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| PE | **Curriculum Team Vision** |
| At OMA we believe education is for everyone, that all students irrespective of their backgrounds, will be exceptional pupils, so they are equipped with the necessary knowledge, skills, qualifications, and mind-set to contribute positively to society.  Everything we do in the vocational faculty is aimed at providing an ambitious and challenging curriculum which inspires, motivates, and exploits the limitless potential of all our students. This will be achieved by us ‘*being inspired by the past - creating excellence in the present- by embracing the future’.*  Our long-term aim is to produce thinking, adaptable adults capable of taking his / her place in a changing technological society. We strive to create distinctive and dynamic partnerships between students and the world or work, forging active relationship with industry-based external training providers and employers.  The vocational curriculum seeks to promote an educational culture which is scientific, technological, creative, healthy, and entrepreneurial within the framework of the school and national curriculum. In addition, our faculty aims to provide the excellent practical technological, scientific, and holistic communication skills needed by our manufacturing and service industries within the UK and global markets. Thus, ensuring that our students will be well-educated and skilled, ready, and able to progress into employment, further training, or higher education according to their individual aptitudes and ambitions.  The faculty will be truly cross-curricular and will use aspects of many subjects to aid the students when developing innovative ideas and solving problems individually or as a team. The only boundary to making an impact in the future is our ‘*imagination*’ and our ability to ‘*engineer’* the solutions that could affect peoples’ lives. Students arrive and leave our faculty with a sense of wonder in learning…. that they will carry with them for a lifetime.  Department Curriculum Vision: Through shared values and support we will inspire young people to thrive. We will structure our faculty to nurture talent and support individuals, groups and teams to become exceptional, unique, individuals - contributing to today’s modern diverse society.  **Key measures:**   * *Exploiting the limitless potential of all individuals, irrespective of their social and cultural background.* * *Striving for excellence and the highest achievement every day, through literacy/ verbal discussion, numeracy and practical skills.* * *A self-improving learning system – Metacognition….* * *Creating a sense of wonder in learning…*   **Fitness students will be taught:**  **Yr.7**   * Understand fitness levels- Advantage of high levels of fitness * Heart rate- Why it increases * Advantage of lower heart rate * Different fitness testing * Understand key muscles in the body * Understand components of fitness * Benefits of circuit training * Correct technique for exercises and the impact of poor technique   **Rugby students will be taught:**  **Year 7** Understand correct tackling   * Apply basic ball handling skills * Understand how to pass the ball and apply the backward pass rule * Understand a ruck * Apply basic rules of rugby * Understand how to do a 3-man scrum * Understand how to kick the rugby ball   **In OAA Student will be taught:**   * Problem solving skills * Communication skills * How to follow a basic map * Teamwork skills * Independent skills * Organisational skills | |
| **Where can PE, Sport and Health take you?**   * <https://careertrend.com/list-5929469-list-physical-education-careers.html> | |

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| Subject: PE Curriculum Map 2024-2025 | | | |
| Terms | **Topics covered** and **core knowledge and skills** | Links to careers | Links to the Knowledge organiser and other additional resources |
| Half term 3 | **Fitness (Girls)**  **Lesson 1-3 -** To understand and carry out fitness tests   1. Identify the different fitness tests and how they relate to components of fitness 2. Demonstrate how to administer and record fitness test results 3. Apply results of fitness tests to describe strengths and areas for improvement   **Lesson 4 – 5** To understand the correct technique for exercises   1. Demonstrate the correct technique 2. Describe the risk of not doing the technique correctly 3. Evaluate a partner’s technique with strengths and areas for improvement   **Lesson 6 -** To understand what a circuit training session is   1. Identify what a circuit training session is 2. Demonstrate what stations are. 3. Explain the muscles that are being used at each station   **Lesson 7 -** To understand what happens to heart rate when you exercise   1. Identify where to take heart rate from 2. Describe what happens to the heart rate when we exercise 3. Explain why the changes to the body happen when we exercise   **Lesson 8 -** To understand how to plan and deliver own fitness sessions   1. Identify stations using 2. Demonstrate the correct technique for each station 3. Evaluate another group’s fitness session with strengths and areas for improvement   **Lesson 9 – 12** To understand how to evaluate another group’s session   1. Demonstrate own fitness session 2. Explain what parts of fitness you are developing in your own session 3. Evaluate another group’s session with strengths and areas for improvement   **Rugby (Boys)**  **Lesson 1 -** To understand how to safely tackle  LC1- Understand the ring of steel  LC2- Understand what is meant by cheek to cheek  LC3- Understand shoulder drive  LC3- Understand important rules around safe tackling  **Lesson 2** - To be able to complete a full tackle  LC1- To be able to complete a safe tackle on your knees  LC2- To be able to complete a full tackle from standing  LC3- To be able to complete a full tackle using a run up.  **Lesson 3** - To understand how to carry a rugby ball  LC1- Correctly hold the rugby ball  LC2- Understand how to safely carry a rugby ball  LC3- Demonstrate how to successfully carry a rugby ball  LC4- Explain the “rip” rule  **Lesson 4** - To understand how to pass the ball  LC1- Be able to complete a 6 o clock pass  LC2- Be able to step into a rugby pass  LC3- Be able to explain key important points of a rugby pass.  **Lesson 5** - To understand what is meant by play the ball  LC1- Explain what you do when tackled  LC2- Explain the three key points  LC3- Demonstrate how to successfully play the ball  **Lesson 6** - To be able to safely ruck  LC1- Be able to form a bridge  LC2- Explain key rules around the ruck  LC3- Understand the role of a hooker.  **Lesson 7** - To be able to counter ruck  LC1- Understand stepping over the gate  LC2- Understand rules of counter rucking  LC3- Be able to counter ruck safely  **Lesson 8** - To punt kick successfully  LC1- What is a punt kick?  LC2- When should a punt kick be used?  LC3- be able to perform a punt kick  **Lesson 9** - To create a 3-man scrum  LC1- Understand different positions in a scrum  LC2- What is meant by uncontested  LC3- Understand how to get the ball out of a scrum  LC4- Perform a 3-man scrum  LC5- When a scrum is used  **Lesson 10** - To understand how to restart a game from several scenarios  LC1- Understand what is meant by restart the game  LC2- Understand what to do after a try is scored  LC3- Understand when a scrum is used  LC4- How to start a game  LC5- Understand how to restart the game from the side line  **Lesson 11** - To be able to complete a full game of rugby  LC1- Understand all basic rules of rugby.  LC2- Be able to partake in a variety of positions  LC3- Complete a full game of rugby | Sports science.  PE teacher.  Physiotherapist.  Professional sportsperson.  Sports coach/consultant.  Sports policy at local and national level.  Diet and fitness instructor.  Personal trainer.  Unformed services  Lifeguard  Army  Swimming instructor  Working overseas  [nd.com/list-5929469-list-physical-education-careers.html](https://careertrend.com/list-5929469-list-physical-education-careers.html)  <https://www.uksport.gov.uk/jobs-in-sport>  <https://jobs.youthsporttrust.org/vacancies.html> |  |
| Half term 4 | **Fitness (Boys)**  **Lesson 1-3 -** To understand and carry out fitness tests   1. Identify the different fitness tests and how they relate to components of fitness 2. Demonstrate how to administer and record fitness test results 3. Apply results of fitness tests to describe strengths and areas for improvement   **Lesson 4 – 5** To understand the correct technique for exercises   1. Demonstrate the correct technique 2. Describe the risk of not doing the technique correctly 3. Evaluate a partner’s technique with strengths and areas for improvement   **Lesson 6 -** To understand what a circuit training session is   1. Identify what a circuit training session is 2. Demonstrate what stations are. 3. Explain the muscles that are being used at each station   **Lesson 7 -** To understand what happens to heart rate when you exercise   1. Identify where to take heart rate from 2. Describe what happens to the heart rate when we exercise 3. Explain why the changes to the body happen when we exercise   **Lesson 8 -** To understand how to plan and deliver own fitness sessions   1. Identify stations using 2. Demonstrate the correct technique for each station 3. Evaluate another group’s fitness session with strengths and areas for improvement   **Lesson 9 – 12** To understand how to evaluate another group’s session   1. Demonstrate own fitness session 2. Explain what parts of fitness you are developing in your own session 3. Evaluate another group’s session with strengths and areas for improvement   **Rugby (Girls)**  **Lesson 1 -** To understand how to safely tackle  LC1- Understand the ring of steel  LC2- Understand what is meant by cheek to cheek  LC3- Understand shoulder drive  LC3- Understand important rules around safe tackling  **Lesson 2** - To be able to complete a full tackle  LC1- To be able to complete a safe tackle on your knees  LC2- To be able to complete a full tackle from standing  LC3- To be able to complete a full tackle using a run up.  **Lesson 3** - To understand how to carry a rugby ball  LC1- Correctly hold the rugby ball  LC2- Understand how to safely carry a rugby ball  LC3- Demonstrate how to successfully carry a rugby ball  LC4- Explain the “rip” rule  **Lesson 4** - To understand how to pass the ball  LC1- Be able to complete a 6 o clock pass  LC2- Be able to step into a rugby pass  LC3- Be able to explain key important points of a rugby pass.  **Lesson 5** - To understand what is meant by play the ball  LC1- Explain what you do when tackled  LC2- Explain the three key points  LC3- Demonstrate how to successfully play the ball  **Lesson 6** - To be able to safely ruck  LC1- Be able to form a bridge  LC2- Explain key rules around the ruck  LC3- Understand the role of a hooker.  **Lesson 7** - To be able to counter ruck  LC1- Understand stepping over the gate  LC2- Understand rules of counter rucking  LC3- Be able to counter ruck safely  **Lesson 8** - To punt kick successfully  LC1- What is a punt kick?  LC2- When should a punt kick be used?  LC3- be able to perform a punt kick  **Lesson 9** - To create a 3-man scrum  LC1- Understand different positions in a scrum  LC2- What is meant by uncontested  LC3- Understand how to get the ball out of a scrum  LC4- Perform a 3-man scrum  LC5- When a scrum is used  **Lesson 10** - To understand how to restart a game from several scenarios  LC1- Understand what is meant by restart the game  LC2- Understand what to do after a try is scored  LC3- Understand when a scrum is used  LC4- How to start a game  LC5- Understand how to restart the game from the side line  **Lesson 11** - To be able to complete a full game of rugby  LC1- Understand all basic rules of rugby.  LC2- Be able to partake in a variety of positions  LC3- Complete a full game of rugby |  |  |