

CURRICULUM INTENT: Physical Education

We study PE to develop the physical, social and emotional well-being of our students. We aim to provide an engaging and challenging curriculum that allows all students to achieve beyond their expectations. To offer excellent opportunities to develop a healthy life-long love of physical activity and to develop a first-class teaching and learning environment where both staff and students enjoy working hard together to achieve success. We want all students to feel they belong as part of a team, believe in their healthy potential, and thrive physically, socially, and emotionally. We do this by developing the attitudes, skills and knowledge required to be a leader and provide memorable experiences throughout a student's journey within Physical Education.

Students will be provided with a variety of opportunities and experiences throughout their time at North London Grammar School, challenging them both inside and outside the classroom. Students will develop physical, technical, and tactical sporting skills; enhanced by an embedded focus on mental skills such as resilience, determination, and confidence. There will be an emphasis on improving fitness in conjunction with health and well-being through knowledge and application. Leadership skills take a strong emphasis throughout the key stages, with students able to take on additional roles than just a performer.

We aim to ensure all students leave the school possessing the skills, motivation, and knowledge to enjoy a lifelong engagement with sport and physical activity. We trust that our broad and innovative PE curriculum will allow students to develop their love of movement and sport well beyond their time with us.

CURRICULUM IMPLEMENTATION: Physical Education

	AUTUMN TERM		SPRING TERM		SUMMER TERM		Trips and Events
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7 Knowledge	Health Related Exercise	Football	Badminton	Basketball	Athletics	Cricket	
	Heart Rate <ul style="list-style-type: none"> To introduce how to take and record a pulse rate. To understand what a pulse rate can show. High achievers: to understand how various exercises can have an impact on a person's heart rate. 	Movement with the ball <ul style="list-style-type: none"> To be able to perform the basic dribbling movements with control. To be able to outwit opponents with the use of these techniques. To be able to perform skills in a small-sided game making decisions about how best to advance on opposition territory. 	Introduce grip and ready position <ul style="list-style-type: none"> To be able to demonstrate & use the correct grip. To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket from a ready position. To understand the different lines and areas on the court and move between them quickly. 	Ball familiarisation and Passing <ul style="list-style-type: none"> To be able to replicate basic ball handling skills. To be able to perform these in a small sided game to maintain ball possession. To develop their understanding and knowledge of the basic rules of Basketball. 	Introduce running style (100/200/400m) <ul style="list-style-type: none"> To be able to perform the basic technique for an effective sprint race. To replicate the correct posture, arm action and leg action. To evaluate performance of self and others and suggest ways technique may be improved. To understand 	Ball familiarisation/catching <ul style="list-style-type: none"> To accurately replicate a basic throwing and receiving technique. To take part in conditioned games showing an understanding of basic tactics. To develop understanding the laws of cricket. To begin to 	

					components of fitness for sprint races.	think about outwitting opponents with the placement of the ball.
Fitness Testing <ul style="list-style-type: none"> To introduce the various components of fitness. To understand the tests to measure the components of fitness. High achievers: to understand and apply components of fitness to various sports. 	Passing and movement off the ball <ul style="list-style-type: none"> To be able to replicate passes in a space with changing environment. To understand the importance of width and playing into space to attack and outwit opponents. To identify the type of information you might provide teammates when off the ball. 	Introduce the underarm clear <ul style="list-style-type: none"> To perform and replicate underarm clear with control and coordination. To understand when best to use underarm clear. To develop the skill of outwitting an opponent using a combination of shots. 	Dribbling and Pivoting <ul style="list-style-type: none"> To replicate the core skill of dribbling with control and accuracy. To be able to perform skills in a small-sided game making decisions about how best to advance on opposition. To develop an understanding of the rule of travelling. 	Introduce pace running – 800m <ul style="list-style-type: none"> To accurately replicate basic technique for an effective paced race. To perform an 800m race refining ability to pace the performance to sustain 2 laps. To understand components of fitness involved in longer distance races. 	Fielding <ul style="list-style-type: none"> To use both underarm and over arm throws depending on competitive situation. To accurately replicate the long barrier technique. To begin to outwit opponents with the use of bating skills. To confidently score a kwik cricket game. 	
Methods of Training (Circuits) <ul style="list-style-type: none"> To understand that circuit training is a type of fitness training. To understand the various activities that can be used within circuit training. High Achievers: to understand which fitness component or muscles are being used in each activity. 	Passing Variations <ul style="list-style-type: none"> To be able to accurately replicate the core skills of passing and receiving. To understand and develop the knowledge of the type of pass needed and when. To be able to outwit opponents with a variety of passes in a competitive small-sided game. 	Introduce overhead clear <ul style="list-style-type: none"> To perform and replicate overhead clear with control and fluency. To begin to outwit opponents with movement of the shuttle. To begin to outwit opponents with movement of the shuttle. To understand court markings and basic scoring 	Passing and movement off the ball. <ul style="list-style-type: none"> To be able to replicate passes in a space with changing environment. To understand the importance of speed of thought and playing into space to attack and outwit opponents. To begin to understand the need of tactical movements to invade opponent's goal. 	Throwing – shot putt <ul style="list-style-type: none"> To accurately replicate the technique for an effective shot putt. To perform and record distance achieved. To understand the rules regarding throwing and ball landing. To understand the fitness needs of throwing events. 	Bowling <ul style="list-style-type: none"> To be able to accurately replicate basic bowling technique. To understand the laws about bowling deliveries. To play conditioned game understanding rules and tactics. To incorporate bowling, batting, fielding into small-sided games of Cricket. 	
Methods of Training (Continuous) <ul style="list-style-type: none"> To know what aerobic 	Shooting	Introduce drop shot	Shooting – set shot <ul style="list-style-type: none"> To develop their understanding and 	Throwing - javelin <ul style="list-style-type: none"> To accurately replicate the technique 	Batting <ul style="list-style-type: none"> To accurately replicate the basic 	

<p>endurance is and how it affects people taking part in sports.</p> <ul style="list-style-type: none"> • To understand the continuous training method and how it is used to develop aerobic endurance. • High Achievers: Will be able to link continuous training methods to specific sports and understand why these would improve an athlete's performance. They will also understand the positive and negative aspects of this method. 	<ul style="list-style-type: none"> • To demonstrate a controlled shooting motion on a goal. • To develop an understanding of how to create space to shoot. • To understand how to adjust shot selection based on opponents positioning & environment. 	<ul style="list-style-type: none"> • To be able to outwit opponents using a simple drop shot. • To understand the importance of movement and shuttle placement in order to attack. • To begin to develop strategic and tactical play during a rally. 	<p>knowledge of how to execute a successful set shot.</p> <ul style="list-style-type: none"> • To be able to outwit opponents using learnt skills and techniques. • To develop an understanding of the importance of playing into space to attack. 	<p>for an effective javelin throw.</p> <ul style="list-style-type: none"> • To perform the event and record distance achieved. • To understand the rules regarding the throw and landing. • To develop the ability to evaluate technique after each throw. 	<p>batting grip and drive technique.</p> <ul style="list-style-type: none"> • To understand the importance of movement, timing and preparation for an effective batting drive. • To develop the ability to adjust shot selection based on field positioning. • To develop knowledge of when to play drive.
<p>Methods of training (Interval)</p> <ul style="list-style-type: none"> • To know what aerobic endurance is and how it affects people taking part in sports. • To understand the interval training method and how it is used to develop aerobic endurance. • High Achievers: to link the interval training method to specific sports and understand why these would improve an athlete's 	<p>Attacking/Outwitting an opponent</p> <ul style="list-style-type: none"> • To develop a knowledge of how to outwit an opponent using core football skills. • To understand and appreciate the need to make decisions about skill choice. • To begin to refine ideas as a team when unsuccessful. 	<p>Basic underarm service & court lines</p> <ul style="list-style-type: none"> • To accurately replicate a serving technique. • To be able to strike the shuttle consistently with enough height and weight to carry the net. • To begin to score & officiate a competitive doubles game using the correct court markings. 	<p>Shooting – lay up</p> <ul style="list-style-type: none"> • To replicate a basic lay up technique in a variety of situations. • To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful. 	<p>Long distance running</p> <p>Setting goals for how far or how long students should run, and providing guidance on proper running technique and pacing. To understand correct running form involving demonstrating and explaining proper posture, foot strike, and arm swing.</p>	<p>Game situations/basic strategies</p> <ul style="list-style-type: none"> • To perform and replicate a combination of skills to outwit opponents in a match situation. • To understand basic tactics to outwit batsmen & fielders respectively. • To understand all rules of a full cricket game.

	performance. They will also understand the positive and negative aspects of this method.						
	<p>Method of Training (SAQ)</p> <ul style="list-style-type: none"> • To know what SAQ (speed, Agility, Quickness) is and how it affects people taking part in sports. • To understand the SAQ method and how it is used to develop these components of fitness • High Achievers: will be able to link the SAQ method of training specific sports and understand how these would improve an athlete's performance. They will also understand the positive and negative aspects of this method. 	<p>Attack/Outwitting an Opponent</p> <ul style="list-style-type: none"> • To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. • To be able to perform basic defensive skills to stop opponents from advancing. • To identify strengths and weaknesses when playing small-sided games and adapt strategies where necessary. 		<p>Outwitting Opponents in a competitive game situation</p> <ul style="list-style-type: none"> • To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. • To identify strengths and weaknesses when playing small sided games and adapt strategies where necessary. • To identify the type of information you might provide team mates when off the ball. 	<p>Relay</p> <ul style="list-style-type: none"> • To accurately replicate sprinting technique and demonstrate knowledge of change over skills. • To understand rules regarding sprint relay and adhere to them. • To make decisions about pupil's strengths and placement in the relay teams legs. 	<p>Outwitting Opponents in a competitive game situation</p> <ul style="list-style-type: none"> • To demonstrate the ability to outwit an opponent in a game situation using a range of core skills and techniques. • To demonstrate a variety of tactics as a bowler and batter. • To identify strengths and weaknesses when playing & adapt strategies where necessary. 	
Year 7 Skills	<p>Literacy</p> <p>Peer and self-assessment tasks Learning new key words</p>	<p>Literacy</p> <p>Peer and self-assessment written tasks. Using sports-specific vocabulary. Reading and analysing instructions. Keeping track of progress with booklet.</p>	<p>Literacy</p> <p>Peer and self-assessment written tasks. Using sports-specific vocabulary. Reading and analysing instructions. Keeping track of progress with booklet.</p>	<p>Literacy</p> <p>Peer and self-assessment written tasks. Using sports-specific vocabulary. Reading and analysing instructions. Keeping track of progress with booklet.</p>	<p>Literacy</p> <p>Peer and self-assessment written tasks. Using sports-specific vocabulary. Reading and analysing instructions. Keeping track of progress with booklet.</p>	<p>Literacy</p> <p>Peer and self-assessment written tasks. Using sports-specific vocabulary. Reading and analysing instructions. Keeping track of progress with booklet.</p>	

	<p>Numeracy Organising group numbers</p> <p>Using a stopwatch</p> <p>Comparing results to normative data</p>	<p>Numeracy Keeping track of score</p> <p>Organising group numbers</p>	<p>Numeracy Keeping track of score.</p> <p>Organising group numbers.</p>	<p>Numeracy Keeping track of score.</p> <p>Organising group numbers.</p>	<p>Numeracy Keeping track of scores.</p> <p>Measuring and comparing distances.</p> <p>Organising group numbers.</p>	<p>Numeracy Keeping track of score.</p> <p>Organising group numbers.</p>
	<p>SMSC Gaining an understanding of different fitness tests and their foundations.</p> <p>Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation.</p> <p>Encourage students to recognise and respect social differences and similarities.</p> <p>Respect with equipment both when using it and when storing it.</p> <p>Reflecting and critiquing their own and others performances.</p>	<p>SMSC Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation.</p> <p>Encourage students to recognise and respect social differences and similarities.</p> <p>Respect with equipment both when using it and when storing it.</p> <p>Reflecting and critiquing their own and others performances.</p>	<p>SMSC Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation.</p> <p>Encourage students to recognise and respect social differences and similarities.</p> <p>Respect with equipment both when using it and when storing it.</p> <p>Reflecting and critiquing their own and others performances.</p>	<p>SMSC Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation.</p> <p>Encourage students to recognise and respect social differences and similarities.</p> <p>Respect with equipment both when using it and when storing it.</p> <p>Reflecting and critiquing their own and others performances.</p>	<p>SMSC Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation.</p> <p>Encourage students to recognise and respect social differences and similarities.</p> <p>Respect with equipment both when using it and when storing it.</p> <p>Reflecting and critiquing their own and others performances.</p>	<p>SMSC Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation.</p> <p>Encourage students to recognise and respect social differences and similarities.</p> <p>Respect with equipment both when using it and when storing it.</p> <p>Reflecting and critiquing their own and others performances.</p>
	<p>Subject Specific Skills Protocols of fitness tests.</p>	<p>Subject Specific Skills Ball control Dribbling</p>	<p>Subject Specific Skills Racquet control Footwork</p>	<p>Subject Specific Skills Ball handling Passing</p>	<p>Subject Specific Skills Running Jumping</p>	<p>Subject Specific Skills Batting Bowling</p>

	Which fitness tests link to which components of fitness.	Passing Receiving Shooting Defending Goalkeeping	Tactical Awareness Serve Net play Defence	Shooting Rebounding Defence	Throwing Sprinting Endurance	Fielding Wicketkeeping Running between the wickets	
Year 8 Knowledge	Health Related Exercise Heart Rate • To introduce how to take and record a pulse rate. • To understand what a pulse rate can show. • High achievers: to understand how various exercise can have an impact on a person's heart rate.	Football Developing Core Skills - Passing • To be able to perform core passing skills in a variety of situations. • To be able to perform these techniques in a small-sided game to outwit opponents.	Badminton Ready position • To be able to demonstrate & use the ready position. • To be able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket consistently. • To develop the ability to outwit opponents with movement of the shuttle.	Basketball Develop Passing/Pivoting & Dribbling/Triple Threat • To be able to perform passing and receiving techniques and use to outwit opposition. • To be able to perform these in a small-sided game with success. • To use dribbling technique correctly and understand what constitutes a double dribble and traveling.	Athletics Sprint running technique (100/200/400m) • To accurately replicate sprinting technique. • To adjust body movements to create more drive/speed/power • To understand components of fitness involved in short distance races. • To adhere to running rules in all track events	Cricket Fielding practice • To use & perform a range fielding technique depending on competitive situation. • To make accurate decision about outwitting opponents with the placement of the ball. • To develop a deeper understanding the laws and terminology of cricket.	Sports Fixtures Throughout the year
	Fitness Testing • To introduce the various components of fitness. • To understand the tests to measure the components of fitness. • High achievers: to understand and apply components of fitness to various sports.	Dribbling, Turns and Outwitting a defender • To be able to perform and accurately replicate different types of dribbling with control, speed, and fluency. • To be able to perform techniques in a small-sided game making decisions about how best to advance on opposition.	The clear • To replicate overhead clear with control and accuracy. • To consistently replicate this shot in a match situation implementing strategies for success. • To understand court markings and the strong/weak side of an opponent.	Attacking and outwitting an opponent. • To develop an understanding about attacking principles related to basketball. • To perform and accurately replicate a range of dribbling skills to outwit opponents. • To demonstrate a developed understanding of basketball rules.	Middle distance running – 800m • To accurately replicate basic technique for an effective 800m race. • To understand the need to pace the race in order to sustain 2 laps. • To develop components of fitness involved in 800m.	Batting-drive shot • To develop the basic stance and use the correctly perform the drive shot technique. • To develop knowledge of movement, timing and preparation for an effective batting shot execution. • To begin to analyse peers batting	

					<ul style="list-style-type: none"> To evaluate performance of self and others and suggest ways technique may be improved. 	technique & suggest ways to improve.	
Methods of Training (Circuits) <ul style="list-style-type: none"> To understand that circuit training is a type of fitness training. To understand the various activities that can be used within circuit training. High Achievers: to understand which fitness component or muscles are being used in each activity. 	Development of Shooting <ul style="list-style-type: none"> To perform and replicate an accurate and controlled shot on goal. To develop their understanding and knowledge of how to execute a successful shot on goal. To appreciate how to adjust shot selection based on opponents positioning. 	Smash shot & preparation <ul style="list-style-type: none"> To be able to accurately replicate a smash shot. To understand the movement and preparation for an effective smash. To appreciate how to adjust shot selection based on opponents positioning. To begin to officiate badminton matches fairly and accurately. 	Defending Skills <ul style="list-style-type: none"> To be able to replicate defending skills in a small sided game making decisions about how best to stop opposition. To develop an understanding about rebounding and accurately replicate. To develop knowledge of basketball rules (i.e. contact) 	Throwing – shot putt <ul style="list-style-type: none"> To perform and accurately replicate the technique for an effective shot putt. To record distance achieved in relation to previous best and peers. To understand the rules regarding throwing and ball landing. To develop an understanding of the why some pupils throw further. 	Batting- pull shot <ul style="list-style-type: none"> To understand & accurately replicate the correct pull shot technique. To attempt to use the pull shot in a competitive environment. To introduce the need for “backing up” in the field during game situation. To further develop the ability to adjust shot direction in order to outwit fielders. To understand basic umpire signals & meaning. 		
Methods of Training (Continuous) <ul style="list-style-type: none"> To know what aerobic endurance is and how it affects people taking part in sports. To understand the continuous training method and how it is used to develop aerobic endurance. 	Developing an Attack <ul style="list-style-type: none"> To be able to outwit opponents using learnt core skills and techniques. To understand the importance of width and playing into space in order to attack. 	Disguised shots (drop shot/flick shot) <ul style="list-style-type: none"> To be able to outwit opponents using simple a disguise. To understand the importance of movement and shuttle placement in order to attack. 	Shooting – Set shot, lay up <ul style="list-style-type: none"> To understand and know the benefits of types of shots. To develop their understanding and knowledge of how to execute a successful set shot. 	Throwing - javelin <ul style="list-style-type: none"> To perform and accurately replicate the technique for an effective javelin. To record distance achieved in relation to previous best and peers. 	Bowling-run up development <ul style="list-style-type: none"> To be able to accurately replicate full over arm bowling technique. To incorporate a small run up & understand the impact it has on bowling speed/power. 		

	<ul style="list-style-type: none"> • High Achievers: Will be able to link continuous training methods to specific sports and understand why these would improve an athlete's performance. They will also understand the positive and negative aspects of this method. 	<ul style="list-style-type: none"> • To develop strategic and tactical play when advancing. 	<ul style="list-style-type: none"> • To confidently score a game of singles and doubles. 	<ul style="list-style-type: none"> • To be able to outwit opponents using learnt skills and techniques. • To develop an understanding of the importance of width and playing into space in order to create shooting opportunities. 	<ul style="list-style-type: none"> • To understand the rules regarding the throw and landing. • To understand factors that may affect the throwing of the javelin. 	<ul style="list-style-type: none"> • To understand the rules & infringement related to bowling deliveries. • To incorporate full bowling into small sided games of cricket. 	
	<p>Methods of training (Interval)</p> <ul style="list-style-type: none"> • To know what aerobic endurance is and how it affects people taking part in sports. • To understand the interval training method and how it is used to develop aerobic endurance. • High Achievers: to link the interval training method to specific sports and understand why these would improve an athlete's performance. They will also understand the positive and negative aspects of this method. 	<p>Outwitting an opponent/Teamwork</p> <ul style="list-style-type: none"> • To develop an ability to outwit an opponent when under pressure. • To understand and appreciate the need to make decisions about skill choice. • To begin to refine ideas as a team when unsuccessful. 	<p>Doubles/singles game play</p> <ul style="list-style-type: none"> • To understand and appreciate the need to make decisions about choice of strategy depending on whether attacking or defending. • To describe the difference in doubles court markings. • To be able to assess & evaluate own performance and weaknesses. 	<p>Develop Shooting – Jump shot</p> <ul style="list-style-type: none"> • To develop understanding of how to outwit an opponent using accurate replication of jump shot techniques. • To understand and appreciate the need to make decisions about choice of technique and refining ideas when unsuccessful. 	<p>Relay</p> <ul style="list-style-type: none"> • To accurately replicate sprinting technique and demonstrate knowledge of change over skills. • To understand rules regarding sprint relay and adhere to them. • To make decisions about pupil's strengths and placement in the relay teams legs. 	<p>Batting calls/basic field placement.</p> <ul style="list-style-type: none"> • To understand the need for basic communication skills and appropriate batting calls. • To develop the ability to adjust shot direction based on field positioning. • To develop the use of tactics to outwit batsmen & fielders respectively. 	
	<p>Literacy Peer and self-assessment tasks Learning new key words</p>	<p>Literacy Peer and self-assessment written tasks.</p>	<p>Literacy Peer and self-assessment written tasks.</p>	<p>Literacy Peer and self-assessment written tasks.</p>	<p>Literacy Peer and self-assessment written tasks.</p>	<p>Literacy Peer and self-assessment written tasks.</p>	

		Using sports-specific vocabulary. Reading and analysing instructions. Keeping track of progress with booklet.	Using sports-specific vocabulary. Reading and analysing instructions. Keeping track of progress with booklet.	Using sports-specific vocabulary. Reading and analysing instructions. Keeping track of progress with booklet.	Using sports-specific vocabulary. Reading and analysing instructions. Keeping track of progress with booklet.	Using sports-specific vocabulary. Reading and analysing instructions. Keeping track of progress with booklet.	
	Numeracy Organising group numbers Using a stopwatch Comparing results to normative data	Numeracy Keeping track of score Organising group numbers	Numeracy Keeping track of score. Organising group numbers.	Numeracy Keeping track of score. Organising group numbers.	Numeracy Keeping track of scores. Measuring and comparing distances. Organising group numbers.	Numeracy Keeping track of score. Organising group numbers.	
Year 8 Skills	SMSC Gaining an understanding of different fitness tests and their foundations. Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation. Encourage students to recognise and respect social differences and similarities. Encourage students to respect with equipment both when using it and when storing it. Respect with equipment both when using it and when storing it.	SMSC Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation. Encourage students to recognise and respect social differences and similarities. Respect with equipment both when using it and when storing it. Reflecting and critiquing their own and others performances.	SMSC Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation. Encourage students to recognise and respect social differences and similarities. Respect with equipment both when using it and when storing it. Reflecting and critiquing their own and others performances.	SMSC Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation. Encourage students to recognise and respect social differences and similarities. Respect with equipment both when using it and when storing it. Reflecting and critiquing their own and others performances.	SMSC Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation. Encourage students to recognise and respect social differences and similarities. Respect with equipment both when using it and when storing it. Reflecting and critiquing their own	SMSC Promoting teamwork throughout lessons supporting one another to develop their skills in a cooperative situation. Encourage students to recognise and respect social differences and similarities. Respect with equipment both when using it and when storing it. Reflecting and critiquing their own	

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	Subject Specific Skills Protocols of fitness tests. Which fitness tests link to which components of fitness.	Subject Specific Skills Ball control Dribbling Passing Receiving Shooting Defending Goalkeeping	Subject Specific Skills Racquet control Footwork Tactical Awareness Serve Net play Defence	Subject Specific Skills Ball handling Passing Shooting Rebounding Defence	Subject Specific Skills Running Jumping Throwing Sprinting Endurance	Subject Specific Skills Batting Bowling Fielding Wicketkeeping Running between the wickets	
Year 9 Knowledge	Theory - Definitions of Fitness Health and Exercise Practical (netball) – Fitness tests and recap netball fundamentals	Theory – Functions of the skeleton and Classification of bones Practical (football) – passing, control and turning	Theory – Functions of the CV System Practical (badminton) – movement and forehand rallying	Theory - pathway of air and exchange of gases and composition of inhaled and exhaled air Practical (basketball) – Attacking/Outwitting an opponent	Theory – Personal readiness and injuries Practical (athletics) – Sprint running technique (100/200/400m relays)	Theory – Health and Wellbeing, Exercise programmes Practical (cricket) - Fielding fundamentals	Sports Fixtures Throughout the year
	Theory - Components of Fitness Practical (netball) – Fitness tests and Use of Space/court linkage	Theory – Structure of the Skeleton Practical (football) – Heading	Theory – Structure of the CV system and Graphical representations of HR, SV and Q Practical (badminton) – overhead clear	Theory – Aerobic and Anaerobic Energy and Energy sources Practical (basketball) – Develop shooting – lay up	Theory – Anabolic Steroids and Beta Blockers Practical (athletics) – Middle distance running 800m	Theory – Lifestyle choices, Sedentary lifestyle Practical (cricket) - Batting – defensive shots	
	Theory – Fitness Testing and Principles of Training Practical (netball) – Fitness tests and Attacking principles	Theory – Classification of joints and movement patterns Practical (football) – Shooting	Theory – Structure of the blood vessels Practical (badminton) – smash/jump smash	Theory – Short- and long-term effects of exercise Practical (basketball) – Defence – zone	Theory – Diuretics and other PEDs Practical (athletics) – Jumping – triple jump	Theory – Diet, Macronutrients, Micronutrients Practical (cricket) - Batting – cut shot	
	Theory – Training Target Zones & Karvonen Principle	Theory – Role of ligaments and tendons and muscle types	Theory – Redistribution of blood and components of blood	Theory – Planes and Axes Practical (basketball) – Strategies for attack/ 3man weave	Theory – Presenting data, evaluating data, quantitative and qualitative data	Theory – Optimum weight, Energy Balance, Hydration Practical (cricket) - Bowling – Spin/ Pace	

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Subject Specific Skills

3.1 The relationship between health and fitness and the role that exercise plays in both

- Definitions of fitness, health, exercise and performance and the relationship between them

3.2 The components of fitness, benefits for sport and how fitness is measured and improved

- Components of fitness and the relative importance of these components in physical activity and sport: cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed
- Fitness tests: the value of fitness testing, the purpose of specific fitness tests, the test protocols, the selection of the appropriate fitness test for components of fitness and the rationale for selection
- Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables
- Fitness tests for specific components of fitness: cardiovascular fitness – Cooper 12-minute tests (run, swim), Harvard Step Test; agility – Illinois agility run test; strength – grip dynamometer; muscular endurance – oneminute sit-up, one-minute press-up; speed – 30 m sprint; power – vertical jump; flexibility – sit and reach
- How fitness is improved

3.3 The principles of training and their application to personal exercise/ training programmes

- Planning training using the principles of training: individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility, thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90% calculated using simplified Karvonen formula, i.e. $(220 - (\text{your age}) = \text{MaxHR}; (\text{MaxHR}) \times (60\% \text{ to } 80\%) = \text{aerobic training zone}; (\text{MaxHR}) \times (80\% \text{ to } 90\%) = \text{anaerobic training zone})$)
- Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)
- The use of different training methods for specific components of fitness, physical activity and sport: continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning). The advantages and disadvantages of different training methods

3.4 The long-term effects of exercise

- Long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardio-respiratory systems and performance
- Long-term training effects: able to train for longer and more intensely
- Long-term training effects and benefits: for performance of the muscular-skeletal system: increased bone density, increased strength of ligaments and tendons, muscle hypertrophy, the importance of rest for adaptations to take place, and time to recover before the next training session
- Long-term training effects and benefits: for performance of the cardio-respiratory system: decreased resting heart rate, faster recovery, increased resting stroke volume and maximum cardiac output, increased size/strength of heart, increased capillarisation, increase in number of red blood cells, drop in resting blood pressure due to more elastic muscular wall of veins and arteries, increased lung capacity/volume and vital capacity, increased number of alveoli, increased strength of diaphragm and external intercostal muscles

3.5 How to optimise training and prevent injury

- The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ
- Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports
- Injuries that can occur in physical activity and sport: concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions)
- RICE (rest, ice, compression, elevation)
- Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping

3.6 Effective use of warm up and cool down

- The purpose and importance of warm-ups and cool downs to effective training sessions and physical activity and sport
- Phases of a warm-up and their significance in preparation for physical activity and sport
- Activities included in warm-ups and cool downs

1.1 The structure and functions of the musculoskeletal system

- The functions of the skeleton applied to performance in physical activities and sports: protection of vital organs, muscle attachment, joints for movement, platelets, red and white blood cell production, storage of calcium and phosphorus
- Classification of bones: long (leverage), short (weight bearing), flat (protection, broad surface for muscle attachment), irregular (protection and muscle attachment) applied to performance in physical activities and sports

- Structure: cranium, clavicle, scapula, five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx), ribs, sternum, humerus, radius, ulna, carpals, metacarpals, phalanges (in the hand), pelvis, femur, patella, tibia, fibula, tarsals, metatarsals, phalanges (in the foot), and their classification and use applied to performance in physical activities and sports
- Classification of joints: pivot (neck – atlas and axis), hinge (elbow, knee and ankle), ball and socket (hip and shoulder), condyloid (wrist), and their impact on the range of possible movements
- Movement possibilities at joints dependant on joint classification: flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsi-flexion and examples of physical activity and sporting skills and techniques that utilise these movements in different sporting contexts
- The role of ligaments and tendons, and their relevance to participation in physical activity and sport
- Classification and characteristics of muscle types: voluntary muscles of the skeletal system, involuntary muscles in blood vessels, cardiac muscle forming the heart, and their roles when participating in physical activity and sport
- Location and role of the voluntary muscular system to work with the skeleton to bring about specific movement during physical activity and sport, and the specific function of each muscle (deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior)
- Antagonistic pairs of muscles (agonist and antagonist) to create opposing movement at joints to allow physical activities (e.g. gastrocnemius and tibialis anterior acting at the ankle -plantar flexion to dorsi flexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension)
- Characteristics of fast and slow twitch muscle fibre types (type I, type IIa and type IIx) and how this impacts on their use in physical activities
- How the skeletal and muscular systems work together to allow participation in physical activity and sport

1.2 The structure and functions of the cardiorespiratory system

- Functions of the cardiovascular system applied to performance in physical activities
- Structure of the cardiovascular system
- Structure of arteries, capillaries and veins
- vascular shunting
- Function and importance of red and white blood cells, platelets and plasma
- Composition of inhaled and exhaled air
- Vital capacity and tidal volume
- Location of main components of respiratory system
- Structure of alveoli
- How the cardiovascular and respiratory systems work together

1.3 Anaerobic and aerobic exercise

- Energy
- Energy sources

1.4 The short- and long-term effects of exercise

- on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer
- on heart rate, stroke volume and cardiac output, and the importance of this to the player/performer

	<ul style="list-style-type: none"> on depth and rate of breathing, and the importance of this to the player/performer How the respiratory and cardiovascular systems work together to allow participation in, and recovery from, physical activity and sport: oxygen intake into lungs, transfer to blood and transport to muscles, and removal of carbon dioxide <p>2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</p> <ul style="list-style-type: none"> First, second and third class levers and their use in physical activity and sport Mechanical advantage and disadvantage <p>2.2 Planes and axes of movement</p> <ul style="list-style-type: none"> Movement patterns using body planes and axes Movement in the sagittal plane about the frontal axis Movement in the frontal plane about the sagittal axis <p style="text-align: center;">Movement in the transverse plane about the vertical axis</p>						
Year 10 Knowledge	Fitness Testing for PEP	Week 1 PEP	Coursework	Theory – Classification of skill Practical (football) – Fundamentals - dribbling/passing/receiving	Theory – Engagement Patterns Practical (athletics) - Sprint running technique (100/200/400m)	Theory - Recapping knowledge and Exam Style Question practice Practical (cricket) - Fielding fundamentals and Wicket Keeping	Sports Fixtures Throughout the year
	Fitness Testing for PEP	Week 2 PEP	Coursework	Theory – Practice structures Practical(football) - Defending/tackling	Theory – Commercialisation Practical (athletics) Middle distance running – 800m	Theory - Recapping knowledge and Exam Style Question practice Practical (cricket) - Batting – defensive shots	
	Fitness Testing for PEP	Week 3 PEP	Coursework	Theory - Goal setting Practical (football) - Shooting/corners	Theory - Advantages and Disadvantages of Commercialisation Practical (athletics) Jumping - long jump	Theory - Recapping knowledge and Exam Style Question practice Practical (cricket) - Batting – cut shot	
	Methods of Training	Week 4 PEP	Coursework	Theory – Mental preparation Practical (football) - Positioning/formation s	Theory – Conduct of Performers Practical (athletics) Throwing – shot putt	Theory - Recapping knowledge and Exam Style Question practice	

						Practical (cricket) - Bowling – Spin/ Pace	
	Methods of Training	Week 5 PEP	Coursework	Theory - Guidance and feedback Practical (football) - Use of space/attacking principles	Theory – Revision for component 2 Practical (athletics) Throwing - javelin	Theory - Recapping knowledge and Exam Style Question practice Practical (athletics) - Match play and Assessment	
	Methods of Training	Week 6 PEP	Course work	Theory – End of unit test Practical (football) Match play and Assessment	Theory – End of component 2 test Assessment Practical (athletics) - Competition	No school	

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Year 11 Knowledge	Theory - Recapping knowledge and Exam Style Question practice Practical – Football moderator recording	Mocks	Theory - Recapping knowledge and Exam Style Question practice Practical – Badminton moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Table Tennis moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Final moderator recording for any missed students
	Theory - Recapping knowledge and Exam Style Question practice Practical – Football moderator recording	Mocks	Theory - Recapping knowledge and Exam Style Question practice Practical – Badminton moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Table Tennis moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Final moderator recording for any missed students
	Theory - Recapping knowledge and Exam Style Question practice Practical – Football moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Netball moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Badminton moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Table Tennis moderator recording	Study Leave
	Theory - Recapping knowledge and Exam Style Question practice	Theory - Recapping knowledge and Exam Style Question practice	Theory - Recapping knowledge and Exam Style Question practice	Theory - Recapping knowledge and Exam Style Question practice	Study Leave

	Practical – Football moderator recording	Practical – Netball moderator recording	Practical – Badminton moderator recording	Practical – Table Tennis moderator recording	
	Theory - Recapping knowledge and Exam Style Question practice Practical – Football moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Netball moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Badminton moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Table Tennis moderator recording	Study Leave
	Theory - Recapping knowledge and Exam Style Question practice Practical – Football moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Netball moderator recording	Theory - Recapping knowledge and Exam Style Question practice Practical – Badminton moderator recording	Match play and Assessment	Study Leave

IMPACT:

As a result of participating in the physical education curriculum at North London Grammar and Prep School, students will:

- Develop physical literacy, coordination, strength, and endurance through a range of physical activities and sports.
- Understand the importance of physical activity for overall health and well-being.
- Learn about the physiological and psychological benefits of physical activity and develop strategies for maintaining an active lifestyle.
- Develop teamwork, respect, and fair play through participation in physical activities and sports.
- Attend swimming lessons and develop water safety skills and improve their swimming ability.
- Set personal goals and strive for personal bests and develop perseverance and resilience in the face of challenges and setbacks.
- Participate in interschool sporting fixtures against other schools and have the opportunity to represent the school in a range of sporting competitions.
- Develop a lifelong love of physical activity and the confidence to lead active, healthy lives.