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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…*   **Rugby students will be taught to:**  **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   **Year 8**   * Rules of the sport- Deeper understanding * How to tackle safely from a variety of positions. * How to ruck, counter ruck and maul * Play all roles in a 3-man scrum * Perform a variety of kicks in rugby * Be able to perform a variety of passes   **Year 9**   * Rules of the sport- become familiar with a wide range of rules building on the basic understanding. * How to tackle safely from a variety of positions. * How to attack and defend from rucks and mauls * Implement a variety of tactics from scrums. * Perform a variety of kicks effectively in rugby * Be able to perform a variety of passes * Understand the use of dummies in rugby * Be able to lead a tactical play from a variety of positions   **Fitness students will be taught to:**  **Year 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   **Year 8**   * Measure heart rate * Understand the effect of exercise on the heart rate * Understand speed and reaction time * Agility and components of fitness * Develop understanding of muscular endurance * What is cardiovascular endurance? * Understand how components of fitness effect sports performance * Understand short term effects of exercise * Understand long term effects of exercise   **Year 9**   * Understand training methods * Link training methods to components of fitness * Describe how components of fitness impact on sport * What is muscular endurance? * What is muscular strength? * Be able to test accurately, and ensure fitness tests are reliable * Understand key muscles and how they impact certain sports * Identify muscular injuries * Understand how to improve your own fitness.   **In badminton students will be taught:**   * Serving forehand and backhand * How to successfully start a game * A range of attacking and defending shots * Basic rules of badminton * How to umpire and score a game of badminton * Singles and doubles games   **In Sports Leaders students will be taught:**   * Basic introduction to Sports Leader and how can be beneficial * Verbal and non-verbal communication and why that is important * Discover fun warm-up games and how these can be delivered * Plan and deliver own warm-ups * Evaluate own and others’ warm-ups | |
| **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 | **Sports Leader (Girls)**  **Lesson 1 -** To understand the importance of communication as a sports leader   1. Identify the difference between verbal and non-verbal communication 2. Demonstrate when best to use verbal and non-verbal communication 3. Explain the importance of voice projection and body positioning   **Lesson 2 -** To understand how to deliver a fun warm-up   1. Describe the importance of a fun warm-up 2. Understand how STEP can be used to deliver to all students. 3. Evaluate fun warm-ups delivered by teacher   **Lesson 3 -** To understand how to plan a fun warm-up   1. Devise a plan that you will deliver for a fun warm-up 2. Identify key criteria for what is involved in a fun warm-up 3. Devise an evaluation sheet of what will be assessed against.   **Lesson 4 -** To deliver a fun warm-up to another group   1. Demonstrate key sports leader skills in fun warm-up delivery 2. Evaluate another group’s fun warm-up with strengths and areas for improvement 3. Suggest solutions for your areas for improvement.   **Lesson 5** - To deliver a fun warm-up to another group   1. Demonstrate key sports leader skills in fun warm-up delivery 2. Evaluate another group’s fun warm-up with strengths and areas for improvement 3. Suggest solutions for your areas for improvement.   **Lesson 6** - To use feedback to improve delivery of a fun warm-up   1. Use constructive feedback to plan new fun warm-up showing where areas for improvement can be solved. 2. Deliver warm-up using communication skills to another group 3. Evaluate other’s fun warm-up giving strengths and areas for improvement with suggestions.   **Badminton (Girls)**  **Lesson 1 -** Be able to rally in badminton  LC1- Understand how to grip the racquet  LC2- Be able to name three rules  LC3- Be able to hold a rally  **Lesson 2 -** Be able to serve in badminton  LC1- Be able to serve legally  LC2- Understand key rules of serving  LC3- Be able to complete a short and long serve  **Lesson 3 -** Be able to play a forehand shot  LC1- Be able to play a forehand shot  LC2- Be able to perform a smash  LC3- Be able to perform a drop shot  **Lesson 4** - Be able to perform a backhand shot  LC1- Be able to perform a backhand shot  LC2- Perform a backhand clear  LC3- Understand why it is important to be able to use backhand as well as forehand  **Lesson 5 -** Understand similarities/differences with attacking and defensive shots  LC1- Be able to perform a attacking shot  LC2- Be able to perform a defensive shot  LC3- Understand when to play attacking and defensive shots.  **Lesson 6 -** Be able to complete a competitive game  LC1- Be able to play a full competitive game to 11.  LC2- Be able to officiate a game  LC3- Identify areas of strengths and weaknesses of peers.  **Fitness (Boys)**  **Lesson 1- Explain why fitness testing is important and Conduct fitness tests, perform, accurately recording results (Indoor)**  Explain why fitness testing is important  Be able to conduct the tests ensuring the results are valid and reliable  Record results accurately and analyse the results  **Lesson 2- Explain why fitness testing is important and Conduct fitness tests, perform, accurately recording results (outdoor)**  Explain why fitness testing is important  Be able to conduct the tests ensuring the results are valid and reliable  Record results accurately and analyse the results  **Lesson 3- Develop knowledge and understanding of training methods for developing cardiovascular endurance**  Describe cardiovascular endurance and how it affects people taking part in sports.  Demonstrate an understanding of the training methods used to develop cardiovascular endurance  Link each training method to specific sports and understand why these would improve an athlete’s performance  **Lesson 4- Develop knowledge and understanding of training methods for developing speed and agility.**  Describe how speed and agility affects people taking part in sports.  Explain the methods used to develop speed and agility.  Link each training method to specific sports and understand why these would improve an athlete’s performance  **Lesson 5- Develop knowledge and understanding of training methods for flexibility**  Describe how flexibility affects people taking part in sports.  Explain the methods used to develop flexibility  Link each training method to specific sports and understand why these would improve an athlete’s performance  **Lesson 6- Develop knowledge and understanding of training methods for developing power**  Describe how power affects people taking part in sports.  Explain the methods used to develop power  Link each training method to specific sports and understand why these would improve an athlete’s performance  **Lesson 7- Develop knowledge and understanding of training methods for developing muscular strength and muscular endurance**  Describe how muscular strength and muscular endurance affects people taking part in sports.  Explain the methods used to develop muscular endurance and muscular strength.  Link each training method to specific sports and understand why these would improve an athlete’s performance  **Lesson 8 & Lesson 9 - To understand how to plan and deliver own fitness sessions**  Identify stations using  Demonstrate the correct technique for each station  Evaluate another group’s fitness session with strengths and areas for improvement  **Lesson 10 – 12 - To understand how to evaluate another group’s session**  Demonstrate own fitness session  Explain what parts of fitness you are developing in your own session  Evaluate another group’s session with strengths and areas for improvement | 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  <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 | **Rugby (Girls)**  **Lesson 1 - To understand how to safely tackle when running**  LC1- Recap three main coaching points to tackle safely   LC2- Understand what to do when you make a tackle   LC3- Successfully complete a safe tackle  **Lesson 2 - To understand a defensive line**  LC1- What is a defensive line?  LC2- What is offside?  LC3- Understand the benefits of a good defensive line  **Lesson 3 - 1 hand carry v 2 hand carry**  LC1- What are the benefits of a one hand carry?  LC2- What are the benefits of a two-hand carry?  LC3- What situations best suit certain in game moments?  **Lesson 4 - To be able to pass in several ways**  LC1- Perform a basic pass  LC2- Perform a spin pass  LC3- Perform a pop pass  **Lesson 5 - Be able to ruck effectively**  LC1- Know all rules of rucking  LC2- Understand when to ruck and when to try and offload  LC3- Be able to form an effective ruck  **Lesson 6 - To be able to safely counter ruck**  LC1- Understand rules of counter rucking.  LC2- What is meant by clean out?  LC3- Understand two different ways of cleaning out.  **Lesson 7 - How to perform a line out**  LC1- What are the rules of a line out?  LC2- Be able to successfully perform a lineout  LC3- What are different tactics from a lineout  **Lesson 8 - Be able to successfully make attacking and defensive kicks.**  LC1- Be able to perform a punt kick  LC2- Be able to perform a grubber kick  LC3- Understand when to use different kicks  **Lesson 9 - To maul safely**  LC1- Understand the rules of mauling  LC2- Join a maul as an attacker  LC3- Join a maul as a defender  **Lesson 10 - Understand scenarios from a scrum**  LC1- Understand rules of a scrum  LC2- Setting up attacking plans from a scrum  LC3- Setting up defensively from a scrum  **Lesson 11 - Be able to play a variety of positions in rugby**  LC1- Name positions in rugby  LC2- Understand attacking and defensive positions in rugby  LC3- Play a variety of positions during game play  **Sports Leader (Boys)**  **Lesson 1 -** To understand the importance of communication as a sports leader   1. Identify the difference between verbal and non-verbal communication 2. Demonstrate when best to use verbal and non-verbal communication 3. Explain the importance of voice projection and body positioning   **Lesson 2 -** To understand how to deliver a fun warm-up   1. Describe the importance of a fun warm-up 2. Understand how STEP can be used to deliver to all students. 3. Evaluate fun warm-ups delivered by teacher   **Lesson 3 -** To understand how to plan a fun warm-up   1. Devise a plan that you will deliver for a fun warm-up 2. Identify key criteria for what is involved in a fun warm-up 3. Devise an evaluation sheet of what will be assessed against.   **Lesson 4 -** To deliver a fun warm-up to another group   1. Demonstrate key sports leader skills in fun warm-up delivery 2. Evaluate another group’s fun warm-up with strengths and areas for improvement 3. Suggest solutions for your areas for improvement.   **Lesson 5** - To deliver a fun warm-up to another group   1. Demonstrate key sports leader skills in fun warm-up delivery 2. Evaluate another group’s fun warm-up with strengths and areas for improvement 3. Suggest solutions for your areas for improvement.   **Lesson 6** - To use feedback to improve delivery of a fun warm-up   1. Use constructive feedback to plan new fun warm-up showing where areas for improvement can be solved. 2. Deliver warm-up using communication skills to another group 3. Evaluate other’s fun warm-up giving strengths and areas for improvement with suggestions.   **Badminton (Boys)**  **Lesson 1 -** Be able to rally in badminton  LC1- Understand how to grip the racquet  LC2- Be able to name three rules  LC3- Be able to hold a rally  **Lesson 2 -** Be able to serve in badminton  LC1- Be able to serve legally  LC2- Understand key rules of serving  LC3- Be able to complete a short and long serve  **Lesson 3 -** Be able to play a forehand shot  LC1- Be able to play a forehand shot  LC2- Be able to perform a smash  LC3- Be able to perform a drop shot  **Lesson 4** - Be able to perform a backhand shot  LC1- Be able to perform a backhand shot  LC2- Perform a backhand clear  LC3- Understand why it is important to be able to use backhand as well as forehand  **Lesson 5 -** Understand similarities/differences with attacking and defensive shots  LC1- Be able to perform a attacking shot  LC2- Be able to perform a defensive shot  LC3- Understand when to play attacking and defensive shots.  **Lesson 6 -** Be able to complete a competitive game  LC1- Be able to play a full competitive game to 11.  LC2- Be able to officiate a game  LC3- Identify areas of strengths and weaknesses of peers. |  |  |