

# CLAYTON HALL ACADEMY

## Physical Education (PACE) Faculty and Department Curriculum and Assessment Handbook

### Our Curriculum Intent

Our curriculum is designed to offer exciting and stimulating opportunities, differentiated to meet the needs of all our learners. At the heart of this is the teaching of core skills, knowledge, concepts and values which are spiralled and recurring across all Years. Equally important is the development of inter-personal skills that will contribute to the development of happy, well-rounded students who can thrive. We aim to build on prior learning with the aim of developing responsible, independent and confident students (RIC) who can adapt and apply their skills within a range of situations and disciplines. This gives students the best opportunity to develop a genuine love of the subject as well as being able to showcase their talent and become expert in their skills. As well as a stimulating class-based learning environment, we offer our students a rich and diverse extra-curricular programme including inclusive lunch and after school clubs aimed at all, regardless of ability as well as opportunities for performance at the highest level with our teams competing in Local, Regional and National finals.

### Gold Standard Teaching and Learning in Physical Education Core PE Y7 through to Y11

#### Goal Orientated (Planning for Progress)

- Starter Task in every lesson.
- Students understand the Big Picture, what they are learning and why.
- Links to RIC (Resilience, Independence and Confidence).
- Highly effective and varied questioning.

#### Open dialogue (Feedback for improvement).

- Regular assessment and feedback.
- Literacy marking in line with literacy stickers.
- Student response to feedback (DIRT) using green pen.
- Self and peer-assessment used to develop independence.
- Progress tracked on student's assessment maps

#### Learning Environment

- Positive Learning Environment created by mutually respectful relationships.
- Adults consistently model the values of the school and support curriculum intent.
- Reward effort and resilience by providing opportunities for students to speculate, investigate, and make mistakes.
- Pride is shown in their learning through the presentation of work.

#### Differentiation for Challenge and support

- Data and student information is used to plan for individual needs.
- Stretch and challenge is provided for High Ability students.
- Oracy in the classroom is a priority; students respond to questions or contributions in full sentences (talk for writing).
- Additional intervention provided for those who need it.

# Long Term Curriculum and Assessment Plan – Core PE

## Year 7

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
<b>Autumn 1</b>	<p>Boys and Girls-Fitness/Problem Solving/Sports hall Athletics</p> <p><b>Fitness-</b> introduction to cross country running, relay general fitness, opportunities to perform at maximal levels, how to prepare for exercise through warm up routines.</p> <p><b>Sports hall Athletics-</b> introduction to the sports hall track and field events including reverser boards, officiating, recording own/each's performances, performing at maximal efforts</p> <p><b>Problem Solving-</b> developing intellectual and physical challenges to students as groups and or individuals</p> <p>L2L Independence and trust/Use iPads/record sheets to record results</p>	<p>Student assessment/recording performances via What?Why?What?</p> <p>Teacher assessment</p> <p>Informal/verbal teacher feedback</p> <p>Possible use of iPads</p> <p>Basic hand up assessment of engagement of students involved in sport outside of school and currently in school (out of normal P.E. lessons). Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded.</p>	<p>Cover in Year 8 in more detail see y 8 plan. Build upon the varied KS2 curriculum that students have experienced which will be very broad and narrow based on previous knowledge and experiences students inform us about KS2 P.E.</p> <p>Developing basic skills from KS2 combined with new skills and drills across a broader range of activities</p>
<b>Autumn 2</b>	<p>Boys-Basketball/Hockey/ Girls-Handball/Gymnastics/Netball Games/drills/teamwork/cooperation Introduction to games based activities Students learning basic skills such as passing/receiving/intercepting introduction to basic concepts of tactics. Introduction of rules/laws and emphasis on small sided games</p> <p><b>Gymnastics</b> skills to develop individual and small group in relation to their technique/s and or own performances, work across a range of gymnastic skills including shapes, balances/counter-balances.</p>	<p>Student assessment/recording performances via What?Why?What?</p> <p>Teacher assessment end of each unit</p> <p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Cover in Year 8 in more detail see y 8 plan. Build upon the varied KS2 curriculum that students have experienced which will be very broad and narrow based on previous knowledge and experiences students inform us about KS2 P.E.</p> <p>Developing basic skills from KS2 combined with new skills and drills across a broader range of activities</p>
<b>Spring 1</b>	<p>Boys-Football/Volleyball/ Girls-Fitness/Hockey</p>	<p>Student assessment/recording performances via What?Why?What?</p>	<p>Cover in Year 8 in more detail see y 8 plan.</p>

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and Forward</b> When was it last covered & when next?
	<p>Football/Hockey students learning basic skills such as passing/receiving/intercepting introduction to basic concepts of tactics.</p> <p>Introduction of rules/laws and emphasis on small sided games</p> <p>Volleyball- introduction to rules of the games, basic shots like Volley, dig, set and basic serving techniques, conditioned small sided games.</p> <p>Fitness students challenged personally through use of fitness challenges eg Rowing machines/Bikes, circuit training and or introduction to fitness test.</p> <p>L2L Cooperation teamwork/working at maximal levels</p>	<p>Teacher assessment end of each unit</p> <p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Use of iPads for recording where applicable</p> <p>End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Build upon the varied KS2 curriculum that students have experienced which will be very broad and narrow based on previous knowledge and experiences students inform us about KS2 P.E.</p> <p>Developing basic skills from KS2 combined with new skills and drills across a broader range of activities</p>
<b>Spring 2</b>	<p>Boys-Table Tennis/Rugby/ Girls-Badminton/Dance</p> <p>L2L Organisation/self managers/drills and teamwork</p> <p>Introduction to games based activities</p> <p>Rugby Students learning basic skills such as passing/receiving/intercepting introduction to basic concepts of tactics.</p> <p>Table tennis/Badminton Learning basic strokes/shots/serves/returns, Introduction to basic concepts and tactics</p> <p>Dance, basic components and techniques with a range of styles taught. Introduction of rules/laws and emphasis on small sided games</p> <p>L2L Organisation/self managers/drills and teamwork</p>	<p>Student assessment/recording performances via What?Why?What?</p> <p>teacher assessment end of each unit</p> <p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Cover in Year 8 in more detail see y 8 plan.</p> <p>Build upon the varied KS2 curriculum that students have experienced which will be very broad and narrow based on previous knowledge and experiences students inform us about KS2 P.E.</p> <p>Developing basic skills from KS2 combined with new skills and drills across a broader range of activities</p>
<b>Summer 1</b>	<p>Boys-Athletics/Cricket/Tennis Girls -Hockey/Rounders/Athletics</p> <p>Hockey Introduction to games based activities</p> <p>Students learning basic skills such as passing/receiving/intercepting introduction to</p>	<p>Teacher assessment end of each unit</p> <p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Student assessment/recording performances via What?Why?What?</p>	<p>Cover in Year 8 in more detail see y 8 plan.</p> <p>Build upon the varied KS2 curriculum that students have experienced which will be very broad and narrow based on previous knowledge</p>

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and Forward</b> When was it last covered & when next?
	<p>basic concepts of tactics. Introduction of rules/laws and emphasis on small sided games</p> <p>Rounders- instruction to hitting and sticking, concepts of fielding/catching and throwing</p> <p>Athletics- having opportunities to learn develop own skills and techniques amongst different athletics events and the ability to perform at maximal level and set personal best</p> <p>Cricket- development of hitting and striking, fielding and catching, bowling and wicket keeping and the development of small sides games.</p> <p>Tennis developing basic skills including serve/return, basic ground strokes and introduction to scoring and officiating</p> <p>L2L Performing at maximal levels, 5r's/self reflection</p>	<p>Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>and experiences students inform us about KS2 P.E.</p> <p>Developing basic skills from KS2 combined with new skills and drills across a broader range of activities</p>
<b>Summer 2</b>	<p>Boys-Tennis/Cricket/Athletics</p> <p>Girls-Rounders Indoor Tennis</p> <p>Tennis- introducing basic skills including serve/return, basic ground strokes and introduction to scoring and officiating</p> <p>Cricket- development of hitting and striking, fielding and catching, bowling and wicket keeping and the development of small sides games.</p> <p>Rounders- introduction of basic skills including fielding, catching striking, introduction of rules/laws of the game and basic tactics.</p> <p>Athletics- having opportunities to learn develop own skills and techniques amongst different athletics events and the ability to perform at maximal level and set personal best</p> <p>L2L Reflective, cooperation, independence</p>	<p>Student assessment/recording performances via What?Why?What?</p> <p>Teacher assessment end of each unit</p> <p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Follow up- hands up assessment of engagement of students involved in sport outside of school and currently in school (out of normal P.E. lessons) compare against term 1 to look for trends/patterns increase or decrease in uptake.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Cover in Year 8 in more detail see y 8 plan.</p> <p>Build upon the varied KS2 curriculum that students have experienced which will be very broad and narrow based on previous knowledge and experiences students inform us about KS2 P.E</p> <p>Developing basic skills from KS2 combined with new skills and drills across a broader range of activities</p>

**Year 8**

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and Forward</b> When was it last covered & when next?
<b>Autumn 1</b>	<p>Boys- Fitness/Basketball/Sport hall Athletics Girls-Problem Solving/Fitness/Netball L2L organisation What? Why? What?</p> <p>Fitness- cross country running, relay general fitness, opportunities to perform at maximal levels and improve on Year 7 performances, how to prepare for exercise through warm up routine's.</p> <p>Sportshall Athletics- re-visit sportshall athletics track and field events including reverser boards, officiating, recording own/each's performances, performing at maximal efforts, chances to improve personal best from Y7 and enhancing techniques and skills</p> <p>Problem Solving- developing intellectual and physical challenges to students as groups and or individuals building on Year 7, development of new problems to stretch and enhance learning</p> <p>Basketball/Netball- revisit basic techniques, refine and develop these skills and technique of passing/catching, throwing, shooting dribbling, introducing new concepts or some more advanced skills and techniques in order to stretch enhance learning, continued development of small sided games in to slightly larger teams.</p>	<p>Student assessment/recording performances via What?Why?What?</p> <p>Teacher assessment end of each unit Informal/verbal teacher feedback given lesson by lesson Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in year 7 will be repeated in Y9 see y9 plan Developing skills and drills from Year 7 and developing control and fluidity in performances</p>
<b>Autumn 2</b>	<p>Boys- Badminton/Hockey Girls- Handball/Gymnastics L2L teamwork/warm ups drills</p> <p>Gymnastics skills to develop individual and small group in relation to their technique/s and or own performances, work across a range of gymnastic skills including shapes, balances/counter</p>	<p>Student assessment/recording performances via What?Why?What?</p> <p>Teacher assessment end of each unit Informal/verbal teacher feedback given lesson by lesson Possible use of iPads for recording where applicable</p>	<p>Previously taught in year 7 will be repeated in Y9, see y9 plan</p>

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	<p>balances. Enhancing existing techniques and skills into more complex ones</p> <p>Badminton developing basic strokes/shots/serves/returns, developing concepts and tactics and introducing smash/smash return/drop shots</p> <p>Hockey students developing basic skills such as passing/receiving/intercepting/tackling developing basic concepts of tactics. developing rules/laws and emphasis on small sided games-medium sized games</p> <p>Handball- developing basic skills and enhancing performances through passing, dribbling and shooting. Embedding rules and laws of the game</p>	<p>End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Developing skills and drills from Year 7 and developing control and fluidity in performances</p>
<b>Spring 1</b>	<p>Boys- Football/Volleyball/Fitness Girls- Fitness/Volleyball L2L Cooperation teamwork/working at maximal levels</p> <p>Volleyball- Developing skills and techniques such as Serve, dig, set, introduction of spike, use of tactics and developing larger size games</p> <p>FOOTBALL developing basic skills and enhancing performance of skill and techniques through passing, controlling, shooting, tackling, developing tactics of team using larger size games/pitches to enhance performance</p> <p>Fitness- continual personal development of fitness through circuit training, running, fitness tests use of school gym, with a emphasises of basic components of fitness tested. Students working towards their own goals and persoanl best to enhance performance</p>	<p>Student assessment/recording performances via What?Why?What?</p> <p>Teacher assessment end of each unit</p> <p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in year 7 will be repeated in Y9, see Y9 plan</p> <p>Developing skills and drills from Year 7 and developing control and fluidity in performances</p>
<b>Spring 2</b>	<p>Table Tennis/Rugby Girls -Badminton/Dance Organisation/self managers/drills and teamwork</p>	<p>Student assessment/recording performances via What?Why?What?</p> <p>Teacher assessment end of each unit</p>	

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and Forward</b> When was it last covered & when next?
	<p>Table Tennis- development of basic skills and concepts of the game, with student led approach to developing and enhancing skills and technique including serve, returning, forehand/backhand, use of spin</p> <p>Rugby- enhanced development of skills and techniques taught in year 7. Development of new skills and introduction of new concepts and rules/laws through running, passing, tackling, rooking, mauling and line outs</p> <p>Badminton – developing basic skills and technique, introduction of smash/drop shot and smash return as well as developing previously taught skills and techniques at Year 7. Use of larger courts space and development of tactics through singles and doubles play</p>	<p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in year 7 will be repeated in Y9, see y9 plan</p> <p>Developing skills and drills from Year 7 and developing control and fluidity in performances</p>
<b>Summer 1</b>	<p>Boys and Girls-Performing at maximum levels</p> <p>Athletics Girls -Hockey</p> <p>5's recording/scoring</p> <p>Hockey students developing basic skills such as passing/receiving/intercepting/ tackling developing basic concepts of tactics. developing rules/laws and emphasis on small sided games-medium sized games</p> <p>Athletics- student developing basic techniques and skills across the throw, runs and jump elements of athletics, measuring recording and working a maximal levels to work on improving PB's from previous year</p>	<p>Student assessment/recording performances via What?Why?What?</p> <p>Teacher assessment end of each unit</p> <p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 7 will be repeated in Y9, see y9 plan</p> <p>Developing skills and drills from Year 7 and developing control and fluidity in performances</p>

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<b>Summer 2</b>	<p>Boys-Tennis/Cricket Girls- Rounders/Indoor Tennis Team work/skills/drills, resilience, reflective Tennis- developing basic skills including serve/return, basic ground strokes and developing scoring and officiating, developing team and Individual elements of the game Cricket- development and enhancement of hitting and striking, fielding and catching, bowling and wicket keeping and the development of small sides games enhancing skills and techniques. Rounders- development of basic skills including fielding, catching striking, development of rules/laws of the game and basic tactics. Athletics- having opportunities to learn develop own skills and techniques amongst different athletics events and the ability to perform at maximal level and set personal best across the range of runs short/long, throws and jump disciplines</p>	<p>Student assessment/recording performances via What?Why?What? Teacher assessment end of each unit Informal/verbal teacher feedback given lesson by lesson Possible use of iPads for recording where applicable End of unit/activity assessment every 3 weeks or end of unit, use of TEAM's to deliver assessment maps and student assessment points. Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in year 7 will be repeated in Y9, see y9 plan Developing skills and drills from Year 7 and developing control and fluidity in performances</p>



**Year 9**

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and Forward</b> When was it last covered & when next?
<b>Autumn 1</b>	<p>Boys- Fitness/Invasion Games- Rugby –Basketball Girls- Fitness/Hockey/Handball/Table Tennis Drills/Teamwork</p> <p>Invasion games- Rugby and Basketball, Hockey and Handball- students given enhanced time to master skills, concepts and tactics, including passing, receiving, intercepting, shooting, running with the ball, tackling. Development of games rules and laws and introduction to larger sided games to enhance students skills, techniques and mastery within their chosen activity.</p> <p>Fitness- students given opportunities to enhance and develop their own fitness levels through a varied programme of activities, from running, fitness tests, fitness equipment, and circuit training</p>	<p>Student assessment/recording performances via What?Why?What? Teacher assessment end of each unit Informal/verbal teacher feedback given lesson by lesson Possible use of iPads for recording where applicable End of unit/activity assessment every half term or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8 possibly year 7 will be repeated in Y10, see y10 plan Building on fluidity and control from year 8 and developing tactics/performance and reflection</p>
<b>Autumn 2</b>	<p>Boys-Invasion Games Hockey Outwitting –Badminton Girls- Dance/Problem Solving Strategy and cooperation/self organisation Hockey-Invasion games students given enhanced time to master skills, concepts and tactics, including passing, receiving, intercepting, shooting, running with the ball, tackling. Development of games rules and laws and introduction to larger sided games to enhance students skills, techniques and mastery within their chosen activity.</p> <p>Badminton- outwitting- enhanced development of tactics, application of skills and techniques and opportunities to master skills and techniques including smash, clear, serve, return of serve/smash and drops.</p>	<p>Student assessment/recording performances via What?Why?What? Teacher assessment end of each unit Informal/verbal teacher feedback given lesson by lesson Possible use of iPads for recording where applicable End of unit/activity assessment half termly end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8 possibly year 7 will be repeated in Y10, see y10 plan Building on fluidity and control from year 8 and developing tactics/performance and reflection</p>

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	<p>Problem Solving take part in Outdoor and Adventures activities working Individually and in small groups to complete physical and intellectual challenges</p> <p>Dance- developing concepts and a range of dance styles with emphasis on improved performance and enhanced development of skills and techniques</p>		
<b>Spring 1</b>	<p>Boys- Fitness/Hockey/Orienteering Girls- Fitness/Volleyball L2L independence/ teamwork Orienteering Opportunity to take part in Outdoor and Adventures activities working Individually and in small groups Fitness- students given opportunities to enhance and develop their own fitness levels through a varied programme of activities, from running, fitness tests, fitness equipment, and circuit training Hockey-Invasion games students given enhanced time to master skills, concepts and tactics, including passing, receiving, intercepting, shooting, running with the ball, tackling. Development of games rules and laws and introduction to larger sided games to enhance students skills, techniques and mastery within their chosen activity. Volleyball- students developing more complex tactics, skills and techniques into their performances including serve/return of serve, three key elements of game Set, Dig, Smash</p>	<p>Student assessment/recording performances via What?Why?What? Teacher assessment end of each unit Informal/verbal teacher feedback given lesson by lesson Possible use of iPads for recording where applicable End of unit/activity assessment half termly end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8 possibly year 7 will be repeated in Y10, see y10 plan Building on fluidity and control from year 8 and developing tactics/performance and reflection</p>
<b>Spring 2</b>	<p>Boys- Table tennis/Football Girls-Orienteering/Badminton Skills/drills/cooperation/reflective</p>	<p>Student assessment/recording performances via What?Why?What? Teacher assessment end of each unit</p>	<p>Previously taught in Year 8 possibly year 7 will be repeated in Y10, see y10 plan Building on fluidity and control from year 8 and developing tactics/performance and reflection</p>

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	<p>Football-Invasion games- students given enhanced time to master skills, concepts and tactics, including passing, receiving, intercepting, shooting, running with the ball, tackling. Development of games rules and laws and introduction to larger sided games to enhance students' skills, techniques and mastery within their chosen</p> <p>Badminton- outwitting- enhanced development of tactics, application of skills and techniques and opportunities to master skills and techniques including smash, clear, serve, return of serve/smash and drops.</p> <p>Orienteering Opportunity to take part in Outdoor and Adventures activities working Individually and in small groups</p>	<p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment half termly or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	
<b>Summer 1</b>	<p>Boys- Performing at maximum levels Athletics/Tennis</p> <p>Girls- Athletics/Indoor Tennis</p> <p>Tennis- developing and enhancing advanced skills and techniques including serve/return, basic ground strokes and developing scoring and officiating, developing team and Individual elements of the game including singles and doubles</p> <p>Athletics- having opportunities to learn develop own skills and techniques amongst different athletics events and the ability to perform at maximal level and set personal best across the range of runs short/long, throws and jump disciplines</p>	<p>Student assessment/recording performances via What?Why?What?</p> <p>Teacher assessment end of each unit</p> <p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment half termly or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8 possibly year 7 will be repeated in Y10, see y 10 plan</p> <p>Building on fluidity and control from year 8 and developing tactics/performance and reflection</p>
<b>Summer 2</b>	<p>Boys Tennis/Cricket</p> <p>Girls- Rounders/Frisbee/Cricket</p>	<p>Teacher assessment end of each unit</p>	<p>Previously taught in Year 8 possibly year 7 will be repeated in Y10, see y 10 plan</p>

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and Forward</b> When was it last covered & when next?
	<p>Team work/skills/drills, resilience, reflective</p> <p>Tennis- developing basic skills including serve/return, basic ground strokes and developing scoring and officiating, developing team and Individual elements of the game</p> <p>Cricket- development and enhancement of basic and advanced skills and techniques in hitting and striking, fielding and catching, bowling and wicket keeping and the development of small sides games enhancing skills and techniques.</p> <p>Rounders- development of skills and techniques including fielding, catching striking, development of rules/laws of the game and basic tactics.</p> <p>Frisbee- development of tactics, concepts of the game through developing key throwing catching skills and techniques and teamwork strategy to outwit opponent s</p>	<p>Informal/verbal teacher feedback given lesson by lesson</p> <p>Possible use of iPads for recording where applicable</p> <p>End of unit/activity assessment half termly or end of unit, use of TEAM's to deliver assessment maps and student assessment points.</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Building on fluidity and control from year 8 and developing tactics/performance and reflection</p>

**Year 10**

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and Forward</b> When was it last covered & when next?
<b>Autumn 1</b>	<p align="center"><b>Boys-Invasion Games- Rugby –Basketball Girls- Handball/Hockey Drills/Teamwork</b></p>	<p>Self assessment Teacher assessment Informal/formal verbal feedback Assessment done at the end of each unit or block of work</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8/9 will be repeated in Y11 Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation</p>
<b>Autumn 2</b>	<p align="center"><b>Boys-Invasion Games Football Outwitting –Badminton Girls- Football/Dance/Table tennis/Problem Solving Strategy and cooperation/self organisation</b></p>	<p>Self Assessment Teacher assessment Informal/formal verbal feedback Assessment done at the end of each unit or block of work Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8/9 will be repeated in Y11 Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation</p>
<b>Spring 1</b>	<p align="center"><b>Boys- Fitness/Orienteering/Hockey Girls- Fitness/Volleyball/fitness suite L2L independence/ teamwork</b></p>	<p>Self assessment Teacher Assessment Informal/formal verbal feedback Assessment done at the end of each unit or block of work</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8/9 will be repeated in Y11 Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation</p>

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and Forward</b> When was it last covered & when next?
<b>Spring 2</b>	<p><b>Boys- Table tennis/Football</b>  <b>Girls- Orienteering/Badminton</b>  <b>skills/drills/cooperation/reflective</b></p>	<p>Self assessment  Teacher assessment  Informal/formal verbal feedback  Assessment done at the end of each unit or block of work</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8/9 will be repeated in Y11  Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation</p>
<b>Summer 1</b>	<p><b>Girls/Boys- Performing at maximum levels</b>  <b>Athletics</b>  <b>Girls Indoor Tennis</b>  <b>5's recording/scoring</b></p>	<p>Self Assessment  Teacher assessment  Assessment done at the end of each unit or block of work</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8 /9 will be repeated in Y11  Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation</p>
<b>Summer 2</b>	<p><b>Boys- Tennis/Cricket</b>  <b>Girls- Rounders/Volleyball</b>  <b>Team work/skills/drills, resilience, reflective</b></p>	<p>Self assessment  Teacher assessment  Assessment done at the end of each unit or block of work  Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8/9 possibly year will be repeated in Y11  Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation</p>

**Year 11**

<b>When?</b>	<b>What we are Learning and Assessing</b> e.g. Topics/ Skills etc	<b>How we are Assessing</b> e.g. Extended writing, Project, exam etc	<b>Links Backwards and Forward</b> When was it last covered & when next?
<b>Autumn 1</b>	<p><b>Boys- Invasion Games- Rugby –Basketball</b>  <b>Girls-Badminton/Handball/Dance</b>  <b>Drills/Teamwork</b></p>	<p>Self assessment            Teacher assessment            Informal/formal verbal feedback            Assessment done at the end of each unit or block of work</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8/9/10            Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation</p>
<b>Autumn 2</b>	<p><b>Boys- Invasion Games Hockey</b>  <b>Outwitting –Badminton</b>  <b>Girls- Table Tennis/Badminton/Volleyball</b>  <b>Strategy and cooperation/self organisation</b></p>	<p>Self Assessment            Teacher assessment            Informal/formal verbal feedback            Assessment done at the end of each unit or block of work</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded</p>	<p>Previously taught in Year 8/9/10            Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation</p>
<b>Spring 1</b>	<p><b>Boys- Option Indoor eg TT/Bad/Football</b>  <b>Girls-Fitness</b>  <b>Suite/badminton/basketball/volleyball</b>  <b>Self organisation/teamwork</b></p>	<p>Self assessment            Teacher Assessment            Informal/formal verbal feedback            Assessment done at the end of each unit or block of work</p> <p>Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School</p>	<p>Previously taught in Year 8/9/10            Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation</p>

When?	What we are Learning and Assessing e.g. Topics/ Skills etc	How we are Assessing e.g. Extended writing, Project, exam etc	Links Backwards and Forward When was it last covered & when next?
		team representation and extra-curricular attendance is monitored and recorded	
Spring 2	<b>Boys- Option Indoor eg TT/Bad/Football</b> <b>Girls- Problem Solving/Orienteering/Badminton</b> <b>skills/drills/cooperation/reflective</b>	Teacher assessment Informal/formal verbal feedback Assessment done at the end of each unit or block of work  Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded	Previously taught in Year 8/9/10 Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation
Summer 1	<b>Boys -Option Indoor eg TT/Bad/Football</b> <b>Girls- Rounders/options</b> <b>Team work/self organisation</b>	Teacher assessment Informal/formal verbal feedback Assessment done at the end of each unit or block of work  Additionally, students are encouraged to engage in extra-curricular clubs and/or sporting opportunities in the local community. School team representation and extra-curricular attendance is monitored and recorded	Previously taught in Year 8/9/10 Building on the tactics, performance and reflection from year 9 and developing self management, independence and organisation
Summer 2	N/A	N/A	N/A



## Key Stage 4 Examination Overview

*Edexcel (Pearson) GCSE (9-1) Physical Education*

*Component 1 Fitness and Body Systems (36% of qualification) 1 hour 45 min written exam*

*Component 2 Health and Performance (24% of qualification) 1 hour 15 min written exam*

*Component 3 Practical Performance (30% of qualification) internally assessed performance in 3 sports*

*Component 4 Personal Exercise Programme (10% of qualification) controlled assessment (1500 words)*

### What resources could I buy or borrow that will help my child?

Revision workbooks and Guides can be purchased through school

### What are the key websites or Apps that my child could use?

Pearson GCSE PE (9-1), GCSE Bitesize (Edexcel) Physical Education, Seneca Learning (Edexcel – GCSE PE)

### What can I do to encourage my child to take further interest in Physical Education?

Make use of the wide range of extra-curricular clubs on offer at School, participate in Core PE lessons with enthusiasm and determination, engage in as much sport as possible outside of school (watch online, spectate in person, get out and exercise, participate through local community clubs, compete for a local team)

### What after school or other extracurricular activities are available in Physical Education and when are they?

There are extra-curricular clubs on every day before school, at lunch and after school for all students. See website or ask at school for this term's latest club matrix.

### Email Links

[emma.dale@claytonhall.academy](mailto:emma.dale@claytonhall.academy); [rob.rhodes@claytonhall.academy](mailto:rob.rhodes@claytonhall.academy); [tom.urwin@claytonhall.academy](mailto:tom.urwin@claytonhall.academy); [michaela.heppell@claytonhall.academy](mailto:michaela.heppell@claytonhall.academy)

[Edexcel GCSE Physical Education \(2016\) | Pearson qualifications](#)