



# Curriculum Information 2017-18

Listening, appraising and understanding music	Name basic music terminology. Find notes on the keyboard with assistance.	<p>Identify moments in his own or others' performance which were successful and suggest improvements using some subject-specific language accurately.</p> <p>Begin identifying rhythmic notation (crochets, quavers). Understand how to form, identify the notes of and play major and minor chords on an instrument. Can identify notes on the keyboard or another instrument without assistance.</p>	<p>Highlight his keen understanding of music through his analytical approach and sophisticated musical vocabulary using verbal responses and written analyses.</p> <p>Accurately notate what he hears (for example can hear a melody and write its rhythm and pitch accurately on a treble or bass clef staff)</p> <p>Understand how to form, identify the notes of and play major, minor, chromatic and pentatonic scales on an instrument.</p>
---	---	--	--

## PHYSICAL EDUCATION

### Key Stage 3

#### Physical Education (PE) Y7-9 Curriculum Map

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Year 7</b>	<b>Rugby</b>	<b>Table Tennis/HRF</b>	<b>Football</b>	<b>Basketball</b>	<b>Athletics</b>	<b>Cricket / Softball</b>
	Basic skills taught: Tackling, Passing, Ball handling.	Basic skills taught: Forehand drive/push, backhand drive/push, service	Basic Skills taught: Passing, shooting, tackling, dribbling.	Basic Skills taught: Passing, shooting/layups, dribbling.	Basic skills taught: long jump, throws javelin/shot putt, sprint starts, relay change over	Basic skills taught: Throwing, catching, striking, bowling /pitching.
	Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade. Theory content in Year 7: Effects of exercise, role of blood, aerobic and anaerobic respiration, principles of a warm up and cool down.					
<b>Year 8</b>	<b>Rugby</b>	<b>Table Tennis/ HRF</b>	<b>Football</b>	<b>Basketball</b>	<b>Athletics</b>	<b>Cricket / Softball</b>
	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles.	Basic skill refinement. Also addition of service with variations of spin.	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles.	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles.	Basic skill refinement: Sprint technique. Additional movement to throws to gain momentum.	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles. Shot selection and field placement.
	Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade. Theory content in Year 8:					



# Curriculum Information 2017-18

	The planes of movement, arousal, aerobic and anaerobic respiration, training zones, components of fitness, muscles and the training methods.					
<b>Year 9</b>	<b>Rugby</b>	<b>Table Tennis/HRF</b>	<b>Football</b>	<b>Basketball</b>	<b>Athletics</b>	<b>Cricket/Softball</b>
	Development of advanced skills. Ruck and maul development.  Creative deployment of tactical thinking.	Development of advanced skills. Topspin forehand and backhand. Smash on both sides. Tactic development to create opportunities to finish points.	Development of advanced skills. Further dribbling skills and heading. Tactical thinking around breaking attacking lines and covering in defensive situations.	Development of advanced skills. Development of tactical plays to outwit opponents such as screening and pick and roles.	Advanced skill refinement. Full movements into throws and jumps. Also high jump taught with a range of techniques.	Advance skill development. Different pitches in softball. Spin bowling in cricket. Also development of batting approaches including sweep, pull and square. Bunting in softball.
	Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade. Theory content in Year 9: The planes of movement, arousal, aerobic and anaerobic respiration, training zones, components of fitness, muscles and the training methods.					

*Topics will be completed in different orders depending on which House the student is in.*

### PE Assessment in Key Stage 3:

In PE, you will receive detailed written feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
Autumn	Assessment in PE will be performed using your theory booklet from lessons. This includes work in practical lessons on analysis, plus homework and the theory sheets that develop ideas on anatomy and training	Assessment in PE will be performed using your theory booklet from lessons. This includes work in practical lessons on analysis, plus homework and the theory sheets that develop ideas on anatomy and training	Assessment in PE will be performed using your theory booklet from lessons. This includes work in practical lessons on analysis, plus homework and the theory sheets that develop ideas on anatomy and training.
Spring			
Summer	End of Year Exams: 15-29.06.18	End of Year Exams: 15-29.06.18	End of Year Exams: 11-22.06.18



# Curriculum Information 2017-18

Keywords and Subject Specific Vocabulary				Physical Education (PE)	
Year 7		Year 8		Year 9	
Speed	Pulse raiser	Speed	Aerobic	Speed	Oxygen debt
Power	Dynamic	Power	Anaerobic Continuous	Power	Oxygen
Strength	Static	Strength	Interval	Strength	Carbon dioxide Gaseous
Flexibility Cardiovascular	Oxygen	Flexibility Cardiovascular	Oxygen debt Oxygen	Flexibility Cardiovascular	exchange
Endurance	Carbon dioxide Accuracy	Endurance	Carbon dioxide Gaseous	Endurance	Fartlek
Timing	Control	Timing	Exchange Accuracy	Timing	Circuit
Reaction time	Precision	Reaction time	Control	Reaction time	Weight
Agility	Warm up	Agility	Precision	Agility	Sets
Co-ordination	Cool down	Co-ordination	Lactic acid	Co-ordination	Repetitions Accuracy
		Pulse raiser		Pulse raiser	Control
		Dynamic		Dynamic	Precision
		Static		Static	Lactic acid
				Aerobic	Fatigue
				Anaerobic Continuous	Mental
				Interval	Social
					Wellbeing

How to support your son at home			Physical Education (PE)
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
PE do not set homework or independent work as standard, but regular physical exercise is strongly recommended outside of lessons	Sport is a communal activity and therefore we encourage you to take as much interest and involvement in your son's sporting interests as possible	<ol style="list-style-type: none"> <li>1. Ensure that your son engages in regular physical activity</li> <li>2. Sign up for one of the many extra-curricular sporting activities available through school and/or the local community</li> <li>3. Discuss and value competitive sports as a key way to ensure physical fitness and the general benefits associated with sport</li> </ol>	<p>Look at the clubs and activities list on the school website</p> <p>Use the Fusion sports centre for other local community activities and sports</p>



# Curriculum Information 2017-18

## 2. Key Stage 4

GCSE PE Topics						[Mr Davey]
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
<b>Year 10</b>	<i>Anatomy - Students will learn and develop ideas from KS3 on skeletal and muscular functions including muscle and bones names, types of movement etc.</i>	<i>Biomechanics; Planes of movement (how you analyse movement from what you can see), levers – what can be moved using efficient actions.</i>	<i>Gaseous exchange, aerobic and anaerobic respiration, effects of exercise on these items</i>	<i>Cardiovascular system and respiratory system, effects of exercise on these systems</i>	<i>Training; components of fitness, training methods and testing</i>	<i>Skill acquisition, feedback and personality</i>
<b>Year 11</b>	<i>Sponsorship, Technology, commercialisation and Media</i>	<i>Drugs in Sport, hooliganism</i>	<i>Social groups, personality types</i>	<i>Health fitness and wellbeing</i>	<b>Controlled assessment – analysis of performance from an aspect of your practical performance</b>	

### GCSE PE Assessment:

Term	Year 10	Year 11
Autumn	Assessment workbooks on each topic area.	Pre-public exams: 04-15.12.17
Spring		Assessment workbooks on each topic
Summer	Pre-public exams: 09-20.07.18	<b>FINAL EXAM DATES:</b>



# Curriculum Information 2017-18

## 3. Assessment Criteria (KS3 and 4)

STEPS to success criteria			Physical Education
Strand	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Outwitting opponents	Perform basic skills with some accuracy and control. Understand basic principles of attacking and defending. Attempt to make space for themselves in a game.	Perform skills with both feet/hands with control and accuracy. Understand the principles of attacking and defending and have a positive effect in game situations. Move into space when they have passed.	Perform skills to a high level with a good standard of accuracy and control consistently. Influence the game having a significant impact. Create space for themselves and others and exploit gaps in oppositions defence.
Theory	Pupils understand the 3 Parts of a Warm up. They can perform a warm up with some guidance. Pupils can take their own pulse and understand what resting heart rate is.	Pupils understand the aerobic and anaerobic equations. They know the methods and principles of training and can apply them in a sporting context. They understand the role of blood and can name at least 6 bones and muscles.	Pupils know all of the nutrients needed in a balance diet. Carbohydrates, proteins, fats, fibre, minerals, vitamins and water. Pupils will understand that athletes will need to train different components of fitness based on their sport. Pupils will have a broad knowledge of the theoretical strand.
Net and wall games	Perform basic skills with some accuracy and control. Show a basic knowledge of the rules.	Perform basic skills with control and accuracy on a consistent basis. Show a good knowledge of tactics and the rules.	Perform advanced skills with control and accuracy consistently. Show good understanding of the rules and using tactics
Striking and fielding games	Throw, catch, bowl, and bat with some accuracy and control with limited success. Show a basic knowledge of the rules and tactics.	Show good technique in a range of skills with accuracy and control achieving success. Show a greater knowledge of the rules and tactics which can be applied.	Show advanced skills and use these consistently to achieve success. Show a very good knowledge of the rules and apply tactics in the correct manner.
Athletics	Know the basic techniques for running, throwing and jumping but have difficulty applying these in competition. Show a basic understanding of officiating in Athletics.	Perform well in competition showing good technique. Consistently perform well in most disciplines. Show a good running action. Throw with correct action and also jump well with good coordination.	Perform well in competition consistently. Pupil's performances are of a high standard and show a good running style. Show good jumping skills approaching and taking off well. Show good throwing technique.
Alternative roles in sport	Evaluate performance with some correct terminology. Officiate using basic rules.	Confidently assess their peers using good evaluation skills and correct terminology. Correctly identify faults. Officiate games but lack assertiveness.	Confidently assess their peers using good observation skills and terminology. Correctly identify faults and give demonstrations or instruction to correct. Officiate games using correct rules confidently.
Health related fitness	Give basic reasoning to why they need to warm up. Use fitness tests with assistance. Complete a circuit session with guidance.	Give good reasoning to why they need to warm up and lead small groups in doing so. Complete fitness tests with limited assistance. Complete a circuit and give the benefits this type of training has.	Give sound reasoning to why they need to warm up and the effects it has on the body. Lead a whole class warm up confidently. Complete fitness tests with no guidance. Complete circuit sessions and weight sessions without guidance.