical capabilities.

#### 2. Modifying Equipment

- Adaptive Equipment: Use specialized equipment such as lighter or larger balls, adjustable nets, or modified bats to accommodate different abilities.
- Assistive Devices where necessary: Provide equipment like walkers, wheelchairs, or prosthetics that aid in mobility and participation.

#### 3. Differentiated Instruction

- Task Variation: Offer multiple variations of the same task to match different skill levels. For instance, varying the distance for a throwing activity.
- Flexible Grouping: Group students by skill level or create mixed-ability groups where students can support each other.

#### 4. Environmental Adaptations

- Space Adjustment: Modify the playing area to be smaller or more confined for students with limited mobility.
- Safety Considerations: Ensure the environment is safe for all participants by removing hazards and providing soft surfaces where necessary.

#### 5. Alternative Activities

- Activity Modification: Adapt traditional sports and activities to be more inclusive. For example, using a balloon instead of shuttlecock in Badminton
- Inclusive Games: Implement activities specifically designed to be inclusive

#### 6. Use of Technology

- Microsoft Teams: Use of Microsoft Teams to complete and review their assignments
- Video Modelling: Use video demonstrations to show proper technique and execution of activities.
- Feedback Tools: Use apps and devices that provide immediate feedback using the HHH assessment model on performance to help students improve.

#### 7. Peer Support

- Buddy System: Pair students with a buddy who can assist and encourage them during activities.
- Peer Teaching: Encourage students to teach and help each other, fostering a supportive environment.



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### 8. Instructional Strategies

- Clear Instructions: Provide clear, concise instructions and check for understanding. Use visual aids and demonstrations as needed.
- Positive Reinforcement and rewards: Use positive reinforcement and praise to motivate and build confidence in students.

### 9. Inclusive Curriculum Design

- Universal Design for Learning (UDL): Design curriculum that considers the needs of all students from the start, incorporating multiple means of engagement, representation, and expression.
- Variety of Activities: Include a wide range of activities in the curriculum to cater to different interests and abilities.
- Additional extra curriculum clubs: Include extracurricular clubs that promote our curriculum and also offer further opportunities in some sports that may be more inclusive - boccia

### 10. Professional Development

- Ongoing Training: Ensure that PE teachers receive regular training on adaptive PE strategies and inclusive practices.
- Collaboration: Work with SENCO and staff who specialise in SEND needs to develop and implement effective adaptive PE programs and initiatives