



PE & SPORT

CURRICULUM OVERVIEW



PHYSICAL EDUCATION (PE) CURRICULUM- LONG TERM PLAN

CURRICULUM INTENT

At Nottingham Academy, we offer an extensive and inclusive Physical Education curriculum that promotes a healthy, active lifestyle. Our curriculum encompasses both Core PE and an academic program, aiming to inspire and motivate all students to believe in their potential for success at the Academy.

Physical Education is central to our Academy, playing a crucial role in developing students' character and life skills. This is achieved through the integration of the Respect Values in all aspects of the curriculum. We aim to support students in making positive choices both at the Academy and within their wider community.

Students have access to a wide range of physical activities and sporting opportunities as part of an extensive extra-curricular program. These activities allow students to participate either competitively or for enjoyment, fostering a love for physical activity.

We recognize the importance of Physical Education and the pivotal role it plays in the personal and social wellbeing of our students. This commitment drives us to ensure that all students at Nottingham Academy have a positive experience in Physical Education and school sports.

Our ultimate aim is to ensure that all students develop a positive attitude towards lifelong participation in physical activity.

Adaptations for students with SEND needs include differentiated instruction and resources tailored to diverse learning requirements. We incorporate visual aids, interactive activities, and technology to enhance understanding and engagement. Regular assessments and personalized feedback ensure all students know more, remember more, and do more. By focusing on these principles, we aim to ensure every student can excel and thrive in Physical Education, gaining more knowledge, retaining it effectively, and applying it confidently.

KEY CONCEPTS

<p>Physical Skills Development</p> <p>Improving fundamental movement skills.</p> <p>Enhancing sport-specific techniques and abilities.</p>	<p>Social Skills Development</p> <p>Encouraging teamwork and collaboration.</p> <p>Building communication and leadership skills.</p>	<p>Cognitive Skills Development</p> <p>Developing strategic thinking and problem-solving abilities.</p> <p>Understanding rules and tactics of various sports.</p>	<p>Health and Fitness</p> <p>Promoting physical health and fitness.</p> <p>Educating on long-term health benefits of physical activity.</p>
<p>Inclusivity and Participation</p> <p>Ensuring all students can participate regardless of skill level.</p> <p>Providing opportunities for both competitive and recreational participation.</p>	<p>Character Building</p> <p>Instilling respect, discipline, and perseverance.</p> <p>Promoting positive choices and resilience.</p>	<p>Lifelong Enjoyment of Physical Activity</p> <p>Fostering a love for physical activity.</p> <p>Encouraging participation in sports and activities outside school.</p>	<p>Academic Integration</p> <p>Linking physical education to academic knowledge.</p> <p>Preparing students for academic qualifications in sports.</p>

KEY CONCEPTS MAPPING

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	OAA/Dance/Invasion Games/Net Games		Invasion Games/Net Games/Gym and Fitness		Strike and Field/Athletics	
Year 8	OAA/Dance/Invasion Games/Net Games		Invasion Games/Net Games/Gym and Fitness		Strike and Field/Athletics	
Year 9	OAA/Dance/Invasion Games/Net Games		Invasion Games/Net Games/Gym and Fitness		Strike and Field/Athletics	
Year 10	Invasion Games/Net Games/Gym and Fitness		Invasion Games/Net Games/Gym and Fitness		Strike and Field/Athletics	
Year 11	Invasion Games/Net Games/Gym and Fitness		Invasion Games/Net Games/Gym and Fitness		Strike and Field/Athletics	
Year 10 Sport	R181: Applying the Principles of Training - Components of Fitness Applied in Sport	R181: Applying the Principles of Training - Principles of Training in Sport	R181: Applying the Principles of Training - Organising and Planning a Fitness Training Programme	R181: Applying the Principles of Training - Evaluating Own Performance in Planning and Delivering a Fitness Training Programme	R183: Nutrition and Sport Performance - Nutrients Needed for a Healthy Balanced Nutritional Plan	R183: Nutrition and Sport Performance - How Nutritional Behaviours Can Be Managed to Improve Sports Performance
Year 11 Sport	R180: Reducing the Risk of Sports Injuries - Intrinsic and Extrinsic Risk Factors	R180: Reducing the Risk of Sports Injuries - Importance of Warm-Ups and Cool-Downs in Minimizing the Risk of Injury	R180: Reducing the Risk of Sports Injuries - Different Types of Injuries and Their Treatment	R180: Reducing the Risk of Sports Injuries - Responding to Common Medical Conditions		
Year 12	What is the structure and function of the skeletal system? How do we classify a skill?	What is the structure and function of the muscular system? What are the different types and methods of practice?	What is the structure and function of the cardiovascular system? What are the characteristics of global sporting events?	What is the structure and function of the respiratory system? How has sport emerged and evolved throughout the ages?	How does diet and nutrition impact on performance? How do individual differences impact on performance?	What are the different training methods? How can the principles of biomechanics be used to understand and analyse movements in sport?

Year 13	How does the body create energy for exercise? What are the routes to sporting excellence?	How does the environment impact on sporting performance? How does modern technology impact on sport?	How do you reduce the risk of injury? What do athletes and coaches attribute success and failure to?	What is deviance in sport? How does confidence and self-efficacy impact on performance?	How does memory affect the learning process in sport? Biomechanics	How can a coach use feedback? What is Angular motion?
Year 12 Sport	Unit 1: Body Systems and the Effects of Physical Activity: LO1 - What are the effects of physical activity on the skeletal system?	Unit 1: Body Systems and the Effects of Physical Activity: LO2 - What are the effects of physical activity on the muscular system?	Unit 1: Body Systems and the Effects of Physical Activity: LO3 - What are the effects of physical activity on the cardiovascular system?	Unit 1: Body Systems and the Effects of Physical Activity: LO4 - What are the effects of physical activity on the respiratory system?	Unit 1: Body Systems and the Effects of Physical Activity: LO5 - What are the effects of physical activity on the energy systems? Unit 2: Sports Coaching and Leadership: LO1 - What are the roles and responsibilities of coaches and leaders in sport and physical activity?	Unit 2: Sports Coaching and Leadership: LO2 - What are the principles of coaching and leadership? Unit 2: Sports Coaching and Leadership: LO3 - What methods can be used to improve sports skills?
Year 13 Sport	Unit 4: Working Safely in Sport, Exercise, Health and Leisure: LO1 - What are the emergency procedures in sport?	Unit 4: Working Safely in Sport, Exercise, Health and Leisure: LO2 - What are the health and safety requirements in sport? / Unit 6: Group Exercise to Music: LO1 - How do we select music for use in exercise sessions?	Unit 6: Group Exercise to Music: LO2 - How do we plan group exercise sessions? / Unit 7: Improving Fitness for Sport and Physical Activity: LO1 - What are the principles of training?	Unit 7: Improving Fitness for Sport and Physical Activity: LO2 - How do we plan a fitness training programme? Unit 7: Improving Fitness for Sport and Physical Activity: LO3 - How do we deliver a fitness training programme?	Unit 10: Biomechanics and Movement Analysis: LO1 - How do we explain movement in sport? Unit 10: Biomechanics and Movement Analysis: LO2 - What are the different motions and forces in sport?	Unit 11: Physical Activity for Specific Groups: LO1 - What provision is there for different target groups? Unit 11: Physical Activity for Specific Groups: LO2 - What are the barriers to participation for different target groups?

DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7 PE	OAA/Dance/Invasion Games/Net Games teamwork, coordination, balance, agility, movement, strategy, rules, invasion, dance, trust		Invasion Games/Net Games/Gym and Fitness fitness, endurance, health, gym, flexibility, participation, badminton, tactics, cooperation, strength		Strike and Field/Athletics athletics, sprinting, throwing, catching, striking, fielding, cricket, softball, rounders, competition	
Year 8 PE	OAA/Dance/Invasion Games/Net Games adventure, challenge, collaboration, problem-solving, trust, choreography, manoeuvre, cooperation, teamwork, trust		Invasion Games/Net Games/Gym and Fitness cardiovascular, stamina, flexibility, routine, opposition, synchronization, resilience, dedication, inclusivity, fitness		Strike and Field/Athletics relay, discus, hurdles, outfield, wicket, boundary, innings, pitch, base, team dynamics	
Year 9 PE	OAA/Dance/Invasion Games/Net Games expedition, strategic, navigation, choreography, collaboration, technique, agility, coordination, teamwork, problem-solving		Invasion Games/Net Games/Gym and Fitness anaerobic, endurance, plyometrics, circuit training, motivation, wellbeing, inclusivity, synchronization, agility, resilience		Strike and Field/Athletics javelin, decathlon, umpire, base running, fielding, pitch, overarm, swing, dive, relay race	
Year 10 PE	Invasion Games/Net Games/Gym and Fitness performance, tactics, strategy, biomechanics, kinesiology, posture, form, efficiency, precision, teamwork		Invasion Games/Net Games/Gym and Fitness analysis, competition, sportsmanship, endurance, kinaesthetic, flexibility, dominance, formation, defensive, offensive		Strike and Field/Athletics pentathlon, heptathlon, umpiring, innings, batting, bowling, scoring, competitive edge, technique refinement, athleticism	
Year 11 PE	Invasion Games/Net Games/Gym and Fitness periodization, plyometrics, agility training, biomechanical analysis, strategic planning, leadership, collaboration, aerobic capacity, feedback, progression		Invasion Games/Net Games/Gym and Fitness interval training, plyometric exercises, lactate threshold, tactical planning, resilience, strategic play, teamwork integration, cognitive strategies, skill acquisition, progressive overload		Strike and Field/Athletics sprint techniques, javelin throw, discus techniques, advanced batting, field placement, competitive dynamics, athletic scholarship, physical literacy, game theory, mental conditioning	
Year 10 Sport	R181: Components of Fitness Applied in Sport aerobic capacity, muscular strength, flexibility, body composition, power, speed, agility, balance, coordination, reaction time	R181: Principles of Training in Sport specificity, overload, progression, reversibility, tedium, frequency, intensity, time, type, periodization	R181: Organising and Planning a Fitness Training Programme fitness assessment, goal setting, training plan, exercise prescription, macrocycle, mesocycle, microcycle, warm-up, cool-down, recovery	R181: Evaluating Own Performance in Planning and Delivering a Fitness Training Programme self-assessment, feedback, performance analysis, strengths, weaknesses, improvement plan, evaluation criteria, success indicators, reflection, outcome measurement	R183: Nutrients Needed for a Healthy Balanced Nutritional Plan carbohydrates, proteins, fats, vitamins, minerals, water, macronutrients, micronutrients, dietary fibre, balanced diet	R183: How Nutritional Behaviours Can Be Managed to Improve Sports Performance eating habits, dietary adherence, behaviour modification, performance impact, psychological factors, motivation, support systems, tracking progress, nutritional counselling, lifestyle changes
Year 11 Sport	R180: Intrinsic and Extrinsic Risk Factors biomechanical, anatomical, physiological, psychological, environmental, equipment, surface, weather, coaching, training load	R180: Importance of Warm-Ups and Cool-Downs in Minimizing the Risk of Injury dynamic stretching, static stretching, heart rate, muscle temperature, flexibility, range of motion, cooldown, injury prevention, warm-up routine, physiological benefits	R180: Different Types of Injuries and Their Treatment acute injuries, chronic injuries, sprains, strains, fractures, dislocations, concussions, rehabilitation, first aid, RICE method (Rest, Ice, Compression, Elevation)	Spring Term 2 (Weeks 7-12): R180: Responding to Common Medical Conditions asthma, diabetes, epilepsy, heat stroke, dehydration, allergic reactions, CPR, emergency response, symptom recognition, medical intervention		
Year 12 PE	Applied Anatomy and Physiology/ Skill Acquisition skeletal system, bones, joints, ligaments, tendons, movement, support, protection, skill classification, fine motor skills	Applied Anatomy and Physiology / Skill Acquisition muscular system, muscles, contraction, muscle fibres, movement, practice types, deliberate practice, drills, skill acquisition	Applied Anatomy and Physiology / Sport and Society cardiovascular system, heart, blood vessels, circulation, endurance, global events, Olympics, World Cup, cultural impact	Applied Anatomy and Physiology / Sport and Society respiratory system, lungs, breathing, gas exchange, aerobic, historical evolution, sport development, societal influence	Exercise Physiology / Sports Psychology diet, nutrition, macronutrients, micronutrients, energy balance, individual differences, personality, motivation, arousal	Exercise Physiology / Biomechanics training methods, strength, endurance, flexibility, fitness program, biomechanics, kinematics, kinetics, force, motion

<p>Year 13 PE</p>	<p>Applied Anatomy and Physiology / Contemporary Issues in Physical Activity and Sport energy systems, ATP, anaerobic, aerobic, sporting excellence, elite performance, talent identification, training pathways</p>	<p>Evaluating and Analysing Performance for Improvement / Contemporary Issues in Physical Activity and Sport environmental factors, altitude, climate, pollution, technology in sport, performance analysis, wearable tech, innovation</p>	<p>Exercise Physiology/ Sports Psychology injury prevention, rehabilitation, physiotherapy, recovery, attributions, success, failure, locus of control, self-assessment</p>	<p>Contemporary Issues in Physical Activity and Sport / Sports Psychology deviance, doping, ethics, fair play, confidence, self-efficacy, performance, psychological strategies, mental toughness</p>	<p>Skill Acquisition / Biomechanics memory, learning process, retention, retrieval, linear motion, displacement, velocity, acceleration, force, biomechanics</p>	<p>Skill Acquisition / Biomechanics feedback, learning stages, novice, expert, angular motion, rotation, torque, projectile motion, trajectory, fluid mechanics</p>
<p>Year 12 Sport</p>	<p>Unit 1: Body Systems and the Effects of Physical Activity: LO1 - What are the effects of physical activity on the skeletal system? osteoblasts, synovial joints, axial skeleton, bone remodelling, cartilage, periosteum, epiphyseal plate, mineralization, osseous tissue, bone resorption</p>	<p>Unit 1: Body Systems and the Effects of Physical Activity: LO2 - What are the effects of physical activity on the muscular system? sarcomere, myofibrils, actin, myosin, hypertrophy, sarcoplasmic, neuromuscular junction, concentric, eccentric, muscle atrophy</p>	<p>Unit 1: Body Systems and the Effects of Physical Activity: LO3 - What are the effects of physical activity on the cardiovascular system? cardiac output, stroke volume, capillaries, atherosclerosis, vasodilation, vasoconstriction, myocardium, endocardium, cardiac hypertrophy, arterial pressure</p>	<p>Unit 1: Body Systems and the Effects of Physical Activity: LO4 - What are the effects of physical activity on the respiratory system? alveoli, tidal volume, residual volume, inspiratory reserve, expiratory reserve, spirometry, pulmonary ventilation, bronchoconstriction, chemoreceptors, respiratory rate</p>	<p>Unit 1: Body Systems and the Effects of Physical Activity: LO5 - What are the effects of physical activity on the energy systems? ATP-PC system, glycolysis, oxidative phosphorylation, mitochondria, anaerobic threshold, energy substrates, lactic acid, phosphocreatine, energy yield, metabolic pathways. Unit 2: Sports Coaching and Leadership: LO1 - What are the roles and responsibilities of coaches and leaders in sport and physical activity? leadership styles, coaching philosophy, role modeling, motivational techniques, communication skills, session planning, performance analysis, athlete management, ethical considerations, teamwork</p>	<p>Unit 2: Sports Coaching and Leadership: LO2 - What are the principles of coaching and leadership? autocratic leadership, democratic leadership, situational leadership, coaching strategies, skill acquisition, performance feedback, session delivery, goal setting, instructional methods, reflective practice Unit 2: Sports Coaching and Leadership: LO3 - What methods can be used to improve sports skills? motor skills, psychomotor learning, skill refinement, error correction, visual guidance, verbal guidance, manual guidance, kinaesthetic feedback, skill drills, practice variability</p>
<p>Year 13 Sport</p>	<p>Unit 4: Working Safely in Sport, Exercise, Health and Leisure: LO1 - What are the emergency procedures in sport? emergency action plan, first responder, CPR, defibrillation, emergency evacuation, incident reporting, hazard identification, risk management, emergency communication, rescue techniques</p>	<p>Unit 4: Working Safely in Sport, Exercise, Health and Leisure: LO2 - What are the health and safety requirements in sport? risk assessment, hazard control, health regulations, safety audit, compliance standards, personal protective equipment, incident prevention, emergency drills, legal obligations, safety protocols Unit 6: Group Exercise to Music: LO1 - How do we select music for use in exercise sessions? tempo, beat matching, playlist curation, motivational tracks, music dynamics, exercise intensity, rhythm synchronization, acoustic analysis, sound system setup, auditory cues</p>	<p>Unit 6: Group Exercise to Music: LO2 - How do we plan group exercise sessions? choreography, workout design, class structure, session flow, exercise sequencing, participant engagement, activity adaptation, fitness goals, warm-up routines, cooldown strategies Unit 7: Improving Fitness for Sport and Physical Activity: LO1 - What are the principles of training? training specificity, progressive overload, periodization, tapering, recovery strategies, physiological adaptation, fitness assessment, exercise prescription, training cycles, fitness components</p>	<p>Unit 7: Improving Fitness for Sport and Physical Activity: LO2 - How do we plan a fitness training programme? microcycle, mesocycle, macrocycle, individualized training, periodized plan, fitness monitoring, progression tracking, resistance training, cardiovascular training, flexibility training Unit 7: Improving Fitness for Sport and Physical Activity: LO3 - How do we deliver a fitness training programme? exercise instruction, coaching cues, participant safety, performance demonstration, correction techniques, motivational strategies, adherence, session feedback, program adjustments, session evaluation</p>	<p>Unit 10: Biomechanics and Movement Analysis: LO1 - How do we explain movement in sport? kinematics, kinetics, Newton's laws, angular velocity, torque, momentum, force vectors, centre of mass, equilibrium, mechanical advantage Unit 10: Biomechanics and Movement Analysis: LO2 - What are the different motions and forces in sport? linear motion, projectile motion, impulse, friction, air resistance, biomechanics, joint action, force application, motion analysis, mechanical efficiency</p>	<p>Unit 11: Physical Activity for Specific Groups: LO1 - What provision is there for different target groups? inclusive practices, adaptive sports, accessibility, demographic analysis, socioeconomic factors, physical barriers, psychological barriers, cultural barriers, intervention strategies, participation equity Unit 11: Physical Activity for Specific Groups: LO2 - What are the barriers to participation for different target groups? target groups, exercise referral, health promotion, community programs, session planning, goal alignment, motivational interviewing, client assessment, program customization, outcome evaluation</p>

ADAPTATIONS FOR SEND STUDENTS IN PE LESSONS

GENERAL PE SEND STRATEGIES

<p>READING SUPPORT</p> <ul style="list-style-type: none"> • Visual Aids and Infographics: Use diagrams, charts, and infographics to illustrate complex concepts such as anatomy, game strategies, and training techniques. This can help students better understand and retain information. • Key Vocabulary Lists: Provide a list of key terms and definitions at the beginning of each unit. Encourage students to create flashcards to review these terms regularly. • Annotation Techniques: Teach students how to annotate their texts, highlighting important information, making notes in the margins, and summarizing paragraphs. This can be done verbally or in writing and helps reinforce their understanding. • Interactive Reading: Use interactive e-books or online resources where students can engage with the text through quizzes, videos, and interactive diagrams. • Differentiated Reading Materials: Provide reading materials at various levels of complexity to cater to students with different reading abilities. Simplified versions of texts can be used for students who need additional support. • Case Studies and Articles: Use real-world case studies and articles about health, fitness, and sports trends, followed by Q&A sessions. This encourages students to connect theoretical knowledge with practical examples. • Concept Mapping and Graphic Organizers: Encourage students to create concept maps and graphic organizers linking different skills and concepts in PE and sports. This helps in visualizing relationships and hierarchies within the content.
<p>EXAM PREPARATION</p> <p>Practice Papers</p> <ul style="list-style-type: none"> • Use past papers and provide extra time to complete them. • Offer practice sessions in a quiet, distraction-free environment. <p>Maps and Visual Aids Mind</p> <ul style="list-style-type: none"> • Use mind maps to organize information. • Incorporate visual aids to help retain information and understand concepts.

SEND WITHIN PE KEY CONCEPTS

<p>Physical Skills Development</p> <p>Use visual aids and demonstrations.</p> <p>Break down movements into smaller, manageable steps.</p>	<p>Social Skills Development</p> <p>Implement paired and group activities with clear roles.</p> <p>Use social stories to explain teamwork and collaboration.</p>	<p>Cognitive Skills Development</p> <p>Provide step-by-step instructions and repeat them.</p> <p>Use visual supports to reinforce understanding of rules and strategies.</p>	<p>Health and Fitness</p> <p>Adapt activities to suit individual fitness levels.</p> <p>Use heart rate monitors to provide visual feedback on exertion levels.</p>
<p>Inclusivity and Participation</p> <p>Modify equipment and rules to ensure everyone can participate.</p> <p>Use a buddy system to provide additional support.</p>	<p>Character Building</p> <p>Set personalized goals to encourage individual progress.</p> <p>Provide positive reinforcement and celebrate small achievements.</p>	<p>Lifelong Enjoyment of Physical Activity</p> <p>Offer a variety of activities to find what students enjoy.</p> <p>Encourage self-paced and choice-based activities.</p>	<p>Academic Integration</p> <p>Link physical activities to academic concepts.</p> <p>Provide alternative ways to demonstrate knowledge (e.g., oral presentations, projects).</p>

LONG TERM PLAN- A CURRICULUM OVERVIEW

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	OAA/Dance/Invasion Games/Net Games Students will engage in Outdoor and Adventurous Activities (OAA), dance, invasion games, and net games to develop physical, social, and cognitive skills. This will help build depth each year and develop skills brought from primary school.		Invasion Games/Net Games/Gym and Fitness Students will participate in invasion games, net games, and gym and fitness activities. These sports are chosen to maximize participation, encourage opportunity, develop knowledge-based understanding, break down social stereotypes, and promote lifelong enjoyment of activity.		Strike and Field/Athletics Students will take part in striking and fielding activities and athletics. In preparation for summer sports, rounders, cricket, and softball are included to maximize participation and develop key understanding, helping to further develop skills in years 8 and 9.	
Year 8	OAA/Dance/Invasion Games/Net Games Students will engage in Outdoor and Adventurous Activities (OAA), dance, invasion games, and net games to tackle intellectual and physical challenges. They will be encouraged to work in a team, building on trust and developing skills to solve problems either individually or as a group.		Invasion Games/Net Games/Gym and Fitness Students will deepen their knowledge and skills in invasion games, net games, gym, and fitness activities. They will work through a range of rotations to develop their team-building skills.		Strike and Field/Athletics Students will progress their skills in striking and fielding activities and athletics, building upon previous learning in line with Key Stage expectations. Skills will be developed to meet academic qualification requirements.	
Year 9	OAA/Dance/Invasion Games/Net Games Students will consolidate knowledge from previous years through Outdoor and Adventurous Activities (OAA), dance, invasion games, and net games. This will prepare them for OCR Sport.		Invasion Games/Net Games/Gym and Fitness Students will continually develop and deepen their cognitive, physical, and social skills in invasion games, net games, gym, and fitness activities, leveraging previous learning to build new knowledge and incorporating academic skills.		Strike and Field/Athletics Students will recall their knowledge in striking and fielding activities and athletics from previous learning and use this to establish starting points in new activities to build upon.	
Year 10 PE	Invasion Games/Net Games/Gym and Fitness Students will understand what makes a performance effective and how to apply these principles to their own and others' work in invasion games, net games, and gym and fitness activities. They will develop the confidence and interest to get involved in exercise, sports, and activities out of school and in later life, understanding and applying the long-term health benefits of physical activity.		Invasion Games/Net Games/Gym and Fitness Students will use a range of tactics and strategies to overcome opponents in direct competition through team and individual games such as badminton, basketball, cricket, football, hockey, netball, rounders, rugby, and tennis.		Strike and Field/Athletics Students will recall their knowledge in striking and fielding activities and athletics from previous learning and use this to establish starting points in new activities, building upon skills from previous years.	
Year 11 PE	Invasion Games/Net Games/Gym and Fitness Students will maximize participation in invasion games, net games, and gym and fitness activities. These sports are chosen to encourage opportunity, develop knowledge-based understanding, break down social stereotypes, and promote lifelong enjoyment of activity.		Invasion Games/Net Games/Gym and Fitness Students will continue to participate in invasion games, net games, and gym and fitness activities, reinforcing their understanding and maximizing participation. These activities promote opportunity, develop knowledge-based understanding, and break down social stereotypes.		Strike and Field/Athletics Students will take part in striking and fielding activities and athletics. These sports are chosen in line with the season to maximize participation, encourage opportunity, develop understanding, break down social stereotypes, and promote lifelong enjoyment of activity.	
Year 10 Sport	R181: Applying the Principles of Training - Components of Fitness Applied in Sport Students will learn about the various components of fitness applied in sport, including aerobic capacity, muscular strength, flexibility, and more. This will provide a foundation for understanding how these components contribute to overall performance in different sports.	R181: Applying the Principles of Training - Principles of Training in Sport Students will explore the principles of training, such as specificity, overload, progression, and reversibility. They will understand how these principles are applied to design effective training programs tailored to specific sports and individual needs.	R181: Applying the Principles of Training - Organising and Planning a Fitness Training Programme Students will learn how to organise and plan a fitness training programme. They will cover topics such as fitness assessment, goal setting, exercise prescription, and the structure of training cycles (macrocycle, mesocycle, microcycle).	R181: Applying the Principles of Training - Evaluating Own Performance in Planning and Delivering a Fitness Training Programme Students will evaluate their performance in planning and delivering a fitness training programme. They will conduct self-assessments, gather feedback, and analyse their strengths and weaknesses to develop improvement plans.	R183: Nutrition and Sport Performance - Nutrients Needed for a Healthy Balanced Nutritional Plan Students will learn about the essential nutrients needed for a healthy balanced diet, including carbohydrates, proteins, fats, vitamins, and minerals. They will understand the importance of each nutrient and how they contribute to sports performance.	R183: Nutrition and Sport Performance - How Nutritional Behaviours Can Be Managed to Improve Sports Performance Students will explore how nutritional behaviours can be managed to improve sports performance. This includes understanding eating habits, dietary adherence, and the impact of nutrition on performance. They will learn to develop strategies for managing nutrition effectively.
Year 11 Sport	R180: Reducing the Risk of Sports Injuries - Intrinsic and Extrinsic Risk Factors Students will identify and understand intrinsic and extrinsic risk factors that contribute to sports injuries. They will learn about biomechanical, anatomical, physiological, psychological, and environmental factors, as well as how to mitigate these risks.	R180: Reducing the Risk of Sports Injuries - Importance of Warm-Ups and Cool-Downs in Minimizing the Risk of Injury Students will learn about the importance of warm-ups and cool-downs in minimizing the risk of injury. They will explore different warm-up and cool-down techniques and understand their physiological benefits in preventing injuries.	R180: Reducing the Risk of Sports Injuries - Different Types of Injuries and Their Treatment Students will examine different types of sports injuries, including acute and chronic injuries. They will learn about the symptoms, treatment, and rehabilitation of common injuries, as well as first aid procedures.	R180: Reducing the Risk of Sports Injuries - Responding to Common Medical Conditions Students will understand how to respond to common medical conditions that can occur during sports activities. This includes recognizing symptoms and providing appropriate care for conditions such as asthma, diabetes, epilepsy, and heat-related illnesses.		

<p>Applied Anatomy and Physiology - What is the structure and function of the skeletal system?</p> <p>Students will learn about the structure and function of the skeletal system, understanding its role in movement and support.</p> <p>Skill Acquisition - How do we classify a skill?</p> <p>Students will classify different skills, understanding how they are categorized and their importance in various sports.</p> <p>Sport and Society - What are the characteristics of global sporting events?</p> <p>Students will analyse the characteristics of global sporting events, understanding their impact on society and culture.</p>	<p>Applied Anatomy and Physiology - What is the structure and function of the muscular system?</p> <p>Students will explore the structure and function of the muscular system, gaining insight into how muscles work to produce movement.</p> <p>Skill Acquisition - What are the different types and methods of practice?</p> <p>Students will study different types and methods of practice, learning how to apply these to improve performance.</p>	<p>Applied Anatomy and Physiology - What is the structure and function of the cardiovascular system?</p> <p>Students will investigate the structure and function of the cardiovascular system, learning how it supports physical activity.</p> <p>Skill Acquisition - How are skills transferred to different activities?</p> <p>Students will learn how skills are transferred to different activities and how coaches can use different guidance methods.</p> <p>Sport and Society - How has sport emerged and evolved throughout the ages?</p> <p>Students will explore how sport has emerged and evolved throughout the ages, considering historical influences and developments.</p> <p>Sports Psychology - How can goal setting be effectively used?</p> <p>Students will understand how goal setting can be effectively used and how group/team formation impacts performance.</p>	<p>Applied Anatomy and Physiology - What is the structure and function of the respiratory system?</p> <p>Students will examine the structure and function of the respiratory system, understanding its role in oxygen delivery and carbon dioxide removal.</p> <p>Skill Acquisition - What are the different theories of learning?</p> <p>Students will study different theories of learning, the stages of learning a performer passes through, and how a coach can use feedback.</p>	<p>Exercise Physiology - How does diet and nutrition impact on performance?</p> <p>Students will learn how diet and nutrition impact performance, exploring the relationship between food intake and athletic outcomes.</p> <p>Sports Psychology - How do individual differences impact on performance?</p> <p>Students will investigate how individual differences impact performance, learning how personality, motivation, and arousal affect sporting success.</p>	<p>Exercise Physiology - What are the different training methods?</p> <p>Students will study different training methods, understanding how to design and implement effective training programs.</p> <p>Sports Psychology - How does a group/team form?</p> <p>Students will study how group/team formation impacts performance and the role of goal setting in achieving success.</p> <p>Biomechanics - How can the principles of biomechanics be used to understand and analyse movements in sport?</p> <p>Students will apply the principles of biomechanics to understand and analyse movements in sport, exploring how forces and mechanics affect performance.</p>
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Year 13 PE	<p>Applied Anatomy and Physiology - How does the body create energy for exercise?</p> <p>Students will study how the body creates energy for exercise, understanding energy systems and their role in physical activity.</p> <p>Skill Acquisition - How does memory affect the learning process in sport?</p> <p>Students will understand how memory affects the learning process in sport, exploring cognitive processes and their influence on skill acquisition.</p> <p>Biomechanics - What is Linear motion?</p> <p>Students will study linear motion, applying this concept to analyse movements in sport.</p>	<p>Evaluating and Analysing Performance for Improvement - How does the environment impact on sporting performance?</p> <p>Students will learn how the environment impacts sporting performance, considering external factors that influence outcomes.</p> <p>Biomechanics - What is Angular motion?</p> <p>Students will study angular motion, applying this concept to analyse movements in sport.</p>	<p>Exercise Physiology - How do you reduce the risk of injury?</p> <p>Students will learn how to reduce the risk of injury and how to rehabilitate an injury, gaining knowledge on injury prevention and recovery.</p> <p>Contemporary Issues in Physical Activity and Sport - What are the routes to sporting excellence?</p> <p>Students will explore the routes to sporting excellence, considering factors that contribute to high performance.</p> <p>Sports Psychology - What do athletes and coaches attribute success and failure to?</p> <p>Students will investigate what athletes and coaches attribute success and failure to, understanding the role of attributions in performance.</p> <p>Biomechanics - What is projectile motion?</p> <p>Students will study projectile motion, applying these principles to understand and improve sporting techniques.</p>	<p>Exercise Physiology - How do you rehab an injury?</p> <p>Students will learn how to rehabilitate an injury, gaining knowledge on injury prevention and recovery.</p> <p>Contemporary Issues in Physical Activity and Sport - How does modern technology impact on sport?</p> <p>Students will examine how modern technology impacts sport, understanding advancements and their effects.</p> <p>Sports Psychology - How does confidence and self-efficacy impact on performance?</p> <p>Students will study how confidence and self-efficacy impact performance, learning strategies to enhance these traits.</p> <p>Biomechanics - What is Fluid mechanics?</p> <p>Students will study fluid mechanics, applying these principles to understand and improve sporting techniques.</p>	<p>Contemporary Issues in Physical Activity and Sport - What is deviance in sport?</p> <p>Students will explore what deviance in sport is, understanding the ethical and moral considerations in sportsmanship.</p> <p>Contemporary Issues in Physical Activity and Sport - How does commercialization and media impact on sport?</p> <p>Students will learn how commercialization and media impact sport, considering both positive and negative effects.</p> <p>Sports Psychology - What are the qualities of a great leader?</p> <p>Students will explore the qualities of a great leader and how leadership skills can be developed and applied in sports.</p> <p>Skill Acquisition - How does a coach use different guidance methods?</p> <p>Students will explore different guidance methods used by coaches and their effectiveness in skill development.</p>	<p>Sports Psychology - How can an athlete manage stress?</p> <p>Students will learn how athletes can manage stress, exploring techniques and strategies to maintain performance under pressure.</p> <p>Skill Acquisition - How can a coach use feedback?</p> <p>Students will understand the stages of learning and how a coach can use feedback to improve performance, understanding the progression from novice to expert.</p>
Year 12 Sport	<p>Unit 1: Body Systems and the Effects of Physical Activity: LO1 - What are the effects of physical activity on the skeletal system?</p> <p>Students will learn about the effects of physical activity on the skeletal system, understanding how exercise influences bone density, structure, and function.</p>	<p>Unit 1: Body Systems and the Effects of Physical Activity: LO2 - What are the effects of physical activity on the muscular system?</p> <p>Students will explore the effects of physical activity on the muscular system, learning how exercise impacts muscle strength, endurance, and hypertrophy.</p>	<p>Unit 1: Body Systems and the Effects of Physical Activity: LO3 - What are the effects of physical activity on the cardiovascular system?</p> <p>Students will investigate the effects of physical activity on the cardiovascular system, understanding how exercise enhances heart function, blood circulation, and overall cardiovascular health.</p>	<p>Unit 1: Body Systems and the Effects of Physical Activity: LO4 - What are the effects of physical activity on the respiratory system?</p> <p>Students will examine the effects of physical activity on the respiratory system, learning how exercise improves lung capacity, breathing efficiency, and oxygen exchange.</p>	<p>Unit 1: Body Systems and the Effects of Physical Activity: LO5 - What are the effects of physical activity on the energy systems?</p> <p>Students will understand the effects of physical activity on the energy systems, exploring how exercise impacts ATP production, anaerobic and aerobic energy pathways, and energy system efficiency.</p> <p>Unit 2: Sports Coaching and Leadership: LO1 - What are the roles and responsibilities of coaches and leaders in sport and physical activity?</p> <p>Students will learn about the roles and responsibilities of coaches and leaders, understanding their importance in guiding, motivating, and developing athletes.</p>	<p>Unit 2: Sports Coaching and Leadership: LO2 - What are the principles of coaching and leadership?</p> <p>Students will explore the principles of coaching and leadership, learning how effective coaching techniques and leadership styles contribute to athlete development and team success.</p> <p>Unit 2: Sports Coaching and Leadership: LO3 - What methods can be used to improve sports skills?</p> <p>Students will understand various methods to improve sports skills, including drills, practice sessions, and feedback mechanisms.</p>

<p>Unit 4: Working Safely in Sport, Exercise, Health and Leisure: LO1 - What are the emergency procedures in sport?</p> <p>Students will learn about emergency procedures in sport, understanding how to respond to injuries, accidents, and emergencies effectively.</p>	<p>Unit 4: Working Safely in Sport, Exercise, Health and Leisure: LO2 - What are the health and safety requirements in sport?</p> <p>Students will explore the health and safety requirements in sport, learning how to implement safety protocols and minimize risks during sporting activities.</p> <p>Unit 6: Group Exercise to Music: LO1 - How do we select music for use in exercise sessions?</p> <p>Students will learn how to select appropriate music for exercise sessions, understanding its impact on motivation, rhythm, and exercise intensity.</p>	<p>Unit 6: Group Exercise to Music: LO2 - How do we plan group exercise sessions?</p> <p>Students will explore how to plan group exercise sessions, learning how to structure activities, set goals, and design effective workout routines.</p> <p>Unit 7: Improving Fitness for Sport and Physical Activity: LO1 - What are the principles of training?</p> <p>Students will understand the principles of training, including specificity, overload, progression, and recovery, and how to apply these principles to fitness programs.</p>	<p>Unit 7: Improving Fitness for Sport and Physical Activity: LO2 - How do we plan a fitness training programme?</p> <p>Students will learn how to plan a fitness training programme, understanding how to set objectives, create training schedules, and tailor programs to individual needs.</p> <p>Unit 7: Improving Fitness for Sport and Physical Activity: LO3 - How do we deliver a fitness training programme?</p> <p>Students will explore how to deliver a fitness training programme, learning effective coaching techniques, exercise instruction, and motivational strategies.</p>	<p>Unit 10: Biomechanics and Movement Analysis: LO1 - How do we explain movement in sport?</p> <p>Students will learn how to explain movement in sport, understanding the biomechanical principles that govern athletic performance.</p> <p>Unit 10: Biomechanics and Movement Analysis: LO2 - What are the different motions and forces in sport?</p> <p>Students will explore different motions and forces in sport, learning about linear and angular motion, force production, and momentum.</p>	<p>Unit 11: Physical Activity for Specific Groups: LO1 - What provision is there for different target groups?</p> <p>Students will understand the provision for different target groups in physical activity, learning about inclusive practices and tailored programs for diverse populations.</p> <p>Unit 11: Physical Activity for Specific Groups: LO2 - What are the barriers to participation for different target groups?</p> <p>Students will explore the barriers to participation for different target groups, understanding the challenges and solutions for promoting inclusivity in sport.</p>
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PE AT PRIMARY PHASE- AT A GLANCE

Early Years Foundation Stage (EYFS)

- **Term 1:** Fundamental Movement Skills (Primary PE Unit - Word Moves)
- **Term 2:** Fundamental Movement Skills (Primary PE Unit - Multi Skills)
- **Term 3:** Fundamental Movement Skills (Primary PE Unit - First PE)
- **Term 4:** Fundamental Movement Skills (Primary PE Unit - Enjoy a Ball)
- **Term 5:** Fundamental Movement Skills (Primary PE Unit - Fitness and Fundamentals)
- **Term 6:** Fundamental Movement Skills (Primary PE Unit - Football Fundamentals)

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Term 1: Team Games (Primary PE Unit - Football Fundamentals) • Term 1: Dance (Primary PE Unit - Dance) • Term 2: Team Games - Ball Games (Primary PE Unit - Ball Skills) • Term 2: FMS: Activities to Develop Balancing (Primary PE Unit - Multi Skills) • Term 3: FMS: Activities to Develop Throwing and Catching (Primary PE Unit - Ball Games) • Term 3: Gym (Primary PE Unit - Gymnastics) • Term 4: Health Related Exercise (Primary PE Unit - Fitness) • Term 4: FMS through Dance (Primary PE Unit - Fairytale Dance) • Term 5: Athletics (Primary PE Unit - Athletics) • Term 5: Net and Wall - Tennis Skills (Primary PE Unit - Tennis) • Term 6: Striking and Fielding Skills (Primary PE Unit - Ball Games) • Term 6: Fundamental Movement Skills (Primary PE Unit - Dinosaur Dance) 	<ul style="list-style-type: none"> • Term 1: FMS - Activities to Develop Throwing & Catching (Primary PE Unit - Ball Skills) • Term 1: Team Games (Primary PE Unit - Football Fundamentals) • Term 2: Team Games (Primary PE Unit - Ball Games) • Term 2: Dance (Primary PE Unit - Dance) • Term 3: Gym (Primary PE Unit - Gymnastics) • Term 3: Health Related Exercise (Primary PE Unit - Fitness) • Term 4: Multi-skills (Primary PE Unit - Multi-skills) • Term 4: Dance (Primary PE Unit - Great Fire of London Dance) • Term 5: Striking and Fielding Skills (Primary PE Unit - Kwik Cricket) • Term 5: Multi-skills (Primary PE Unit - Multi-skills) • Term 6: Athletics (Primary PE Unit - Athletics) • Term 6: Net and Wall - Tennis (Primary PE Unit - Tennis) 	<ul style="list-style-type: none"> • Term 1: Invasion Games - Football (Primary PE Unit - Football) • Term 1: Dance (Primary PE Unit - Dance) • Term 2: Invasion Games - Football (Primary PE Unit - Football) • Term 2: Yoga (Primary PE Unit - Yoga) • Term 3: Invasion Games - Handball (Primary PE Unit - Handball) • Term 3: Dance (Primary PE Unit - Roman Dance) • Term 4: Net and Wall - Badminton (Power of PE) • Term 4: Gym (Primary PE Unit - Gymnastics) • Term 5: Striking and Fielding - Rounders (Primary PE Unit - Rounders) • Term 5: Outdoor Adventure (Primary PE Unit - Outdoor Adventure) • Term 6: Net and Wall - Tennis (Primary PE Unit - Tennis) • Term 6: Athletics (Primary PE Unit - Athletics)
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Term 1: Invasion Games - Football • Term 1: Yoga (Primary PE Unit - Yoga) • Term 2: Invasion Games - Handball (Primary PE Unit - Handball) • Term 2: Dance (Primary PE Unit - Dance) • Term 3: Net and Wall - Badminton (Power of PE) • Term 3: Gym (Primary PE Unit - Gymnastics) • Term 4: Net and Wall - Badminton (Power of PE) • Term 4: Dance (Primary PE Unit - Eco Warrior Dance) • Term 5: Striking and Fielding - Rounders • Term 5: Athletics (Primary PE Unit - Indoor Athletics) • Term 6: Outdoor Adventure • Term 6: Tennis 	<ul style="list-style-type: none"> • Term 1: Dance (Primary PE Unit - Dance) • Term 1: Striking and Fielding - Cricket (Primary PE Unit - Cricket) • Term 2: Invasion Games - Football (Primary PE Unit - Football) • Term 2: Developing Less Traditional Activities: Leadership and Team Building (Primary PE Unit - Leadership) • Term 3: Invasion Games - Basketball (Primary PE Unit - Basketball) • Term 3: Yoga (Primary PE Unit - Yoga Time) • Term 4: Gym (Primary PE Unit - Gymnastics) • Term 4: Outdoor Adventure (Primary PE Unit - Outdoor Adventure) • Term 5: Swimming (Primary PE Unit - Swimming) • Term 5: Net and Wall - Badminton (Power of PE) • Term 6: Swimming (Primary PE Unit - Swimming) • Term 6: Net and Wall - Tennis (Primary PE Unit - Tennis) 	<ul style="list-style-type: none"> • Term 1: Invasion Games - Football (Primary PE Unit - Football) • Term 1: Yoga (Primary PE Unit - Yoga Time) • Term 2: Invasion Games - Basketball (Primary PE Unit - Basketball) • Term 2: Developing Less Traditional Activities - Dodgeball (Primary PE Unit - Dodgeball) • Term 3: Net and Wall - Badminton (Power of PE) • Term 3: Gym (Primary PE Unit - Gymnastics) • Term 4: Dance (Primary PE Unit - The Greatest Showman) • Term 4: Indoor Athletics (Primary PE Unit - Indoor Athletics) • Term 5: Striking and Fielding (Primary PE Unit - Kwik Cricket) • Term 5: Athletics (Primary PE Unit - Athletics) • Term 6: Outdoor Adventure (Primary PE Unit - Outdoor Adventure) • Term 6: Net and Wall - Tennis (Primary PE Unit - Tennis)

PE KEY CONCEPTS

Physical Skills Development	Social Skills Development	Cognitive Skills Development	Health and Fitness
Inclusivity and Participation	Character Building	Lifelong Enjoyment of Physical Activity	Academic Integration

NOTTINGHAM ACADEMY PE & NATIONAL CURRICULUM COMPLIANCE

Key Stage 3

<p>Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p>	<p>Develop their technique and improve their performance in other competitive sports.</p>	<p>Perform dances using advanced dance techniques within a range of dance styles and forms.</p>
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7: Football, Table Tennis, Cricket Year 8: Basketball, Badminton, Tennis Year 9: Rugby, Hockey, Rounders 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7: Fitness Testing, Football, Gymnastics, Table Tennis, Athletics, Cricket Year 8: Fitness Testing, Basketball, Dance, Badminton, Athletics, Tennis Year 9: Fitness Testing, Rugby, Gymnastics, Hockey, Athletics, Rounders 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 8: Dance Year 9: Gymnastics
<p>Take part in outdoor and adventurous activities which present intellectual and physical challenges.</p>	<p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Take part in competitive sports and activities outside school through community links or sports clubs.</p>
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Not explicitly covered in Years 7-9 based on the provided topics. 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7: Athletics Year 8: Athletics Year 9: Athletics 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Covered throughout various team and individual sports mentioned above, encouraging participation through community links or sports clubs.

Key Stage 4

<p>Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.</p>	<p>Develop their technique and improve their performance in other competitive sports or other physical activities.</p>	<p>Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges.</p>
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 10: Football, Table Tennis, Cricket Year 11: Basketball, Badminton, Tennis 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 10: Fitness Testing, Football, Gymnastics, Table Tennis, Athletics, Cricket Year 11: Fitness Testing, Basketball, Dance, Badminton, Athletics, Tennis 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Not explicitly covered in Years 10-11 based on the provided topics.
<p>Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.</p>	<p>Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p>	
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 10: Athletics Year 11: Athletics 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Covered throughout various team and individual sports mentioned above, encouraging regular participation through community links or sports clubs. 	