

Long term overview document for PE department

Year 7	<p>Topic: Invasion Games</p> <p>Overall aims: To allow students to learn and develop skills and understanding of invasion games such as Football, Rugby and Netball.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Creative Activities</p> <p>Overall aims: To allow students to learn and develop skills and understanding of creative activities such as Dance and Gymnastics.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: OAA/HRE</p> <p>Overall aims: To allow students to learn and develop skills and understanding of problem solving, orienteering and fitness training.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Athletics Activities</p> <p>Overall aims: To allow students to learn and develop skills and understanding of Athletic activities such as running, jumping and throwing.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Net Games</p> <p>Overall aims: To allow students to learn and develop skills and understanding of net games such as Tennis and Badminton.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Striking and Fielding</p> <p>Overall aims: To allow students to learn and develop skills and understanding of striking and fielding games such as Softball, Rounders and Cricket.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>
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Year 8	<p>Topic: Invasion Games</p> <p>Overall aims: To allow students to learn and develop skills and understanding of invasion games such as Football, Rugby and Netball.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Creative Activities</p> <p>Overall aims: To allow students to learn and develop skills and understanding of creative activities such as Dance and Gymnastics.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: OAA/HRE</p> <p>Overall aims: To allow students to learn and develop skills and understanding of problem solving, orienteering and fitness training.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Athletics Activities</p> <p>Overall aims: To allow students to learn and develop skills and understanding of Athletic activities such as running, jumping and throwing.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Net Games</p> <p>Overall aims: To allow students to learn and develop skills and understanding of net games such as Tennis and Badminton.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Striking and Fielding</p> <p>Overall aims: To allow students to learn and develop skills and understanding of striking and fielding games such as Softball, Rounders and Cricket.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>
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Year 9	<p>Topic: Invasion Games</p> <p>Overall aims: To allow students to learn and develop skills and understanding of invasion games such as Football, Rugby and Netball.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Creative Activities</p> <p>Overall aims: To allow students to learn and develop skills and understanding of creative activities such as Dance and Gymnastics.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: OAA/HRE</p> <p>Overall aims: To allow students to learn and develop skills and understanding of problem solving, orienteering and fitness training.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Athletics Activities</p> <p>Overall aims: To allow students to learn and develop skills and understanding of Athletic activities such as running, jumping and throwing.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Net Games</p> <p>Overall aims: To allow students to learn and develop skills and understanding of net games such as Tennis and Badminton.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>	<p>Topic: Striking and Fielding</p> <p>Overall aims: To allow students to learn and develop skills and understanding of striking and fielding games such as Softball, Rounders and Cricket.</p> <p>9-1 subject specific areas/skills covered across topic: See subject specific core and advanced skills</p> <p>Ongoing Assessments (9-1 specific): Baseline, interim and end of unit practical assessments. Students will complete a self-assessment at the end of the scheme of work.</p>
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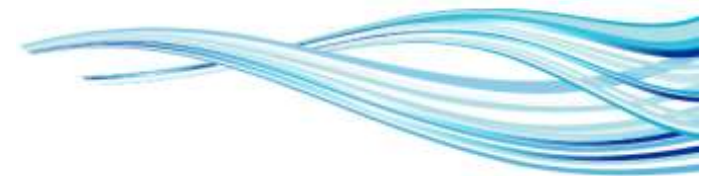
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 GCSE PE	<p>Topic: Physical Factors Affecting Performance</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - The Structure and Function of the Skeletal System <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - Location of Major Bones - Functions of the Skeleton - Types of Synovial Joint - Types of Movement and Hinge Joints and Ball and Socket Joints - Other Components of Joints <p>Ongoing Assessments (9-1 specific):</p> <p>2 Pieces of Homework-Exam Style Questions</p> <ul style="list-style-type: none"> - Label a synovial joint - Describe how a skeleton performs it's key functions (6 marks) 	<p>Topic: Physical Factors Affecting Performance</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - The Structure and Function of the Muscular System <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - Location of Major Muscle Groups - The roles of Muscle in Movement <p>Ongoing Assessments (9-1 specific):</p> <p>2 Pieces of Homework-Exam Style Questions</p> <ul style="list-style-type: none"> - Label all major muscles in the body - Describe 2 roles or ligaments and tendons within joints when 	<p>Topic: Physical Factors Affecting Performance</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - Movement Analysis <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - Lever Systems - Planes of Movement and Axes of Rotation <p>Ongoing Assessments (9-1 specific):</p> <p>2 Pieces of Homework-Exam Style Questions</p> <ul style="list-style-type: none"> - Label sporting movements with which plane the movement is being created through - Explain why an athlete 	<p>Topic: Physical Factors Affecting Performance</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - The Cardiovascular and Respiratory Systems - Effects of Exercise on Body Systems <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - The Structure and Function of the Cardiovascular System - The Structure and Function of the Respiratory System - Aerobic and Anaerobic Exercise - Short Term Effects of Exercise - Long Term Effects of Exercise <p>Ongoing Assessments (9-1 specific):</p> <p>2 Pieces of Homework-Exam Style Questions</p> <ul style="list-style-type: none"> - Label the cardiovascular and respiratory systems - Explain the short and long term effects of exercise on the body (6 	<p>Topic: Physical Factors Affecting Performance</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - Components of Fitness - Applying the Principles of Training <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - Components of Fitness - Principles of Training - Optimising Training <p>Ongoing Assessments (9-1 specific):</p> <p>2 Pieces of Homework-Exam Style Questions</p> <ul style="list-style-type: none"> - Design a fitness program and explain why it is suited to the needs of an individual athlete. - Give two practical 	<p>Topic: Physical Factors Affecting Performance</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - Preventing Injury in Physical Activity and Training <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - Prevention of Injury <p>Ongoing Assessments (9-1 specific):</p> <p>2 Pieces of Homework-Exam Style Questions</p> <ul style="list-style-type: none"> - Complete a risk assessment for 2 areas of the PE department - Using practical examples, explain how a



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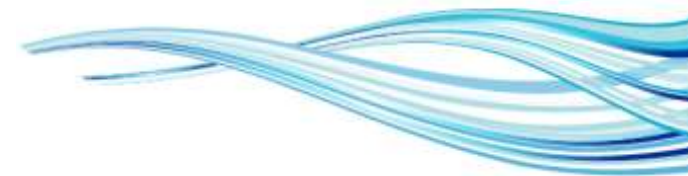
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		performing physical activity(4 marks)	needs to create movement through a number of different planes (6 marks)	marks)	examples of 'type' in personal exercise programmes and assess two ways in which applying this principle might help someone who is carrying out this programme. (6 marks)	personal trainer might reduce the risk of injury to a participant when delivering a training session in a fitness centre. How could the general health, fitness and wellbeing of a participant influence their risk of injury? (6 marks)
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 11 GCSE PE	<p>Topic: Socio-Cultural Issues and Sports Psychology</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - Sports Psychology <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - Characteristics of Skilful Movement - Classification of Skills - Goal Setting - Mental Preparation - Types of Guidance - Types of Feedback <p>Ongoing Assessments (9-1 specific):</p> <p>2 Pieces of Homework- Exam Style Questions</p> <ul style="list-style-type: none"> - Using practical examples describe characteristics of open and complex motor skills (6 marks) - Analyse how physical activity can benefit emotional health (4 marks) 	<p>Topic: Socio-Cultural Issues and Sports Psychology</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - Analysis of Performance Coursework <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - Fitness Testing - Analysis of Strengths and Weaknesses - Movement Analysis - Action Plan <p>Ongoing Assessments (9-1 specific):</p> <p>N/A as controlled assessment</p>	<p>Topic: Socio-Cultural Issues and Sports Psychology</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - Engagement Patterns of Different Social Groups in Physical Activities and Sports <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - Physical Activity and Sport in the UK - Participation in Physical Activity and Sport <p>Ongoing Assessments (9-1 specific):</p> <p>2 Pieces of Homework- Exam Style Questions</p> <ul style="list-style-type: none"> - Discuss possible reasons for the low participation levels for 11-14 years old females and the long term physical effects that such low levels of activity could have (6 marks) - Give two different practical suggestions that might lead to an increase in participation for 11-14 year old females. How 	<p>Topic: Socio-Cultural Issues and Sports Psychology</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - Commercialisation of Physical Activity and Sport - Ethical and Socio-Cultural Issues in Physical Activity and Sport <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - Commercialisation of Sport - Ethics in Sport - Drugs in Sport - Violence in Sport <p>Ongoing Assessments (9-1 specific):</p> <p>2 Pieces of Homework- Exam Style Questions</p> <ul style="list-style-type: none"> - Explain 3 ways the media may promote sport (6 marks) - Using practical examples describe the role of sponsorship in sport (4 marks) 	<p>Topic: Socio-Cultural Issues and Sports Psychology</p> <p>Overall aims:</p> <ul style="list-style-type: none"> - Health, Fitness and Well-Being <p>9-1 subject specific areas/skills covered across topic:</p> <ul style="list-style-type: none"> - Health, Fitness and Well-Being - Diet and Nutrition <p>Ongoing Assessments (9-1 specific):</p> <p>2 Pieces of Homework- Exam Style Questions</p> <ul style="list-style-type: none"> - Explain three social benefits of regularly attending a local gym (3 marks) - Explain what a healthy diet is and design a meal plan for an athlete of your choice. (6 marks)



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			might you assess whether your suggestions are successful? (4 marks)		
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