



# CURRICULUM – SPORTS SCIENCE

Intent, Curriculum Map & Age Related Expectations

## Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

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## Whole School INTENT

**Southchurch students embrace learning opportunities.**

## INTENT, IMPLEMENTATION & IMPACT

### Intent:

- At Southchurch high School, Students are exposed to high quality teaching, that creates an engaging and cognitive challenging environment, where pupils can express their sporting ideas in a safe place.

### Implementation

- Sequencing of the curriculums
- Adaptive teaching (to take into account of what the learners know and don't know)
- Extending opportunities for extracurricular

### Impact

- **All Pupils will Achieve their potential with altered trajectories**

## KS2 Links

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

[https://assets.publishing.service.gov.uk/media/5a7c74e2e5274a5255bcec5f/SECONDARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/media/5a7c74e2e5274a5255bcec5f/SECONDARY_national_curriculum_-_Physical_education.pdf)

# CURRICULUM MAP

Year 11 C N A T	Autumn Term														Spring Term										Summer Term														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
	<b>R183 assessment 1 &amp; 2</b> - Nutrition – Nutrients needed for a healthy balanced, nutritional plan healthy balanced diet (NEA)  Nutrition – Applying Differing dietary requirements to varying types of sporting activities  <b>R180 Exam Content</b> Reducing the risk of sports injuries and dealing with common medical conditions .  <b>Exam Content</b> Sports injuries – Intrinsic Factors Sports injuries – Extrinsic Factors  <b>FeedForward-</b> TA 1.1 - sports injuries – Intrinsic factors week 3 TA 1.2- Sports Injuries - Extrinsic factors week 7							<b>R183 Assessments 3 &amp; 4</b> Developing a balanced nutrition plan for a selected sporting activity. (NEA)  How Nutritional behaviors can be managed to improve sports performance  <b>R180 Exam Content</b> Reducing the risk of sports injuries and dealing with common medical conditions.  <b>Exam Content</b> Warm up Cool Down Acute Injuries  <b>Feed Forward-</b> TA- 2 – Warm up TA- 2.2- Cool down Week 10 <b>Feed Forward-</b> TA- 3 Acute injuries – week 14							<b>R180 Exam Content</b> Reducing the risk of sports injuries and dealing with common medical conditions .  Chronic Injuries - Safety checks EAP- Recovery position and PRICE Dealing with injuries and medical conditions - Asthma  Strategies- SALTAPS + DRABC Treatments and Therapies Epilepsy  <b>FeedForward-</b> TA 4.1 - Chronic injuries, Safety checks, EAP, Recovery Position, PRICE, Asthma. Week 17  <b>FeedForward-TA -4.2- Strategies, SALTAPS, DRABC, Treatments and Therapies , Epilepsy.</b> Week 20					<b>R180 Exam Content</b> Reducing the risk of sports injuries and dealing with common medical conditions .  Diabetes Hypothermia Dehydration  Sudden Cardiac Arrest Heat Exhaustion  <b>FeedForward-</b> TA 5 – Diabetes, Hypothermia , Dehydration. Week 23  <b>FeedForward- TA 5.2 - Sudden Cardiac Arrest, Heat Exhaustion.</b> Week 26					<b>Revision</b> • R180 Exam Content • Reducing the risk of sports injuries and dealing with common medical conditions. • Revision lessons • Catchup on topics missed Cambridge Nationals PE EXAM					<b>Exam</b>									
	Examination Rehearsal 1 - (December)																																						

## KS5 Links

<https://www.gov.uk/government/publications/gce-as-and-a-level-physical-education>

## END OF COURSE EXPECTATIONS

### Aims

Our Cambridge National in Sport Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Sport Science
- Develop learning and practical skills that can be applied to real-life contexts and work situations
- Think creatively, innovatively, analytically, logically and critically
- Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely
- Prepare participants for physical activity in ways which keeps them safe as well as learning how to react should injuries happen and how to recognise common medical conditions
- Learn how to conduct fitness tests, including interpreting and feeding back on the data you get from these as well as how to design, implement and evaluate fitness training programmes
- Develop knowledge of either how the body responds to exercise and understand how technology helps inform us of these changes, or a delve into the world of sports nutrition to understand how what we eat can impact our performance in sport
- Develop the skills of team working, research and planning and understand that sports performance goes far beyond just the simple physical movements of the human body.

### Performance Objectives

- **PO1** Recall knowledge and show understanding of Sport Science concepts
- **PO2** Apply knowledge and understanding of Sport Science concepts
- **PO3** Analyse and evaluate knowledge, understanding and performance
- **PO4** Demonstrate and apply sporting skills and processes relevant to Sport Science

## DEPARTMENT FEEDBACK POLICY

### Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

### Assessment Feedback Frequency

KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

### Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

### Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

### Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

## NATIONAL CURRICULUM LINKS

[https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY_national_curriculum_-_Physical_education.pdf)

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

[https://assets.publishing.service.gov.uk/media/5a7c74e2e5274a5255bcec5f/SECONDARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/media/5a7c74e2e5274a5255bcec5f/SECONDARY_national_curriculum_-_Physical_education.pdf)

### **Purpose of study**

Physical Education is an inspiring, rigorous and practical subject. Using creativity and game play, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as invasion games and team building. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Practical Physical education, they develop a critical understanding of its impact on daily life and the wider world. High-quality Physical Education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

- The subject content sets out the knowledge, understanding and skills common to the CNat specifications in a given subject. Together with the assessment objectives, it provides the framework within which awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for development into A level.
- Physical education should be broad, coherent and practical, encourage students to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.
- Sport Science specifications in physical education should equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to: develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. Understand how the physiological and psychological state affects performance in physical activity and sport • perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. Develop their ability to analyse and evaluate to improve performance in physical activity and sport understand the contribution which physical activity and sport make to health fitness and well-being • understand key socio-cultural influences which can affect people's involvement in physical activity and sport

**Aims:** The national curriculum for Physical education aims to ensure that all pupils: develop the creative, technical and practical expertise needed to perform everyday sporting tasks confidently and to participate successfully in an increasingly physical and competitive world, to build and apply a repertoire of knowledge, understanding and skills in order to perform within games and critical thinking drills, critique, evaluate and test their ideas and products and the work of others

### **Skills**

Use exploration, such as the study of different sports, to identify and understand user needs

Identify and solve their own problems and understand how to regulate defence and attack structures.

To inform the skills of innovative, functional, appealing skills that respond to needs in a variety of situations. Ie shooting

### **Evaluate**

To analyse the work of past and present games and similar sports to develop and broaden their understanding

investigate new and emerging skills needed to compete.

### **Knowledge**

- To understand the body systems and how they affect the life of an athlete, using the structures and axis of the human body to inform sports performance.
- To understand the coaching process and to use it in practical elements.
- To understand the roles and responsibilities of a coach and analyses the roles of professionals

# PERSONAL DEVELOPMENT CURRICULUM

## Aims

- Aims The national curriculum for physical education aims to ensure that all pupils
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
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**Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform in front of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of design through careers, talks, trips and external speakers. They take every opportunity within the lesson to learn and take control over their own personal development.

**Equality & Diversity:** The Physical Education curriculum aims to develop an understanding through the design process of showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.

- Students will explore how to be leaders in sport, leading groups and teams, using analysis and peer feedback to progress.
- Students will explore the roles of officials and referees. The designing of products needs to consider the needs of different users and taking consideration of cultural, ethical, and religious factors within the designing of new products.

**Wellbeing & Community** – The Physical Education curriculum recognizes the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

**Cultural Capital** – The Physical Education curriculum supports the school's vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

- **Trips & Visits:**
- **Sports events**
- **Competitions**
- **Fixtures**
- **Sports educational trips abroad**
- **Ski trips**
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- **Extra-Curricular:**
- **Wide ranging Extra curricular timetable that changes every term.**
- **British Values:**



- **Individual Liberty:**
- **Mutual Respect:** Students are respectful when listening to the opinions and views of other students.
- **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other's feelings are respected.
- The classroom rules ensure students are all responsible for the learning environment.
- **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.
- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other's work and celebrate each other's successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.
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**Careers & Employability** – The physical education curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the Physical Education curriculum, our students are supported to develop the following skills;

- Communication
- Confidence
- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking and problem solving
- Time management
- Research

## SMSC CURRICULUM LINKS

### Spiritual Development

Through the activities and curriculum offered in physical education at both key stages, pupils learn to appreciate the aesthetics, functionality, and evolution of various physical activities. They explore how physical education influences the quality of daily life and are encouraged to develop their thinking skills by engaging with the natural world around them. Pupils are taught to reflect on their experiences, generating ideas and solutions to problems that are both practical and innovative.

#### Practical Examples in GCSE PE

- **Spiritual:** Students might reflect on their personal fitness journey or how participation in sports affects their mental health.

### Moral Development

In physical education, pupils encounter moral decisions, such as choosing appropriate behavior, fair play, and understanding the impact of their actions on others. They learn about sustainability and the environmental effects of physical activities. Pupils also explore the influence of new technologies in sports and physical activities, recognizing both the benefits and potential moral dilemmas they may present. Respect for others and taking responsibility for their own actions, as well as considering the roles of others.

#### Practical Examples in GCSE PE

- **Moral:** Class discussions on the ethical implications of using performance-enhancing drugs.

### Social Development

Physical education often requires pupils to work collaboratively, respecting others while participating in group activities and sports. Peer evaluation and feedback are integral parts of the learning process, helping pupils articulate their thoughts and feelings about their own performance and that of others. They learn to accept constructive criticism and provide thoughtful feedback, fostering mutual respect and promoting social skills that are essential for teamwork and personal development.

#### Practical Examples in GCSE PE

- **Social:** Organizing team-building activities or inter-school sports competitions.

### Cultural Development

Pupils are taught to ensure that their actions and behaviors in physical education are respectful of diverse backgrounds and beliefs. They consider how their participation and conduct can impact the world around them. Pupils are encouraged to draw inspiration from the physical activities, sports, and practices of various cultures and historical contexts, using these influences to enrich their own participation and understanding in physical education.

#### Practical Examples in GCSE PE

- **Cultural:** Projects on sports from different cultures, like Brazilian Capoeira or Japanese Judo

## Equality, Diversity and Inclusivity Links

### Aims

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.

