

### **Intent:**

At Altrincham College, our aim is to develop students' physical, mental and social well-being and provide opportunities for all students to develop a life-long love of sport and exercise:

- Create a teaching and learning environment in which the needs of all students are met through personalisation, challenge and enjoyment.
- To deliver a broad and balanced curriculum with the aim to continually strive for excellence in every aspect of our provision.
- To deliver a broad and balanced enrichment PE programme that maximises participation and success in a range of sports.
- Offer leadership opportunities for as many pupils as possible across KS3-5.

### **Implementation:**

At Altrincham College students in years 7 and 8 (key stage 3) will study Physical Education for four lessons per fortnight. In year 9, students have three lessons per fortnight and in years 10 and 11, students will have two lessons per fortnight of core PE.

Students will study two sports per half-term, and we are proud to offer a broad and balanced curriculum. At key stage 3, students will study 12 sports across the year.

Students are assessed at KS3 in each activity/sport that they participate in, at each data drop, an average from the term will be reported back. PE follow the E, S, D, M model as in every other subject.

Most lessons are taught in a wide variety of venues; Sports Hall (SH), Gymnasium (G), Tennis/Netball Courts (TC), Field (F), Dane Studio (DS) and 3G astro turf pitch (3G).

#### **GCSE & OCR PE (KS4/5):**

If your child/ward opts to study GCSE PE at key stage 4, they will have a variety of theory and practical lessons. The board that they will study is AQA. In year 10 students will have six lessons a fortnight which will include two practical lessons and four classroom lessons. In year 11 students will have five lessons per fortnight which will include two practical lessons and three classroom lessons. Alongside these lessons, they will be in a computer room to complete their coursework which is 10% of their overall final GCSE grade.

We also offer a single A Level option for key stage 5, OCR Sport Level 3 in Sport and Physical Activity. This course prepares students directly for employment and it is suitable for those who wish to complement their A Level programme and enter a particular specialist area of work or university.

The Cambridge Technical Extended Certificate in Sport consists of five units over the two years:

Year 12 units of study:

- Unit 1—Anatomy & Physiology (written exam—assessed externally).
- Unit 2—Sports coaching and Activity Leadership (coursework and practical coaching sessions).
- Unit 3—Sports Organisation and Development (written exam—externally assessed).

Year 13 units of study:

- Unit 8—Organisation of Sports Events (coursework and practical leadership sessions).
- Unit 18—Practical skills in Sport and Physical Activities (coursework and practical sessions).

Our aims throughout the PE journey at Altrincham College:

- KS3: For our students to become more engaged in physical activity, build on prior skills and knowledge learnt in KS2 and aim to foster a love of PE to encourage as many as possible to study at KS4. The overarching aim must be for all students to improve personal fitness and well-being resulting in a more active and healthier lifestyle.
- KS4: We want our students to be motivated through PE and make good progress over the key stage. We aim for our students to be confident and have positive self-esteem. We also aspire for them to maintain physically active and want to pursue sport outside of school.
- KS5: To be confident leaders, have strong communications skills and have an advanced knowledge base of sport and PE. We aim for as many students as possible to pursue a career in sport.

## **Literacy within PE as a discipline:**

### **Literacy within PE as a discipline:**

In the current GCSE and OCR A-level specifications for PE, the reading and writing demands of the subject have expanded, and teachers of secondary students need to develop new approaches to embedding literacy into their subject planning.

### **Strategies that may be used to develop literacy in PE include:**

- Highlighting and discussion of key words and sport specific language with pupils, specific and technical language such as trajectory, advantage, deuce, spike, volley, etc.
- Introduce pupils to sporting and fitness word etymology, eg. "*Ruck*" - Scandinavian word for haystack, "*Maul*" - meaning Hammer.
- Develop pupil oracy by providing opportunities for pupils to share ideas and talk in front of their peers in leadership role. They are also involved in assessment and know how to analyse and evaluate their performance.
- Non-verbal communication using refereeing signals.
- Within KS4 & KS5 theory lessons, ensure high standard of SPAG is enforced and implemented in their coursework and exam practice.
- Sophistication of language used in written responses is required at Ks4 and Ks5 with a heavy focus on command words which are continuously practiced such as discuss, evaluate etc.

**Departmental disciplinary literacy focus for 2023-2024**

1. Explicit teaching of Tier 2 and 3 Vocabulary at KS3, KS4 & KS5
2. Develop strategies for reading like a PE specialist
3. Develop disciplinary writing strategies

<b>What: Explicit teaching of Tier 3 vocabulary at KS3 and KS4</b>		<b>What: Develop strategies for reading like a PE specialist</b>	
<p><b>How:</b> Identify the most common Tier 2 and 3 word for each MTP. We aim to use GCSE Specification terminology in KS3 and start to drip feed content into the practical lessons.</p>	<p><b>Why:</b> To help students understand how these words are used in different contexts and support them to practice how they can apply the new vocabulary. It <b>will</b> also prepare them for GCSE should they opt for it.</p>	<p><b>How:</b> In theory lessons, pupils link their answers to A02 that are sporting examples to show understanding of sports terminology.</p>	<p><b>Why:</b> To develop students' ability to read like a PE specialist.  All staff will know how to teach specific reading requirements, including command words in exam questions</p>
<b>What: Develop disciplinary writing strategies</b>			
<p><b>How:</b> Address specific writing skills for the formal, academic language and provision of precise detail and explanation needed in assessed written work. CPD is giving to staff on extended answer questions and CW is delivered to a high standard. We model long answer questions and use terminology such as WIRES and AO3.</p>		<p><b>Why:</b> Students will become familiar with specific writing requirements, including grammar and punctuation required to be successful  Modelling provides the learner with a picture of the successful outcome as well as the process leading to success.</p>	

### Long Term Departmental Planning - Overview

Subject:

PE

#### KS3 Physical Education

- Each scheme runs for one half term with two sports being delivered alongside each other. Boys and girls are delivered the same curriculum from schemes of work at KS3.
  - Y7 - Motor Competence - Rules, Basic Skills, Strategies & Tactics - Healthy Participation
    - Y8 - Advanced and progressive skills, techniques and tactics
    - Y9 - Outwit opponents, apply understanding and tactics, perform confidently.

Year	Autumn - Winter	Spring - Summer
7	To <b>learn/acquire</b> key skills, techniques, rules and tactics in a range of invasion sports/activities.	To <b>learn/acquire</b> key skills, techniques, rules and tactics in a range of OAA/Movement, athletics and striking and fielding sport/activities.
Assessment	Pupils are assessed in 4 key areas of invasion: knowledge of rules, core skills, tactical awareness & application and communication and teamwork.	Pupils are assessed in 4 key areas: communication and teamwork, core skills creativity and strategy & planning. In athletics they will also be assessed in safety and tactical awareness & application.
Retrieval Focus	Any previous invasion games experience that they have learnt in primary school including knowledge of rules.	Any previous athletics/striking & fielding experience that they have learnt in primary school including knowledge of rules.
8	To <b>develop</b> key skills, techniques, rules and tactics in a range of invasion sports/activities.	To <b>develop</b> key skills, techniques, rules and tactics in a range of OAA/Movement, athletics and striking and fielding sport/activities.
Assessment	Pupils are assessed in 4 key areas of invasion: knowledge of rules, core skills, tactical awareness & application and communication and teamwork.	Pupils are assessed in 4 key areas: communication and teamwork, core skills creativity and strategy & planning. In athletics they will also be assessed in safety and tactical awareness & application.
Retrieval Focus	Build on rules, tactics, skills, techniques learnt at year 7 and expand further.	Build on rules, tactics, skills, techniques learnt at year 7 and expand further.

9	To <b>apply</b> key skills, techniques, rules and tactics in a range of invasion sports/activities.	To <b>apply</b> key skills, techniques, rules and tactics in a range of OAA/Movement, athletics and striking and fielding sport/activities.
Assessment	Pupils are assessed in 4 key areas of invasion: knowledge of rules, core skills, tactical awareness & application and communication and teamwork.	Pupils are assessed in 4 key areas: communication and teamwork, core skills creativity and strategy & planning. In athletics they will also be assessed in safety and tactical awareness & application.
Retrieval Focus	Build on rules, tactics, skills, techniques learnt and expand further to what they have learnt in Year 8. Apply to competitive environments and apply rules to officiating roles.	Build on rules, tactics, skills, techniques learnt and expand further to what they have learnt in Year 8. Apply to competitive environments and apply rules to officiating roles.

Long Term Departmental Planning - Overview		Subject:	PE
<b>KS4 Physical Education</b>			
<ul style="list-style-type: none"> <li>During year 10 we have 4 pathways that the pupils can select from. There is the option for pupils to complete a Sports Leadership (SL) Qualification that is accredited. The other three remaining groups either opt to be in: 'Traditional Competitive' 'Traditional Non-competitive' or the 'Aesthetic/Alternative Sports' options.               <ul style="list-style-type: none"> <li>The aim in Year 11 is that we encourage healthy participation through a range of activities and being active.</li> </ul> </li> <li>Y10 &amp; Y11 Core aims to build on the skills learnt at KS3 and allow lessons to now put everything into practice with a TGfU approach.</li> </ul>			
Year	Autumn - Winter	Spring - Summer	
10	<p><b>SL</b> – Introduction to Workbook, planning for up and coming events.</p> <p><b>Core PE</b> – to be active, confident and lead in invasion activities, to put into practice the skills and knowledge that they have learnt at KS3 and apply to competitive environments.</p>	<p><b>SL</b> – Deliver events to local feeder primary schools.</p> <p><b>Core PE</b> – to be active, confident and lead in striking/fielding and athletics activities, to put into practice the skills and knowledge that they have learnt at KS3 and apply to competitive environments.</p>	
Retrieval Focus	Any previous invasion games experience that they have learnt at KS3 including knowledge of rules.	Any previous athletics/striking & fielding experience that they have learnt at KS3 including knowledge of rules.	

Assessment	No assessment at KS4 <ul style="list-style-type: none"> <li>Sports Leaders assessment will be on going.</li> </ul>	No assessment at KS4 <ul style="list-style-type: none"> <li>Sports Leaders assessment will be on going.</li> </ul>
11	<b>Core PE</b> – to be active, confident and lead in invasion activities, to put into practice the skills and knowledge that they have learnt at KS3 and apply to competitive environments.	<b>Core PE</b> – to be active, confident and lead in striking/fielding and athletics activities, to put into practice the skills and knowledge that they have learnt at KS3 and apply to competitive environments.
Retrieval Focus	Build on rules, tactics, skills, techniques learnt and expand further.	Build on rules, tactics, skills, techniques learnt and expand further.
Assessment	No assessment at KS4 but effort and behaviour are tracked.	No assessment at KS4 but effort and behaviour are tracked.

**1 Applied Anatomy & Physiology**

Paper 1 – Topic 1

**1.1 - Musculoskeletal System**

Bones  
Structure of the skeleton  
Functions of the skeleton  
Muscles of the body  
Structure of synovial joint  
Types of freely movable joint  
Joints design and movement  
Antagonistic movement at joints

**1.2 - Cardio-**

HT2

**1.3- Anaerobic & Aerobic exercise**

Understanding the terms aerobic and anaerobic  
Practical examples  
EPOC / Oxygen debt  
Recovery process

**1.4- Short & Long term effects of exercise**

Immediate effects (during exercise)  
Short term

HT3

**2 Movement****Analysis****2.1- Lever****Systems**

First, second and 3rd class levers - with sporting examples

Mechanical advantage in relation to 3 lever systems  
Analysis of basic

movements

(sporting

examples)

**2.2- Planes and axes of**

HT4

**3.1 - Components of fitness**

Relationship between Health & Fitness

Components of Fitness

Link between sports and required components of fitness

Reasons for and limitations of fitness testing

Measuring the components of fitness

Demonstration of how data is collected.

NEA – group 2 is on climbing

HT5

**3.2 Physical Training****3.3- Principles of training and application**

Principles of training and overload

Application of the principles of training

Types of training  
Advantages  
Disadvantages of training types linked to specific types of training.

**NEA – computer room required and part 1 starts for the coursework.****End of topic test.**

HT6

**3.4- Optimising training and preventing injury**

Calculating intensities to optimise training effectiveness  
Considerations to prevent injury  
Specific Training techniques  
Seasonal Aspects of training

**3.5- Effective use of warm-up and cool down**

Warming up & Cooling down

**3.1.3.1- Relationship between health & fitness, and the role of exercise in both**

<p><b><u>Respiratory System</u></b></p> <p>Pathway of Air Gaseous exchange Blood vessels Structure cycle &amp; pathway of blood Cardiac output, stroke volume and heart rate Mechanics of breathing Interpretation of spirometer trace</p> <p><b><u>End of HT test</u></b></p> <p><b><u>NEA – group 1 taking part in climbing. Group 2 – taking part in football.</u></b></p>	<p>effects (up to 36hrs post exercise) Long term effects (months / years of exercise)</p> <p><b><u>NEA – group 1 to have finished and been assessed in climbing Group 2 – to have finished and been assessed in football.</u></b></p>	<p><b><u>movement</u></b></p> <p>Identification of the relevant planes: (Frontal, Transverse, Sagittal)</p> <p>Identification of the relevant axes (Longitudinal, Transverse, Sagittal)</p> <p><b><u>Use of data</u></b></p> <p><b><u>Using data</u></b></p> <p>Quantitative data / Methods of collection Qualitative data / Methods of collection.</p> <p><b><u>Present Data</u></b></p>	<p>Group 1 is on an alternative sport such as table tennis/badminton /basketball.</p> <p><b><u>End of HT test.</u></b></p>	<p><b><u>Athletics to be delivered to both groups practically.</u></b></p>	<p>Definitions of Health &amp; Fitness</p> <p><b><u>Athletics to be delivered to both groups practically, booking of track is required.</u></b></p> <p>NEA – Part 1 of course work should be nearly finalised.</p> <p>All pupils to complete a full paper 1 exam.</p>
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		<p>Presenting data</p> <p>Analysis /</p> <p>evaluation of data</p> <p>NEA – group 2 is on climbing</p> <p>Group 1 is on an alternative sport such as table tennis/badminton /basketball.</p> <p><b><u>End of term test.</u></b></p>			
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Altrincham HT1	HT2	HT3	HT4	HT5	HT6
<p><b>4 Sports Psychology</b></p> <p><b>4.1 Classification of skills (basic/complex/open/closed)</b> Skill and ability Classification of skill</p> <p><b>4.2- The use of Goal Setting and SMART Targets</b> Definitions of types of goals  Use &amp; evaluation of setting performance and outcome goals Use of SMART Targets to improve and/or optimise performance</p> <p><b>4.3 Basic Information Processing</b> Basic information processing model</p> <p><b>4.4 Guidance and Feedback on performance</b> Examples and effectiveness of types of guidance (beginners vs elite)</p>	<p><b>4.5 Mental preparation for performance</b></p> <p>Arousal Inverted U theory How optimal  arousal levels vary according to the skill being performed.  How arousal can be controlled using stress management techniques Difference</p>	<p><b>5 Socio-cultural influences</b></p> <p><b>5.1 - Physical, mental and social health, fitness and wellbeing</b></p> <p>Linking participation in physical activity, exercise and sport to health, wellbeing and fitness</p> <p><b>5.2 Engagement patterns of different social groups</b> Engagement patterns and how this affects participation</p> <p><b>5.3 Commercialisation of sport</b></p>	<p><b>5.4 Ethical and Socio-cultural issues</b> Conduct of performers</p> <p>Prohibited  substances  Prohibited  methods (blood doping  Drugs subject to restrictions  Which type of performers may use types of PED's with examples  Advantages / disadvantages o</p>	<p><b>6 Consequences of a sedentary lifestyle</b></p> <p>The consequences of a sedentary lifestyle Obesity and how it may affect performance in physical activity and sport  Somatotypes</p> <p><b>6.1 Energy use, diet, nutrition and Hydration</b> Energy use Nutrition - reasons for having a balanced diet</p>	Sitting exams.

<p>Examples and effectiveness of types of Feedback (beginners vs elite)</p> <p>End of HT test.</p> <p><b>NEA – all pupils to be taking part in a 4<sup>th</sup> sport, handball, basketball etc.</b></p> <p>Part 1 finished by October HT. Part 2 started and to be finished by Christmas Video evidence letter reminder to be sent and official deadline for Christmas.</p>	<p>between direct aggression and indirect aggression</p> <p><b>4.6</b> Characteristics of introvert and extrovert Intrinsic &amp; extrinsic motivation Evaluation of the merits of intrinsic / extrinsic motivation in sport</p> <p><b>NEA – all pupils to be taking part in a 4<sup>th</sup> sport, handball, basketball etc</b></p> <p>1 lesson of coursework over the 2 weeks.</p>	<p>Commercialism</p> <p>Types of sponsorship and media</p> <p>Positive and negative aspects of sponsorship and the media</p> <p>Positive and negative aspects of technology</p> <p><b>MODERATION PREPARATION / NEA COMPLETION</b></p>	<p>PED's</p> <p>Disadvantages to the sport/event of performers taking PED's</p> <p><b><u>5.5 Ethical and Socio-cultural issues</u></b></p> <p>Spectator behaviour (positive &amp; negative)</p> <p>Hooliganism (reasons why)</p> <p>Strategies employed to combat hooliganism</p> <p><b>MODERATION WILL TAKE</b></p>	<p>Nutrition - role of carbohydrates, fat, protein and vitamins/minerals Reasons for maintaining water balance (hydration).</p> <p><b><u>REVISION</u></b></p>	
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Y r	Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
		<u>Unit 1 - Body Systems (exam)</u>	<u>Unit 1 - Body Systems (exam)</u>	<u>Unit 1 - Body Systems (exam)</u>	<u>Unit 1 - Body Systems (exam)</u>	<u>Unit 1 &amp; Unit 3 Exam preparation &amp; sit the exams</u>	

<p>Year 12</p> <p>Cert</p>	<ul style="list-style-type: none"> <li>Understand the skeletal system in relation to exercise and physical activity.</li> </ul> <p><b><u>Unit 3 - Sports Organisation (exam)</u></b></p> <ul style="list-style-type: none"> <li>Understand how sport is organised in the UK.</li> </ul> <p><b><u>Unit 2 - Sports coaching and activity leadership</u></b></p> <ul style="list-style-type: none"> <li>Know the roles and responsibilities of sports coaches and activity leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the muscular system in relation to exercise and physical activity.</li> </ul> <p><b><u>Unit 3 - Sports Organisation (exam)</u></b></p> <ul style="list-style-type: none"> <li>Understand sports development.</li> </ul> <p><b><u>Unit 2 - Sports coaching and activity leadership</u></b></p> <ul style="list-style-type: none"> <li>Be able to use methods to improve skills, techniques and tactics in sport.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the Cardio-vascular system in relation to exercise and physical activity.</li> </ul> <p><b><u>Unit 3 - Sports Organisation (exam)</u></b></p> <ul style="list-style-type: none"> <li>Understand how the impact of sports development can be measured.</li> </ul> <p><b><u>Unit 2 - Sports coaching and activity leadership</u></b></p> <ul style="list-style-type: none"> <li>Be able to plan sports and activity sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the respiratory system in relation to exercise and physical activity.</li> <li>Understand the different energy systems in relation to exercise and physical activity.</li> </ul> <p><b><u>Unit 3 - Sports Organisation (exam)</u></b></p> <ul style="list-style-type: none"> <li>Understand sports development in practice.</li> </ul> <p><b><u>Unit 2 - Sports coaching and activity leadership</u></b></p> <ul style="list-style-type: none"> <li>LO5 - Be able to prepare sports and activity environments.</li> </ul>	<p><b><u>Unit 2 - Sports coaching and activity leadership</u></b></p> <ul style="list-style-type: none"> <li>Be able to deliver sports and activity sessions.</li> </ul>	<p><b><u>Unit 2 - Sports coaching and activity leadership</u></b></p> <ul style="list-style-type: none"> <li>Be able to review sports and activity sessions.</li> </ul>
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Year 13  Cert	<p><b><u>Unit 8 - Organisation of Sports Events</u></b></p> <ul style="list-style-type: none"> <li>Know different types of sports events and their purpose.</li> </ul> <p><b><u>Unit 18 - Practical Skills in sport and physical activities</u></b></p> <ul style="list-style-type: none"> <li>Be able to apply skills, techniques and tactics in an individual sport.</li> </ul> <p><b><u>Unit 2 - Sports coaching and activity leadership</u></b></p> <ul style="list-style-type: none"> <li>Be able to review sports and activity sessions</li> </ul>	<p><b><u>Unit 8 - Organisation of Sports Events</u></b></p> <ul style="list-style-type: none"> <li>Know the different roles and responsibilities involved in the planning and delivery of sports events.</li> </ul> <p><b><u>Unit 18 - Practical Skills in sport and physical activities</u></b></p> <ul style="list-style-type: none"> <li>Be able to apply skills, techniques and tactics in a team sport</li> </ul>	<p><b><u>Unit 8 - Organisation of Sports Events</u></b></p> <ul style="list-style-type: none"> <li>Be able to plan and promote a sports event.</li> </ul> <p><b><u>Unit 18 - Practical Skills in sport and physical activities</u></b></p> <ul style="list-style-type: none"> <li>Be able to apply skills, and knowledge in outdoor and adventurous activities</li> </ul>	<p><b><u>Unit 8 - Organisation of Sports Events</u></b></p> <ul style="list-style-type: none"> <li>Be able to participate in the delivery of a sports event.</li> </ul> <p><b><u>Unit 18 - Practical Skills in sport and physical activities</u></b></p> <ul style="list-style-type: none"> <li>Be able to officiate in sport and physical activity</li> </ul>	<p><b><u>Unit 8 - Organisation of Sports Events</u></b></p> <ul style="list-style-type: none"> <li>Be able to review the planning of a sports event.</li> </ul>
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Careers Information:			
Links to careers / jobs	Career & labour market information	Workplace visit	Encounter with further / higher education
<p><b>What will your future career be?</b> When you finish year 11, you have options to either carry on your studies at 6<sup>th</sup> form or complete an A-level Level 3 qualification in Sport at AC. There are other options to study the 2 and 3 A-level equivalents at other schools and colleges.</p>	<p><b>Possible careers after a Physical Education/Sport degree:</b></p> <ul style="list-style-type: none"> <li>Teacher</li> <li>Coach</li> <li>Sports Journalist</li> <li>Official</li> <li>Activity Leader</li> <li>Sports Scientist</li> </ul>	<p><b>Schools (primary and secondary):</b></p> <ul style="list-style-type: none"> <li>Shadow PE teachers and get involved in delivering PE lessons across the different key stages.</li> </ul> <p><b>Coaching company:</b></p> <ul style="list-style-type: none"> <li>Lead coaching sessions to children in a range of sport.</li> </ul>	<p>Meet Real university student that apply their Sport skills to a variety of courses.</p> <p><b>Physical Education (BA Hons)</b> Learn how to educate others to become motivated, healthy, confident and physically competent. You'll enable people to take responsibility for engagement in physical activities for life. <i>Leeds Beckett University</i></p>

From that you can study a degree in sport, and it can lead to the following jobs:

- Nutritionist
- Physiotherapist
- Sports Analysts
- Armed Forces

After completing a Physical Education degree what type of work do graduates go on to do?

- Teacher - £32-39K
- Physio - £40K
- Sports Nutritionist - £30-40k
- Official – Rates vary, but you can be a full level professional.

Officiating/refereeing:

- Volunteer to referee or officiate games in different sports.

Meet the real people doing the jobs.

Sports Science (Bsc Hons)

Our choice of pathways allows you to specialise in the final year and ensures the best preparation for a range of career choices, including sports science support, teaching, coaching, performance analysis and strength and conditioning. Depending on the pathway you choose  
*Salford University*

Sports Business Management (BSc)

You will learn how to apply management theory, concepts and principles to sport management issues in a practical way. There is a strong emphasis on creativity and its application to real-life business challenges, such as running recruitment campaigns, developing marketing strategies or interpreting the likes and wants of consumers through market research.  
*Manchester Metropolitan University*

