

## Year 7 – Physical Education at Meols Cop (P Band Classes)

### Curriculum Theme – Me in PE

**Year 7 (Skill Development)** – The focus of our curriculum in Year 7 is to continue the development of the skills and attributes that students acquired during Key Stage 2. Here, students will learn a variety of new skills in various sports and activities that will be practiced in isolation (e.g. shooting in netball; dribbling in basketball; passing in hockey) as well as applying these into competitive environments (small-sided games; full-sided games; mini athletics tournaments etc.)

**Pupils will be assessed across three areas per activity under the “Me in PE” model focusing on:**

- **Physical Me** (Procedural knowledge – Physical capabilities; skills and application).
- **Thinking Me** (Declarative knowledge – Explaining teaching points, coaching others and use of tier 3 terminology through oracy).
- **Social Me** (Teamwork, group discussion and communication).

#### Baseline Process



**Baseline (All Boys)**  
**Baseline (All Girls)**

#### Activity 1



**P Boys – Badminton**  
**P Girls – Netball**

#### Activity 2



**P Boys – Basketball**  
**P Girls – Dance**

#### Activity 3



**P Boys – Football**  
**P Girls – Basketball**

#### Activity 4



**P Boys – Dance**  
**P Girls – Badminton**

#### Activity 5



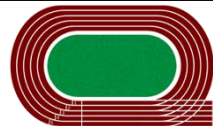
**P Boys – Tag Rugby**  
**P Girls – Movement & Balance**

#### Activity 6



**P Boys – Cricket**  
**P Girls – Football**

#### Activity 7



**P Boys – Athletics**  
**P Girls – Athletics**

#### Activity 8



**P Boys – Softball**  
**P Girls – Rounders**

## Year 7 – Physical Education at Meols Cop (Y Band Classes)

### Curriculum Theme – Me in PE

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**Pupils will be assessed across three areas per activity under the “Me in PE” model focusing on:**

- **Physical Me** (Procedural knowledge – Physical capabilities; skills and application).
- **Thinking Me** (Declarative knowledge – Explaining teaching points, coaching others and use of tier 3 terminology through oracy).
- **Social Me** (Teamwork, group discussion and communication).

#### Baseline Process



**Baseline (All Boys)**  
**Baseline (All Girls)**

#### Activity 1



**Y Boys – Coordination**  
**Y Girls – Coordination**

#### Activity 2



**Y Boys – Basketball**  
**Y Girls – Football**

#### Activity 3



**Y Boys – Badminton**  
**Y Girls – Netball**

#### Activity 4



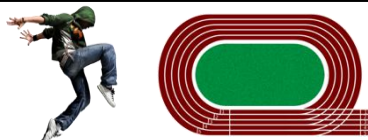
**Y Boys – Tag Rugby**  
**Y Girls – Movement & Balance**

#### Activity 5



**Y Boys – Handball**  
**Y Girls – Dance**

#### Activity 6



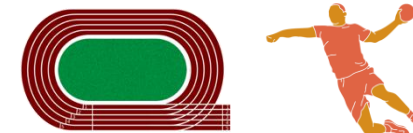
**Y Boys – Dance**  
**Y Girls – Athletics**

#### Activity 7



**Y Boys – Cricket**  
**Y Girls – Rounders**

#### Activity 8



**Y Boys – Athletics**  
**Y Girls – Handball**

## Year 8 – Physical Education at Meols Cop (P Band Classes)

### Curriculum Theme – Me in PE

**Year 8 (Tactics & Strategies)** – The focus of our curriculum in Year 8 to build on the foundational skills acquired and nurtured in Year 7 by applying a tactical and strategical approach to performance. More advanced skills will be added into each activity from Year 7, however, students will be challenged through formation, structural shape, skill selection and timing in order to outwit their opponents through carefully planned strategies.

**Pupils will be assessed across three areas per activity under the “Me in PE” model focusing on:**

- **Physical Me** (Procedural knowledge – Physical capabilities; skills and application).
- **Thinking Me** (Declarative knowledge – Explaining tactics and strategies, teaching points, coaching others and use of tier 3 terminology through oracy).
- **Social Me** (Teamwork, group discussion and communication).

#### Activity 1



**P Boys** – Basketball  
**P Girls** – Netball

#### Activity 2



**P Boys** – Rugby  
**P Girls** – Badminton

#### Activity 3



**P Boys** – Football  
**P Girls** – Football

#### Activity 4



**P Boys** – Movement & Balance  
**P Girls** – Dance 1

#### Activity 5



**P Boys** – Badminton  
**P Girls** – Movement & Balance

#### Activity 6



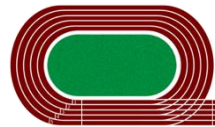
**P Boys** – Handball  
**P Girls** – Dance 2

#### Activity 7



**P Boys** – Cricket  
**P Girls** – Basketball

#### Activity 8



**P Boys** – Athletics  
**P Girls** – Athletics

#### Activity 9



**P Boys** – Softball  
**P Girls** – Rounders

## Year 8 – Physical Education at Meols Cop (Y Band Classes)

### Curriculum Theme – Me in PE

**Year 8 (Tactics & Strategies)** – The focus of our curriculum in Year 8 to build on the foundational skills acquired and nurtured in Year 7 by applying a tactical and strategical approach to performance. More advanced skills will be added into each activity from Year 7, however, students will be challenged through formation, structural shape, skill selection and timing in order to outwit their opponents through carefully planned strategies.

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- **Physical Me** (Procedural knowledge – Physical capabilities; skills and application).
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- **Social Me** (Teamwork, group discussion and communication).

#### Activity 1



**Y Boys** – Coordination  
**Y Girls** – Coordination

#### Activity 2



**Y Boys** – Basketball  
**Y Girls** – Dance 1

#### Activity 3



**Y Boys** – Rugby  
**Y Girls** – Handball

#### Activity 4



**Y Boys** – Badminton  
**Y Girls** – Netball

#### Activity 5



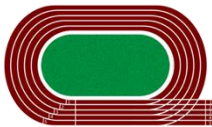
**Y Boys** – Football  
**Y Girls** – Dance 2

#### Activity 6



**Y Boys** – Movement & Balance  
**Y Girls** – Football

#### Activity 7



**Y Boys** – Athletics  
**Y Girls** – Athletics

#### Activity 8



**Y Boys** – Handball  
**Y Girls** – Movement & Balance

#### Activity 9



**Y Boys** – Cricket  
**Y Girls** – Rounders

## Year 9 – Physical Education at Meols Cop (P Band Classes)

### Curriculum Theme – Me in PE

**Year 9 (Analysis & Feedback)** – The focus of our curriculum in Year 9 is consolidate the skills acquired in both Year’s 7 and 8, as well as advanced skills appropriate for the age range, tactics and strategies across all activities and to self/peer assess performances. This provides ample opportunity for students to observe, coach and feedback using articulate statements, including tier 3 terminology, to improve and share knowledge.

**Pupils will be assessed across three areas per activity under the “Me in PE” model focusing on:**

- **Physical Me** (Procedural knowledge – Physical capabilities; skills and application).
- **Thinking Me** (Declarative knowledge – Justifying and explaining coaching developments, explaining tactics and strategies, teaching points, coaching others and use of tier 3 terminology through oracy).
- **Social Me** (Teamwork, group discussion and communication).

#### Activity 1



**P Boys** – Basketball  
**P Girls** – Netball

#### Activity 2



**P Boys** – Rugby  
**P Girls** – Badminton

#### Activity 3



**P Boys** – Football  
**P Girls** – Basketball

#### Activity 4



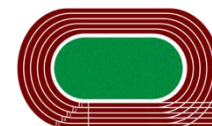
**P Boys** – Health-related Fitness  
**P Girls** – Football

#### Activity 5



**P Boys** – Badminton  
**P Girls** – Gymnastics/HRF

#### Activity 6



**P Boys** – Athletics  
**P Girls** – Athletics

#### Activity 7



**P Boys** – Cricket  
**P Girls** – Rounders

#### Activity 8 – Leadership Activities



**P Boys** – Handball  
**P Girls** – Tag Rugby

**YOU WILL ONLY ENGAGE IN 3  
PE LESSONS PER FORTNIGHT  
IN YEAR 9 DUE TO 1 LESSON  
BEING DEDICATED TO  
ENRICHMENT.**

## Year 9 – Physical Education at Meols Cop (Y Band Classes)

### Curriculum Theme – Me in PE

**Year 9 (Analysis & Feedback)** – The focus of our curriculum in Year 9 is consolidate the skills acquired in both Year’s 7 and 8, as well as advanced skills appropriate for the age range, tactics and strategies across all activities and to self/peer assess performances. This provides ample opportunity for students to observe, coach and feedback using articulate statements, including tier 3 terminology, to improve and share knowledge.

**Pupils will be assessed across three areas per activity under the “Me in PE” model focusing on:**

- **Physical Me** (Procedural knowledge – Physical capabilities; skills and application).
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- **Social Me** (Teamwork, group discussion and communication).

#### Activity 1



**Y Boys** – Badminton  
**Y Girls** – Coordination

#### Activity 2



**Y Boys** – Basketball  
**Y Girls** – Gymnastics/HRF

#### Activity 3



**Y Boys** – Health-related Fitness  
**Y Girls** – Netball

#### Activity 4



**Y Boys** – Football  
**Y Girls** – Badminton

#### Activity 5



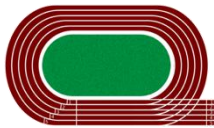
**Y Boys** – Rugby  
**Y Girls** – Football

#### Activity 6



**Y Boys** – Cricket  
**Y Girls** – Rounders

#### Activity 7



**Y Boys** – Athletics  
**Y Girls** – Athletics

#### Activity 8 – Leadership Activities



**Y Boys** – Handball  
**Y Girls** – Teacher Discretion

**YOU WILL ONLY ENGAGE IN 3 PE LESSONS PER FORTNIGHT IN YEAR 9 DUE TO 1 LESSON BEING DEDICATED TO ENRICHMENT.**

## Year 10 Long term Plan

Throughout Year 10, students will complete the R185 Unit (Performance and leadership in sports activities) which equates to a total of 40% of their final grade. This unit encompasses both practical and written coursework. For TA1, students will perform in two activities of their choice and will be assessed in different areas such as their individual skill level, tactical application and communication. In TA2, students will then complete a strength and weakness analysis piece of coursework which will require them to create an action plan to improve the weaker skills in one of their chosen sports, they will then keep track of their progress in this via a log book which is completed after each session. In TA3, students will learn how to plan and implement a coaching session in a sport of their choice, this includes a risk assessment and safety procedures. TA4 will require students to lead this session in small groups amongst their peers or, if confident enough, to a Year 7 class. Students will then complete TA5 in which they are to conduct a thorough review of their planning and leadership from TA4.

Autumn Term 1	Spring Term 1	Summer Term 1
<p><b>R185 – Performance and leadership in sports activities:</b></p> <p><u>1.1</u> – Performance in two selected activities</p> <p><u>2.1.1</u> – Key components for assessing strengths and weaknesses in an activity</p> <p><u>2.1.2</u> – Altering the context of performance</p>	<p><u>3.1</u> – Organisation of a sports activity session</p> <p><u>3.2</u> – Safety considerations when planning a sports activity session</p> <p><u>3.3</u> – Objectives to meet the needs of the group</p> <p><u>4.1</u> – Leading a sports activity session</p>	<p><u>1.1</u> – Performance in two selected activities</p> <p><u>5.1</u> – Review your leadership of a sports activity session</p>
Autumn Term 2	Spring Term 2	Summer Term 2
<p><u>1.1</u> – Performance in two selected activities</p> <p><u>2.1.2</u> – Altering the context of performance</p> <p><u>2.1.2</u> – Different types of practices and progressive drills</p> <p><u>2.3.1</u> – Use of tools to aid evaluation</p>	<p><u>4.1</u> – Leading a sports activity session</p> <p><u>5.1</u> – Review your leadership of a sports activity session</p>	<p><b>R186 – Sport &amp; the Media:</b></p> <p><u>1.1</u> – Distinguish between different media sources and how they cover sport</p> <p><u>1.1.1</u> – Digital and social media</p>

## Year 11 Long term Plan

In Year 11, students will complete R186 Sport & the Media, which equates to 20% of their overall grade. In TA1, students will be required to research the different forms of media that cover sport, TA2 will focus on the positive relationship between the media and sport and TA3 will focus on the negative effects of the media in sport. In January, students will then study for their exam paper which focuses on Contemporary Issues in Sport. This is a terminal exam that equates to 40% of their overall grade. Students will require a wide knowledge of sports and events outside of their usual comfort zones – this includes the Ryder Cup (Golf), the Davis Cup (Tennis) and Silverstone (F1) etc. Students will be provided with a revision guide which has been made by the PE department, but it will be good practice to also purchase the exam board-endorsed version as well.

### Autumn Term 1

#### R186 – Sport & the Media:

##### 1.1 – Distinguish between different media sources and how they cover sport

1.1.1 – Different forms of broadcast media

1.1.3 – Print media sources

##### 2.1 – The Positive Relationship between the media and sport:

2.1.1 – Participation

2.1.2 – Raising profile of sport

2.2.1 – Education

### Spring Term 1

#### R184 – Contemporary Issues in Sport:

1.1 – User groups

1.2 – Possible barriers

1.3 – Possible barrier solutions

1.4 – Factors which can affect positively or negatively impact upon the popularity of sport in the UK

1.5 – Emerging/New sports in the UK

2.1 – The values promoted through sport

2.1 – The Olympic and Paralympic movement

2.3 – Sporting values initiative and campaigns

2.4 – The importance of etiquette and sporting behaviour

2.5 – The use of performance-enhancing drugs (PEDs) in sport

### Autumn Term 2

2.2.2 – Revenue

##### 3.1 – Negative effects of the media in sport:

3.1.1 – External factors affecting the decline in live spectatorship

3.1.2 – Ethical appropriateness of sponsors

3.1.3 – How the media is assisting a widening wealth divide in sport

3.1.4 – Impact of wider global issues on sport/performers & spectators

3.1.5 – Media demands affecting sports fixture scheduling

3.2.1 – Coverage of inappropriate behaviour

3.2.2 – Rejection of sporting heroes

3.2.3 – Scrutiny and criticism of participants

3.2.4 – Increased pressure on athletes to look a certain way

### Spring Term 2

3.1 – The features of hosting a major sports event

3.2 – Positive and negative pre-event aspects of hosting a major sporting event

3.3 – Potential positive and negative aspects of hosting a major sporting event

4.1 – The role National Governing bodies (NGBs) play in the development of their sport

5.1 – The role of technology in sport

5.2 – Positive and negative effects of the use of technology in sport