CoDA Curriculum

(Physical Education, Child Development and Care in Early Years

and Health and social care)

At Key Stage 3 students will follow the national curriculum:

PE Curriculum Intent Yr 7 -9

The CoDA PE department thrives on the understanding that we are developing the whole student, not just their practical ability. We feel that developing the whole student will therefore improve their life chances. The CoDA PE KS3 curriculum is based around 3 areas: Head, Heart and Hand. We have used the GCSE PE Specification to inform these areas. The head strand looks at the child's cognitive learning and how key terms and physical understanding helps them in PE. The Heart strand looks at their life skills. We want to build well rounded students who flourish in different areas. This is why we have linked a different life skill to each sport. The last strand is the Hand strand. This is the typical skills based assessment where we look at 9 sports across the year for 4 weeks. They get 6 lessons of content and 2 lessons for their assessment. We work through core and advanced skills in lessons to then finally make an assessment of where we think practically they are at. We feel that through the 3 strands we can develop and enhance the whole student and leave them feeling like they can excel in more than one area in PE. However, our main focus is delivering fun and engaging lessons to help encourage a safe environment for all students to learn.

Each scheme of learning is aimed to encourage students to have a love for sport and physical activity. They will develop a range of skills, in a range of sports as well as a cognitive understanding of sport. Alongside this a better understanding of what life skills they will need for everyday life and how to overcome challenges. Students will be taught using a range of teaching styles to encourage them to learn in different ways. The PE curriculum will encourage independent and collaborative learners who develop a passion for PE.

Personal Development

- · Build confidence, self-esteem and emotional wellbeing
- \cdot Develop and practice leadership skills
- \cdot Develop the capacity to be creative and reflective
- · Work as part of a group or team, building trust and developing skills to solve problems, either individually or as a group

 \cdot Develop skills required for cooperation and collaboration

- Learn to play and perform several different skills and sports.
- Create an understanding of how life skills can be developed to create better people and sports players.
- Some students to perform for the Academy in the city.

At Key Stage 4 students will follow the specifications:

Board, Level, Subject

PE Curriculum Intent Yr 10 – 11

KS4 CORE PE

The CoDA PE department has a passion for lifelong participation in sport but also students having a deeper understanding of the careers, mental health benefits and diversity within sport. We therefore designed our curriculum around this focus. We have created a curriculum that has 10 rotations throughout the year. Each rotation has a different focus: Nutrition, Mental health, careers (players, science and other), major events and sedentary lifestyle. We also have created the curriculum so that every student can finish year 10 with a first aid qualification. Along side these focused rotations the students get the opportunity to experience 20 different sports and activities. These are: Football, Tag rugby, netball, trampolining, fitness, badminton, ultimate frisbee, dodgeball, kinball, kabaddi, shrove tide games, cheese rolling, Boccia, Blind football, seated volleyball, orienteering, cricket, rounders, tennis and athletics.

Along side the core curriculum we have a small number of students who are completing a Sports Leadership Qualification.

This scheme of learning is aimed to encourage students to have a better understanding of the wider world and prepare them for what life skills they will need for everyday life to overcome challenges. Students will also get the opportunity to experience different sports to try and encourage them to lead of a life of participation in what ever element they choose.

KS4 impact:

- Develop a love for Physical Activity and sports
- Encourage students to carry on with lifelong participation in sport
- Develop further students understanding of their body

Year 7

Торіс	Gymnastics/ Dance	<u>Football</u>	<u>Netball</u>	Badminton	Handball	<u>Athletics</u>	<u>Cricket</u>	<u>Basketball</u>
End Points (Knowledge and Skills)	Gym Year 7 Balances Rolls Jumps Twists Dance Year 7- Haka Formations/ changing formations Unison/ timing Repetition Canon	Year 7 Passing with dominant foot Dribbling with both feet Shooting with dominant foot Formations Man Marking	Year 7 Chest pass Bounce pass Footwork Dodging Man marking	Year 7 Underarm serve (short) Underarm serve (long) Ready position Overhead clear Underarm clear	Year 7 1 handed passes Dribbling with dominant hand Dodging Man Marking	Year 7 100m 200m 300m/400m 800m Long Jump Triple Jump High jump Shot put Discus Javelin	Year 7 Underarm throw Over arm throw 2 handed catch Long barrier	Year 7 Overhead pass Bounce pass Chest pass Pivoting Set shot Lay up
What is assessed	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand
Key Vocabulary	Organisation Confidence <u>HT1</u> Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring, <u>HT2</u> Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella <u>HT3</u> CV system Arteries, Capillaries, Veins, Heart rate, stroke volume, <u>HT4</u> Respiratory system diaphragm and intercostals, gaseous exchange, aerobic and anaerobic exercise	Communication <u>HT1 & 2</u> Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique <u>HT3</u> Muscles Bicep, triceps, abdominals,	Team work <u>HT1 & 2</u> Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique <u>HT3</u>	Resilience <u>HT1 & 2</u> Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique <u>HT3</u> Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring, <u>HT4</u>	Leadership <u>HT1 & 2</u> Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique <u>HT3</u> Muscles Bicep, triceps, abdominals, Gluteal,	Perseverance HT5 Warm up and cool down Benefits of a warm up, benefits of a cool down, HT6 Components of fitness Muscular endurance, cardiovascular	Responsibility <u>HT5</u> Warm up and cool down Benefits of a warm up, benefits of a cool down, <u>HT6</u> Components of fitness Muscular endurance, cardiovascular	Respect <u>HT5</u> Warm up and cool down Benefits of a warm up, benefits of a cool down, <u>HT6</u> Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power,

		Gluteal, Quadriceps, Hamstring, <u>HT4</u> Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring, <u>HT4</u> Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Quadriceps, Hamstring, <u>HT4</u> Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	endurance, speed, strength, power, flexibility, Agility, balance, Co-ordination, reaction time	endurance, speed, strength, power, flexibility, Agility, balance, Co- ordination, reaction time	flexibility, Agility, balance, Co- ordination, reaction time
Literacy Skills Developed (Writing/Oracy/Tier 2)	Oracy What does this look like in PE? Use it in a sentence Tenses of the words							
Career Links (Employability Skills, Career Opportunities)	PE teacher, Physio therapist, Personal trainer, Sports per presenter, Sports Scientist, Sports phycologist, Leisure c							
SMSC Links	 PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students are asked to reflect on their actions and how this may affect others in their team. Listening to and acting on the feedback of others. PE Students developing their moral stance through a sense of fair play and positive sporting behaviour. PE Following and respecting the rules of sport and the decision of officials. Understanding that sport has rules and that so does normal society. PE Working in a variety of different groups towards a common goal. Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school. PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport PE Students working with and playing competitive inter school fixtures against with students from different cultures. PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities. 							

Year 7 adapted curriculum (eg SEND)

Торіс	Gymnastics/ Dance	<u>Football</u>	<u>Netball</u>	Badminton	<u>Handball</u>	Athletics	<u>Cricket</u>	Basketball
End Points (Knowledge and Skills)	Gym Year 7 Balances Rolls Jumps Twists Dance Year 7- Haka Formations/ changing formations Unison/ timing Repetition Canon	Year 7 Passing with dominant foot Dribbling with both feet Shooting with dominant foot Formations Man Marking	Year 7 Chest pass Bounce pass Footwork Dodging Man marking	Year 7 Underarm serve (short) Underarm serve (long) Ready position Overhead clear Underarm clear	Year 7 1 handed passes Dribbling with dominant hand Dodging Man Marking	Year 7 100m 200m 300m/400m 800m Long Jump Triple Jump Triple Jump High jump Shot put Discus Javelin	Year 7 Underarm throw Over arm throw 2 handed catch Long barrier	Year 7 Overhead pass Bounce pass Chest pass Pivoting Set shot Lay up
What is assessed	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand
Key Vocabulary	Organisation Confidence <u>Ht1 & 2</u> Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique <u>HT1</u> Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring, <u>HT2</u> Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Communication HT1 & 2 Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique HT3 Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring, HT4 Bones	Team work <u>HT1 & 2</u> Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique <u>HT3</u> Muscles Bicep, triceps, abdominals, Gluteal,	Resilience HT1 & 2 Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique HT3 Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring, HT4 Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Leadership HT1 & 2 Reciprocal Reader Words Passing, Dribbling, Tackling, Man Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formations, Tactics, Technique HT3 Muscles Bicep, triceps, abdominals, Gluteal, Quadriceps, Hamstring, HT4 Bones Cranium, Clavicle, Ribs, Vertebrae,	Perseverance <u>HT5</u> Warm up and cool down Benefits of a warm up, benefits of a cool down, <u>HT6</u> Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance,	Responsibility <u>HT5</u> Warm up and cool down Benefits of a warm up, benefits of a cool down, <u>HT6</u> Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility,	Respect <u>HT5</u> Warm up and cool down Benefits of a warm up, benefits of a cool down, <u>HT6</u> Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance, Co- ordination, reaction time

	Rib Hu Ulr	anium, Clavicle, bs, Vertebrae, ımerus, Radius, na, Femur, tella	Quadriceps, Hamstring, HT4 Bones Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella		Humerus, Radius, Ulna, Femur, Patella	Co-ordination, reaction time	balance, Co- ordination, reaction time	
Literacy Skills Developed (Writing/Oracy/Tier 2)	Oracy What does this look like in PE? Use it in a sentence Tenses of the words							
Career Links (Employability Skills, Career Opportunities)	PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development, Sports Agent.							
SMSC Links	PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students are asked to reflect on their actions and how this may affect others in their team. Listening to and acting on the feedback of others. PE Students developing their moral stance through a sense of fair play and positive sporting behaviour. PE Following and respecting the rules of sport and the decision of officials. Understanding that sport has rules and that so does normal society. PE Working in a variety of different groups towards a common goal. Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school. PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport PE Students working with and playing competitive inter school fixtures against with students from different cultures. PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities.							

Торіс	<u>Gymnastics/</u> Dance	<u>Football</u>	<u>Netball</u>	Badminton	<u>Handball</u>	<u>Athletics</u>	<u>Cricket</u>	Basketball
	<u>Gymnastics Year 8</u> Transitions Dance elements	Passing with non- dominant foot	Shoulder pass Ball control	Net shots Drop shot	One handed catch	<u>Track</u> 100m 200m	Overarm bowling	Dribbling Man marking
	Steps Tumbling lines	Shooting with non- dominant foot	Shooting	Smash	Blocking	300/400m 800m	One handed catch	Jump shot
End Points (Knowledge and Skills)	<u>Dance Year 8 – Street</u> Transitions Use of levels	Tackling Dribbling to beat an	One handed catch	Drive	Shooting Dribbling with both hands	<u>Field</u> Long jump High jump	Batting Pick up and	Rebounding
	Dynamics Mirroring	opponent			Joth Hands	Triple jump Throws	throw	
						Shot put Discus Javelin		
What is assessed	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands

	Gymnastics – Organisation	Communication	Teamwork	Resilience	Loodorshin	Dorcoverance	Decreasibility	Decreat
	Dance – Confidence	Communication	Teamwork	Resilience	Leadership	Perseverance	Responsibility	Respect
		HT1&2	HT1&2	HT1&2	HT1&2	HT5 – Warm	HT5 – Warm	HT5 – Warm up/Cool
	<u>HT1&2</u>	Reciprocal Reader Words:	Reciprocal Reader	Reciprocal Reader	Reciprocal Reader	up/Cool down	up/Cool down	down
	Reciprocal Reader Words:	Passing, Dribbling, Tackling,	Words: Passing,	Words: Passing,	Words: Passing,	Benefits of a warm	Benefits of a	Benefits of a warm
	Passing, Dribbling, Tackling,	Marking, Shooting,	Dribbling, Tackling,	Dribbling, Tackling,	Dribbling, Tackling,	up, benefits of cool	warm up, benefits	up, benefits of cool
	Marking, Shooting, Attacking,	Attacking, Defending,	Marking, Shooting,	Marking, Shooting,	Marking, Shooting,	down	of cool down	down
	Defending, Intercepting,	Intercepting, Space,	Attacking,	Attacking, Defending,	Attacking,			
	Space, Court/Pitch,	Court/Pitch, Formation,	Defending,	Intercepting, Space,	Defending,	<u>HT6</u>	<u>HT6</u>	<u>HT6</u>
	Formation, Tactics, Technique	Tactics, Technique	Intercepting, Space, Court/Pitch,	Court/Pitch, Formation, Tactics, Technique	Intercepting, Space, Court/Pitch,	Components of	Components of	Components of
		HT3 - Muscles	Formation, Tactics,	ractics, rechnique	Formation, Tactics,	fitness	fitness	fitness
		Bicep, Triceps, Abdominals,	Technique	HT3 - Muscles	Technique			intilicoo
Key Vocabulary		Gluteal, Quadriceps,		Bicep, Triceps,		Muscular	Muscular	Muscular endurance,
		Hamstring	HT3 - Muscles	Abdominals, Gluteal,	HT3 - Muscles	endurance,	endurance,	cardiovascular
			Bicep, Triceps,	Quadriceps, Hamstring	Bicep, Triceps,	cardiovascular	cardiovascular	endurance, speed,
		<u>HT4 – Bones</u>	Abdominals,		Abdominals,	endurance, speed,	endurance,	strength, power,
		Cranium, Clavicle, Ribs,	Gluteal, Quadriceps,	HT4 – Bones	Gluteal, Quadriceps,	strength, power,	speed, strength,	flexibility, Agility,
		Vertebrae, Humerus, Radius,	Hamstring	Cranium, Clavicle, Ribs,	Hamstring	flexibility, Agility,	power, flexibility,	balance, Co-
		Ulna, Femur, Patella	HT4 – Bones	Vertebrae, Humerus, Radius, Ulna, Femur,	<u>HT4 – Bones</u>	balance, Co-	Agility, balance,	ordination, reaction
			Cranium, Clavicle,	Patella	Cranium, Clavicle,	ordination, reaction	Co-ordination,	time
			Ribs, Vertebrae,	, atona	Ribs, Vertebrae,	time	reaction time	
			Humerus, Radius,		Humerus, Radius,			
			Ulna, Femur, Patella		Ulna, Femur, Patella			
				Oracy				
Literacy Skills				What does this look like in	PE?			
Developed				Can you use it in a senten	ce?			
(Writing/Oracy/Tier				Tenses of the words				
2)								
	PE teacher. Physio therapist. F	Personal trainer, Sports performe	er/Athlete. Sports coach	/ instructor. Sports developn	nent, sports lawyer, Spo	rts Journalist. Sports cor	nmentator. Sports ana	llyst. Sports broadcast
Career Links		oorts phycologist, Leisure operat					-	
(Employability				Sports Agent.				
Skills, Career								
Opportunities)								
	PE Students becoming aware	of different cultural attitude	es towards aspects of	sport and physical activit	V			
	-							
	PE Students are asked to reflect on their ctions and how this may affect others in their team. Listening to and acting on the feedback of others							
SMSC Links	PE Students developing their		se of fair play and pos	itive sporting behaviour				
		the rules of sport and the de						
	Understanding that sport ha							
	PE Working in a variety of di		•					
		increase groups towards a com	inton goui.				1	1

Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating		
PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.		
PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport		
PE Students working with and playing competitive inter school fixtures against with students from different cultures.		
PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities	1	

Year 8 adapted curriculum (eg SEND)

Торіс	Gymnastics/ Dance	<u>Football</u>	<u>Netball</u>	Badminton	<u>Handball</u>	<u>Athletics</u>	<u>Cricket</u>	<u>Basketball</u>
	<u>Gymnastics Year 8</u> Transitions Dance elements	Passing with non- dominant foot	Shoulder pass Ball control	Net shots Drop shot	One handed catch Blocking	<u>Track</u> 100m 200m	Overarm bowling One handed catch	Dribbling Man marking
	Steps	Shooting with non-				300/400m		
	Tumbling lines	dominant foot	Shooting	Smash	Shooting	800m	Batting	Jump shot
End Points (Knowledge and Skills)	<u>Dance Year 8 – Street</u> Transitions Use of levels Dynamics Mirroring	Tackling Dribbling to beat an opponent	One handed catch	Drive	Dribbling with both hands	<u>Field</u> Long jump High jump Triple jump	Pick up and throw	Rebounding
						<u>Throws</u> Shot put Discus Javelin		
What is assessed	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands	Head, Heart, Hands
Key Vocabulary	Gymnastics – Organisation Dance – Confidence <u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique	Communication <u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique	Teamwork	Resilience	Leadership	Perseverance	Responsibility	Respect

Literacy Skills Developed (Writing/Oracy/Tier 2)	Oracy What does this look like in PE? Can you use it in a sentence? Tenses of the words
Career Links (Employability Skills, Career Opportunities)	PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development, Sports Agent.
SMSC Links	 PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students are asked to reflect on their actions and how this may affect others in their team. Listening to and acting on the feedback of others PE Students developing their moral stance through a sense of fair play and positive sporting behaviour. PE Following and respecting the rules of sport and the decision of officials. Understanding that sport has rules and that so does normal society. PE Working in a variety of different groups towards a common goal. Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school. PE Understand and accepting that the decision of ficials should be respected and understanding the application of rules and laws in sport PE Students working with and playing competitive inter school fixtures against with students from different cultures. PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities

Торіс	Gymnastics/Dance	Football	Netball	Badminton	Handball	Athletics	Cricket	Basketball
End Points (Knowledge and Skills)	<u>Gymnastics</u> Take off and landing Flight Cartwheels Round off <u>Dance – Battle off</u> Transition sequences Retrograde Question and answer Contrasting dynamics	Volley's Ball control (all parts of the body) Keeping possession of the ball Jockeying	Rebounds Area Marking Catching on the run Shooting with split landing	Flick serve Backhand underarm clear Backhand overarm clear	Fake passes Area marking Positions Attacking and defending	100m 200m 300m/400m 800m Long Jump Triple Jump High jump Shot put Discus Javelin	Line and length bowling Attacking batting Defensive batting Wicket keeping	Fake and drive Cutting Area Marking Non dominant hand shooting
What is assessed	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand
Key Vocabulary	Organisation Confidence	Communication	Teamwork	Resilience	Leadership	Perseverance	Responsibility	Respect
	<u>HT1</u>	<u>нтı</u> Passing	<u>нтı</u> Passing	<u>нт1</u> Passing	<u>нт1</u> Passing Dribbling	<u>HT5</u>	Cool down	<u>HT5</u>

	Passing	Dribbling	Dribbling	Dribbling	Tackling	Warm up and cool	Benefits of a	Warm up and cool
	Dribbling	Tackling	Tackling	Tackling	Marking	down	warm up,	down
	Tackling	Marking	Marking	Marking	Shooting		benefits of a	
	Marking	Shooting	Shooting	Shooting	Attacking	Benefits of a warm up,	cool down,	Benefits of a warm up,
	Shooting	Attacking	Attacking	Attacking	Defending	benefits of a cool	UTC	benefits of a cool
	Attacking	Defending	Defending	Defending	Intercepting	down,	<u>HT6</u>	down,
	Defending	Intercepting	Intercepting	Intercepting	Space	<u>HT6</u>	Components of	<u>HT6</u>
	Intercepting	Space	Space	Space	Court/Pitch		fitness	
	Space	Court/Pitch	Court/Pitch	Court/Pitch	Formation	Components of fitness		Components of fitness
	Court/Pitch	Formation	Formation	Formation	Tactics	Muscular endurance,	Muscular endurancec	Muscular endurance,
	Formation	Tactics	Tactics	Tactics	Technique	cardiovascular	endurancec	cardiovascular
	Tactics	Technique	Technique	Technique	. connque	endurance, speed,		endurance, speed,
	Technique	rearinque	rectinque	reeninque		strength, power,		strength, power,
	reorinque				Muscles	flexibility, Agility,		flexibility, Agility,
		Muscles	Muscles	Muscles	Ricon tricons abdominals	balance, Co-		balance, Co-ordination,
	Muscles	Bicep, triceps,	Bicep, triceps,	Bicep, triceps, abdominals, Gluteal,	Bicep, triceps, abdominals, Gluteal, Quadriceps,	ordination, reaction		reaction time
	Bicep, triceps, abdominals, Gluteal,	abdominals, Gluteal,	abdominals, Gluteal,	Quadriceps, Hamstring,	Hamstring,	time		
	Quadriceps, Hamstring,	Quadriceps, Hamstring,	Quadriceps,					
			Hamstring,					
				<u>HT2</u>	<u>HT2</u>			
		<u>HT2</u>		<u>n12</u>				
	<u>HT2</u>		<u>HT2</u>	Bones	Bones			
	Bones	Bones	Bones	Cranium, Clavicle, Ribs, Vertebrae,	Cranium, Clavicle, Ribs,			
	Cranium, Clavicle, Ribs, Vertebrae,	Cranium, Clavicle, Ribs,	bones	Humerus, Radius, Ulna, Femur,	Vertebrae, Humerus,			
	Humerus, Radius, Ulna, Femur, Patella	Vertebrae, Humerus,	Cranium, Clavicle, Ribs,	Patella	Radius, Ulna, Femur, Patella			
		Radius, Ulna, Femur, Patella	Vertebrae, Humerus, Radius, Ulna, Femur,					
		i atella	Patella					
Literacy Skills			•	Oracy	•	•		•
Developed				What does this look lik				
(Writing/Oracy/Tier				Can you use it in a ser				
2)				Tenses of the wo				
				ts coach/ instructor, Sports deve		-		
Career Links	presenter, Sports Scientist, Spo	orts phycologist, Leisure o	operations and manage	ement, Sports Photographer, Spo	orts marketing/ PR and con	nmunications, Strength an	d conditioning coac	h, Sports development,
(Employability Skills, Career				Sports Agent.				
Opportunities)								

SMSC Links	 PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students are asked to reflect on their actions and how this may affect others in their team. Listening to and acting on the feedback of others PE Students developing their moral stance through a sense of fair play and positive sporting behaviour. PE Following and respecting the rules of sport and the decision of officials. Understanding that sport has rules and that so does normal society. PE Working in a variety of different groups towards a common goal.
SMSC Links	
	Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating
	PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.
	PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport
	PE Students working with and playing competitive inter school fixtures against with students from different cultures.
	PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities

Year 9 adapted curriculum (eg SEND)

Торіс	Gymnastics/Dance	Football	Netball	Badminton	Handball	Athletics	Cricket	Basketball
End Points (Knowledge and Skills)	<u>Gymnastics</u> Take off and landing Flight Cartwheels Round off <u>Dance – Battle off</u> Transition sequences Retrograde Question and answer Contrasting dynamics	Volley's Ball control (all parts of the body) Keeping possession of the ball Jockeying	Rebounds Area Marking Catching on the run Shooting with split landing	Flick serve Backhand underarm clear Backhand overarm clear	Fake passes Area marking Positions Attacking and defending	100m 200m 300m/400m 800m Long Jump Triple Jump High jump Shot put Discus Javelin	Line and length bowling Attacking batting Defensive batting Wicket keeping	Fake and drive Cutting Area Marking Non dominant hand shooting
What is assessed	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand	Head, heart, hand
Key Vocabulary	Organisation Confidence	Communication	Teamwork	Resilience	Leadership	Perseverance	Responsibility	Respect
	<u>HT1</u>	<u>нт1</u> Passing	<u>нт1</u> Passing	<u>нт</u> Passing	нті Passing Dribbling	<u>HT5</u>	Cool down	<u>HT5</u>

	Passing	Dribbling	Dribbling	Dribbling	Tackling	Warm up and cool	Benefits of a	Warm up and cool
	Dribbling	Tackling	Tackling	Tackling	Marking	down	warm up,	down
	Tackling	Marking	Marking	Marking	Shooting		benefits of a	
	Marking	Shooting	Shooting	Shooting	Attacking	Benefits of a warm up,	cool down,	Benefits of a warm up
	Shooting	Attacking	Attacking	Attacking	Defending	benefits of a cool	UTC	benefits of a cool
	Attacking	Defending	Defending	Defending	Intercepting	down,	<u>HT6</u>	down,
	Defending	Intercepting	Intercepting	Intercepting	Space	HT6	Components of	<u>НТ6</u>
	Intercepting	Space	Space	Space	Court/Pitch		fitness	
	Space	Court/Pitch	Court/Pitch	Court/Pitch	Formation	Components of fitness		Components of fitnes
	Court/Pitch	Formation	Formation	Formation	Tactics	Muscular endurance,	Muscular	Muscular endurance,
	Formation	Tactics	Tactics	Tactics	Technique	cardiovascular	endurancec	cardiovascular
	Tactics				rechnique	endurance, speed,		endurance, speed,
		Technique	Technique	Technique		strength, power,		strength, power,
	Technique				Muscles	flexibility, Agility,		flexibility, Agility,
		Muscles	Muscles	Muscles	massies	balance, Co-ordination,		balance, Co-ordination
	Muscles	Waseles	THUSEICS	Widdeled	Bicep, triceps, abdominals,	reaction time		reaction time
	Muscles	Bicep, triceps,	Bicep, triceps, abdominals,	Bicep, triceps, abdominals,	Gluteal, Quadriceps, Hamstring,			
	Bicep, triceps, abdominals, Gluteal,	abdominals, Gluteal, Quadriceps, Hamstring,	Gluteal, Quadriceps, Hamstring,	Gluteal, Quadriceps, Hamstring,	namoting,			
	Quadriceps, Hamstring,	Quanteeps, namstring,	nunisting,	numsting,				
					<u>HT2</u>			
	<u>HT2</u>	<u>HT2</u>	<u>HT2</u>	<u>HT2</u>	Bones			
	Bones	Bones	Bones	Bones	Cranium, Clavicle, Ribs,			
	Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Vertebrae, Humerus, Radius, Ulna, Femur, Patella			
				Oracy				
Literacy Skills				What does this look				
Developed (Writing/Oracy/Tier 2)				Can you use it in a s Tenses of the v				
Career Links (Employability Skills, Career	PE teacher, Physio therapist, F presenter, Sports Scientist, Sp				Sports marketing/ PR and co			

	PE Use of imagination and creativity in composition of dance, sequences and tactics.
	PE Students are asked to reflect on their actions and how this may affect others in their team.
	Listening to and acting on the feedback of others
	PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity.
SMSC Links	PE Students developing their moral stance through a sense of fair play and positive sporting behaviour.
SIVISC LITIKS	PE Following and respecting the rules of sport and the decision of officials.
	Understanding that sport has rules and that so does normal society.
	PE Working in a variety of different groups towards a common goal.
	Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating
	PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.

Year 10/11

Торіс	Nutrition	Mental Health	Careers (players, Science, other)	Alternative sports	First aid	Disability sport	Major events	Sedentary lifestyle	
End Points (Knowledge and Skills)	What is Nutrition? What is a balanced diet? The making up of a balanced diet- Carbohydrates, fats, protein, water, minerals, fibre and fruit and veg.	What is mental health? How does sport help? Mindfulness How to find a sporting hobby? Social benefits Coaching to improve mental health	Players: Football, Netball, Handball, Badminton, Cricket and Athletics Science: Physiotherapist, personal trainer, sports analyst, Nutritionist, sports enhancement, Biomechanics. Other: Teacher, sports coach, sports photographer, referee/ umpire, player agent, gym manager	Ultimate frisbee, dodgeball, kinball, kabaddi, shove tide, cheese rolling	What is first aid? Basic first aid CPR	Boccia, wheelchair basketball, blind football, seated volleyball, powerchair football, inclusive dance	Olympics, Euros, World cup (all sports), Wimbledon, Ashes and masters	What is a sedentary lifestyle? Behaviours of a sedentary lifestyle, risks of a sedentary lifestyle, solutions of a sedentary lifestyle, guided hours, how does nutrition help?	
What is assessed		Head, Heart, Hand. Definition, the why and practically applied.							
Key Vocabulary	Eat well guide Portion sizes 8 tips for healthy living	Psychological Mental Well-being Social	Pay Income Contracts Job specification	Adventure Cultural Diverse	First aid Responder Emergency	Accessible Diverse	Country Competition	Sedentary lifestyle Risks Solutions	

	Carbohydrates, energy drinks, protein, amino acids, fats, water, minerals, fibre and fruit and veg	Benefits Emotional Stress	Taxes	Cardiopulmonary Resuscitation Bleeding Fracture Sprain Concussion Bandage Defibrillator Pulse	Guided hours Nutrition			
Literacy Skills Developed (Writing/Oracy/Tier 2) Career Links (Employability Skills, Career		Oracy What does this look like in PE? Can you use it in a sentence? Tenses of the words PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development, Sports Agent.						
Opportunities)			PE Students are asked	tion and creativity in composition of dance, sequences and tactics. to reflect on their actions and how this may affect others in their tear Listening to and acting on the feedback of others	n.			
SMSC Links	PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students developing their moral stance through a sense of fair play and positive sporting behaviour. PE Following and respecting the rules of sport and the decision of officials. Understanding that sport has rules and that so does normal society. PE Working in a variety of different groups towards a common goal.							
		•		as communication and influence, sharing, co-operation, leadership a al, team and partner sports. Pupils to be given the opportunity to repr	-			

Sports Leaders Qualification

Торіс	Learning outcome 1 – Know the skills and behaviours needed to lead others	Learning outcome 2 – Know how leadership skills and behaviours can be used in a range of situations	Learning outcome 3 – Be able to develop own leadership skills	Learning outcome 4 – Understand the roles and responsibilities of a sports leader	Learning outcome 1 – Be able to plan appropriate sport/physical activities	Learning outcome 2 – Be able to assist in leading appropriate sport/physical activities	Learning outcome 3 – Be able to review their role in the leading of sport/physical activities
End Points (Knowledge and Skills)	 1.1 Outline why the identified skills will be necessary for a sports leader 1.2 Outline the effect that behaviours can have on leadership skills 	2.1 Outline how the identified skills and behaviours might be used in different areas of life	 3.1 Audit own leadership skills 3.2 Create an action plan for developing leadership skills 3.3 Reflect on the development of own leadership skills against an action plan 	4.1 Outline the responsibilities of the roles that a sports leader might take on	1.1 Plan sport/physical activities	 2.1 Use effective communication skills when assisting in the leading of sport/physical activities 2.2 Use effective organisational strategies when assisting in the leading of sport/physical activities 2.3 Use effective motivation methods when assisting in the leading of sport/physical activities 	3.1 Review own role in leading sport/physical activities

						2.4 Adapt an activity in line with the needs of the participant(s)	
						2.5 Lead sport/physical activities	
What is assessed	Task 1.1 Leadership skills and behaviours	Task 1.2 Using leadership skills and behaviours in other environments	Task 1.3 Reflecting on the leadership task	Task 1.2 Using leadership skills and behaviours in other environments	Task 2.1 Plan, assist in leading and review sport/physical activities	Task 2.1 Plan, assist in leading and review sport/physical activities Task 2.2 Leadership	Task 2.1 Plan, assist in leading and review sport/physical activities
	communication,			referee/umpire,		Log verbal and non-	
	self-belief,			safety officer,		verbal	
Key Vocabulary	teamwork, self-			scorer, timekeeper,		communication	
	management,			coach,			
	problem solving			manager/organiser.			
Literacy Skills Developed (Writing/Oracy/Tier 2)							
Career Links (Employability Skills, Career Opportunities)		presenter, Sports Scientist, Sp	orts phycologist, Leisure opera	nstructor, Sports development, : ations and management, Sports n, Sports development, Sports Ag	Photographer, Sports marketing		
SMSC Links							

Btec Dance

Year	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
Year 1	Unit 1 Introduce the course Learning Aim: A Roles and responsibilities of choreographer, dancer, costume	Unit 1 Learning Aim: A Introduce Unit 1 1 st Choreographer - Bob Fosse 'All That Jazz' Theory and practical lessons	Unit 1 Learning Aim: A Introduce Unit 1 1 st Choreographer - Bob Fosse 'All That Jazz' Theory and practical lessons	Unit 1 Component 1 controlled assessment write up Deadline close to	<u>Unit 2</u> -Introduce physical and interpretive skills -Practical workshops to help for unit 2	Practise Unit 3 Create a dance based on a theme and do a practise controlled assessment (8 hours)
	designer,	Learning Aim: A	Learning Aim: A	Easter	<u>Unit 3</u> -Using different stimulus to	
(Year 10)	Learning Aim: A Introduce Unit 1 1 st Choreographer - Bob Fosse 'All That Jazz' Theory and practical	2nd Choreographer – Rosie Kay '5 Soldiers' Theory and practical lessons	2nd Choreographer – Rosie Kay '5 Soldiers' Theory and practical lessons		create dance work e.g Poem, music, props -Exploration of choreographic devices and different themes	
	lessons	Learning Aim: B -Processes used in	Learning Aim: B -Processes used in			
	Learning Aim: A 2nd Choreographer – Rosie Kay '5 Soldiers' Theory and practical lessons	development, rehearsal and performance -Techniques and approaches in performance	development, rehearsal and performance -Techniques and approaches in performance			
	Learning Aim: B -Processes used in	-Creative and performance process	-Creative and performance process			
	development, rehearsal and performance -Techniques and approaches in performance -Creative and		Component 1 controlled assessment			
	performance process					

Key Vocabulary	Unison Repetition Timing Repetition	Unison Repetition Timing Repetition	Unison Repetition Timing Repetition	Unison Repetition Timing Repetition	Balance Strength Posture Flexibility Expression	target audience performance space planning managing resources
	Canon Dynamics Retrograde Use of levels Transition sequence Mirroring	Facial expression Use of space Focus Co-ordination Energy	style creative intentions Brief Stimulus Selection			
	Question and answer Contrasting Dynamics Fragmentation Chicago	Question and answer Contrasting Dynamics Fragmentation Chicago	Question and answer Contrasting Dynamics Fragmentation Chicago	Question and answer Contrasting Dynamics Fragmentation Chicago	Projection Stage presence Movement memory Gesture Use of posture	Application Development Interpretative skills Physical skills Collaborative skills
	Jazz Violence Criminal Celebrities Changing Viewpoints	Jazz Violence Criminal Celebrities Changing Viewpoints	Jazz Violence Criminal Celebrities Changing Viewpoints	Jazz Violence Criminal Celebrities Changing Viewpoints	Musicality Emphasis Alignment Cardiovascular endurance Literacy words	Literacy words Appreciation Extension Execution Embellish

					Stimulus	Vigorous
	Sexuality	Sexuality	Sexuality	Sexuality	Flow	Determination
	Society	Society	Society	Society	Accent	
	Vaudeville	Vaudeville	Vaudeville	Vaudeville	Cues	
	Burlesque	Burlesque	Burlesque	Burlesque	Processes	
	Feminism	Feminism	Feminism	Feminism		
	Admiration	Admiration	Admiration	Admiration		
	Manipulation	Manipulation	Manipulation	Manipulation		
	Dance theatre	Dance theatre	Dance theatre	Dance theatre		
	Soldiers	Soldiers	Soldiers	Soldiers		
	War	War	War	War		
	Army	Army	Army	Army		
	Injury	Injury	Injury	Injury		
	Sexual Tension	Sexual Tension	Sexual Tension	Sexual Tension		
	Drills	Drills	Drills	Drills		
	Helicopter	Helicopter	Helicopter	Helicopter		
	Patrol	Patrol	Patrol	Patrol		
	Afghanistan	Afghanistan	Afghanistan	Afghanistan		
	Sense of heroism	Sense of heroism	Sense of heroism	Sense of heroism		
	Literacy words	Literacy words	Literacy words	Literacy words		
	Space	Form	Rehearsal	Aesthetic		
	Time	Body awareness	Stage	Theme		
	Relationships	Scene	Intention	Narrative		
	Focus	Strength	Influence	Style		
	Dynamics	Weakness	Enhance	Highlight		
How is it assessed?		Practice component 1	Start completing	<u>C</u> omponent 1		Practice component 3
		assessment	component 1	completed – 30% of		assessment
				course		

Literacy Skills Developed (Writing/Oracy/Tier 2)	Space, Time, Relationships, Focus, Dynamics, Form, Body awareness	Spatial awareness, scene, strength, weakness, rehearsal, stage	Intention (choreographic), influence, enhance, aesthetic, theme, narrative	Style, highlight, stimulus/stimuli, flow, accent, cues	Processes, appreciation, extension, execution, embellish, vigorous	Determination, proficient, adequate, conspicuous, Vehement (powerful), formidable (impressive), climax
Career Links (Employability Skills, Career Opportunities)		s – Dancer, Choreograph	•	, Producer, Dance teach	olem Solving, Creativity, Or er, Drama teacher, Sound roadcaster	-
SMSC Links	Dance students are asked to Listening to and acting on th Dance students have to be re Dance students becoming av Dance students developing t Dance following and respect Dance students learn a varie Working in a variety of differ Developing personal qualitie	reflect on their actions and he e feedback of others eflect of their performances w vare of different cultural attitu heir moral stance through wo ing other students opinions or ty of different styles of dance ent groups towards a commo s such as communication and	udes towards aspects of sport a rking as a group and being fair n choreography and creativity f and about different choreogra	eir team. and physical activity. to everyone within the group towards the activity phers which celebrates differ on, leadership and motivating	ent cultures and diversity.	

Year 2 (Year 11)	Unit 2 Learning Aim: A Practical workshops in dance related to the 'theme' Learning Aim: B Rehearsal process, review of own development and evaluation of performance skills	Unit 2 Component 2 controlled assessment write up Deadline close to Christmas	Unit 3 Introduce Unit 3 Exploration of choreographic devices and different themes Introduce the external stimulus set by Pearson Late Jan/Early Fed	Unit 3 Exploration of the theme through different choreographic devices and preparing for practical controlled assessment 8 hours practical controlled assessment	Unit 3 Finishing 8 hours practical controlled assessment 3 hours of written controlled assessment in computer room	Left for Y11 EXAMS
Key Vocabulary	Balance Strength Posture Flexibility Expression Facial expression Use of space Focus	Balance Strength Posture Flexibility Expression Facial expression Use of space Focus	target audience performance space planning managing resources style creative intentions Brief	target audience performance space planning managing resources style creative intentions Brief	target audience performance space planning managing resources style creative intentions Brief	
	Co-ordination Energy Projection Stage presence Movement memory Gesture Use of posture	Co-ordination Energy Projection Stage presence Movement memory Gesture Use of posture	Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills	Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills	Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills	
	Musicality Emphasis Alignment Cardiovascular endurance	Musicality Emphasis Alignment Cardiovascular endurance	<u>Literacy words</u> Vehement Formidable Climax			

	<u>Literacy words</u> Embellish Vigorous Determination	<u>Literacy words</u> _ Proficient Adequate Conspicuous				
How is it assessed?	Started completing component 2	Component 2 completed – 30% of the course	Start completing component 3	Component 3 taking place	Component 3 completed – 40% of the course	
Literacy Skills Developed (Writing/Oracy/Tier 2)	Space, Time, Relationships, Focus, Dynamics, Form, Body awareness	Spatial awareness, scene, strength, weakness, rehearsal, stage	Intention (choreographic), influence, enhance, aesthetic, theme, narrative	Style, highlight, stimulus/stimuli, flow, accent, cues	Processes, appreciation, extension, execution, embellish, vigorous	Determination, proficient, adequate, conspicuous, Vehement (powerful), formidable (impressive), climax
Career Links (Employability Skills, Career Opportunities)		s – Dancer, Choreograph	•	r, Producer, Dance teach	blem Solving, Creativity, Org ner, Drama teacher, Sound f roadcaster	
SMSC Links	Dance students are asked to Listening to and acting on th Dance students have to be r Dance students becoming av Dance students developing t Dance following and respect Dance students learn a varie Working in a variety of differ Developing personal qualitie Participating in a variety of t	reflect on their actions and he e feedback of others eflect of their performances w ware of different cultural attitu- their moral stance through wo ing other students opinions of ty of different styles of dance rent groups towards a commo es such as communication and eams/groups and pupils to be	udes towards aspects of sport rking as a group and being fair n choreography and creativity and about different choreogra n goal. influence, sharing, co-operat given the opportunity to repr	eir team. and physical activity. to everyone within the group towards the activity aphers which celebrates differ ion, leadership and motivating esent their school and perforr	ent cultures and diversity.	ng part of the audience

GCSE PE year 10

Half	HT1	HT2	HT3	HT4	HT5	HT6
term		піс	ПІЗ	П14	ПІЗ	пю
End Points (Knowledge and Skills)	Structure and Function of the Skeletal System	Components of fitness Applying principles of training	Characteristics of a skillful movement Goal setting Mental Preparation Types of feedback Physical Activity and sport in the UK	Commercialisation of sport Ethics in Sport Violence in sport	AEP- Coursework	AEP- Coursework
	Football/ Trampolining	Fitness testing/ Handball	Badminton			Athletics
What is assessed?	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment Mock exams
Key Vocabulary	Abduction Adduction Circumduction Extension Flexion Flexibility Ligament Cartilage Rotation Synovial Joint Tendon Articulating bones Agonist Antagonist Antagonist	Agility Cardiovascular endurance Flexibility Speed Balance Strength Muscular endurance Power Co-ordination Reaction time Continuous training Cool Down Fartlek training FITT Interval training	Aesthetic Efficient Co-ordination Fluent Pre-determined SMART Principle Imagery Mental rehearsal Extrinsic Intrinsic Visual Verbal Mechanical Manual Trends	Golden Triangle Sponsorship Media Finance Sportsmanship Gamesmanship Deviance		

	Fixator	Overload						
	Fatigue	Progression						
	•	5						
	Hypertrophy Lactic Acid	Reversibility						
		Specificity						
	Muscle Fibre types	Warm up Cool down						
			the interview of the Martine frame and					
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary	.	their coursework. Moving from ora nhance and make sense of the cou		m to then putting that into a sentendons.	ce and using the tier 2 words to		
Career Links		•	•		em Solving, Creativity, Orga orts enhancement, teacher			
(Employability Skills, Career Opportunities)	Career opportunities – Players, physiotherapist, personal trainer, sports analyst, nutritionist, sports enhancement, teacher, sports coach, sports photographer, referee/ umpire and player agent.							
			 Spirit 	ual Development				
	Encourages self-reflection through performance evaluation and personal goal setting.							
	Promotes appreciation of the human body and its capabilities.							
	Involves commitment, determination, and learning to overcome personal challenges.							
	 Moral Development 							
	Teaches fair play, sportsmanship, and respect for rules and officials.							
	Explores ethical issues such as doping, cheating, and inclusion.							
	Encourages understanding of right and wrong in competitive and recreational contexts.							
SMSC Links	Social Development							
	Promotes teamwork, cooperation, and communication through group activities and team sports.							
	Builds leadership skills and the ability to work with others from different backgrounds.							
	Encourages volunteering, coaching, and roles within sport that support others.							
	 Cultural Development 							
		Introduces students to a wide range of sports and physical activities from different cultures.						
		Explores	the impact of national and internat	ional sporting events (like the Olyn	npics) on society.			
		Highlights how different societies and cultures view physical activity and health.						

GCSE PE year 11

Half term	HT1	HT2	HT3	HT4	HT5	HT6
End Points (Knowledge and Skills)	Structure and function of the Cardiovascular and Respiratory System. Effects of exercise on body systems (short and long-term). Trampolining	Socio-cultural factors affecting participation. Preventing injury in physical activity. Health, fitness and well-being Football/Netball recap	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers) Badminton recap	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers) Handball recap	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers)	Revision for Paper 2 (Preparing of revision resources, exam style question revision, past papers)
What is assessed?	Teacher assessment End of topic exam/ assessment	Teacher assessment <u>Mock exams</u>	Teacher assessment End of topic exam/ assessment <u>Practical and Coursework</u> <u>MARKS IN</u>	Teacher assessment <u>Mock exams</u> Practical Moderation	<u>EXAMS</u>	<u>EXAMS</u>
Key Vocabulary	Age, Gender, Ethnicity, Religion, Culture, Family, Education, Disability, Disposable income, Discrimination, Environment, Role models, media coverage, opportunity/access. Personal Protective Equipment, Hazards, warm up, cool down, correct clothing/footwear Obesity, Coronary Heart Disease, Fitness, Posture, Diabetes, self-esteem, self- confidence, stress, anxiety, body image	Heart, arteries, capillaries, veins, aorta, vena cava, atrium, ventricles, pulmonary, systemic, oxygenated blood, deoxygenated blood. Heart Rate, Stroke Volume, Cardiac Output, Tidal Volume, Minute Ventilation, Respiratory Rate	Key words relevant to specific areas being revised.	Key words relevant to specific areas being revised.	Key words relevant to specific areas being revised.	Key words relevant to specific areas being revised.
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary	in answering questions and writing e	-	cy and the explanation of a key term sework or answer to exam question		e and using the tier 2 words to

Career Links (Employability Skills, Career Opportunities)	Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation Career opportunities – Players, physiotherapist, personal trainer, sports analyst, nutritionist, sports enhancement, teacher, sports coach, sports photographer, referee/ umpire and player agent.
	 Spiritual Development Encourages self-reflection through performance evaluation and personal goal setting. Promotes appreciation of the human body and its capabilities.
	Involves commitment, determination, and learning to overcome personal challenges.
	 Moral Development
	Teaches fair play, sportsmanship, and respect for rules and officials.
	Explores ethical issues such as doping, cheating, and inclusion.
	Encourages understanding of right and wrong in competitive and recreational contexts.
SMSC Links	Social Development
	Promotes teamwork, cooperation, and communication through group activities and team sports.
	Builds leadership skills and the ability to work with others from different backgrounds. Encourages volunteering, coaching, and roles within sport that support others.
	Cultural Development
	Introduces students to a wide range of sports and physical activities from different cultures.
	Explores the impact of national and international sporting events (like the Olympics) on society.
	Highlights how different societies and cultures view physical activity and health.

CN Sports Studies year 10

Half term	HT1	HT2	HT3	HT4	HT5	HT6
End Points (Knowledge and Skills)	R185 Topic 1 and 2 Practical performance Practice methods	R185 Topic 1 and 3 Practical performance Organising a sports session	R187 Topic 1 and 2 OAA provisions Technology in OAA R185 Topic 1- Practical	R187- 4 weeks Topic 3 and 4 Emergency procedures Evaluation	R187 Assessment R185 Topic 1 and 3 Practical Organising a sports session	R185 Topic 4 and 5 Leading a session Evaluating/ reviewing session
What is assessed?	Teacher assessment	<u>21st of Feb Input for R187</u>	Teacher assessment	Teacher assessment Topic 3 coursework write up	R187- Assessed	Teacher assessment Assessment of topic 4 and 5
	Skills	Appropriate Venue	Provisions	First Aid	Appropriate Venue Equipment	Leading
	Compositional Ideas	Equipment	Outdoor Adventurous Activities	Rescue	Timing Supervision	Safe Practise
	Techniques	Timing	Locally	Evaluation	Contingency Plan Sports Activity Session	Timing
	Sporting Activity Strategies	Supervision Contingency Plan	Nationally Equipment	Mental Benefits Physical Benefits	Safety Considerations Organising	Adaptability Reliability
	Weaknesses	Sports Activity Session	Clothing	Social Benefits	Risk Assessment Equipment	Positioning
	Tactics	Safety Considerations	Safety		Emergency Procedures Basic First Aid	Enthusiasm
	Strengths Key Components	Organising Risk Assessment	Technology Communication		Introduction Conclusion	Confidence Creativity
Key Vocabulary	Practise Methods	Equipment	Information		Meet the needs Injuries Warm up	Reviewing
	Decision Making	Emergency Procedures	Terrain		Cool Down	Improvements
	Performance Participating	Basic First Aid Introduction	Climate Health & Safety		Development	Leadership Development
	Contribution	Conclusion	Location		Plan	
	Drills	Injuries				
	Progressive Practise Fixed	Meet the Needs				
	Variable	Warm up				

	Whole	Cool Down								
	Part	Development								
	Video Analysis	Plan								
	Ability									
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary	The use of the key vocabulary in answering questions and writing their coursework. Moving from oracy and the explanation of a key term to then putting that into a sentence and using the tier 2 words to enhance and make sense of the coursework or answer to exam questions.								
Career Links (Employability Skills, Career Opportunities)		Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation Career opportunities – Players, physiotherapist, personal trainer, sports analyst, nutritionist, sports enhancement, teacher, sports coach, sports photographer, referee/ umpire and player agent.								
SMSC Links	 Spiritual Development Encourages self-reflection through performance evaluation and personal goal setting. Promotes appreciation of the human body and its capabilities. Involves commitment, determination, and learning to overcome personal challenges.									

CN Sports Studies year 11

Issi End Points (Knowledge and	R184 Topic 1 sues which affect participation in Sport	R184 Topic 2	R184	D 404		
Skills)	R185 Topic 1 + 5 Practical Performance Evaluation	The role of sport in promoting values R185 Topic 1	Topic 3 The implications of hosting a major sporting event for a city or country	R184 Topic 4 The role of National Governing Bodies play in the development of their sport Topic 5 The use of technology in sport	R184 Exam Revision	School Leavers
What is assessed?	Teacher assessment for R184	R185 Assessment	Teacher assessment	Teacher assessment	<u>R184 Exam</u>	
E Key Vocabulary	User Groups Gender Ethnic Groups Retired People Families Carers Disabilities Economically disadvantaged Disposable Income Activity Provision Promotion Environment Climate Provision of facilities Social Acceptability	Team Spirit Team Spirit Fair Play Citizenship Tolerance and Respect Inclusion National Pride Excellence Olympics and Paralympics Creed Symbol Values Initiatives Campaigns Etiquette Sporting behaviour	Regular and Recurring Sporting Event One-off Sporting Event Scheduling Major Sporting Event Bidding Infrastructure Investment Commercial Social Infrastructure Social Cohesion National Morale Direct Tourism Indirect Tourism Relegation	National Governing Bodies Performance Pathway Technology Accuracy of officiating Technical analysis Affordability Unequal access Spectator experience	Exam Revision	

		Gamesmanship	Legacy							
		Performance enhancing drugs	Debt							
		Whereabouts Rule								
		Testing Methods	Scandals							
		Sanctions								
		WADA								
		Sample Collection								
Literacy Skills Developed (Writing/Oracy/Tier 2)	The use of the key vocabulary	The use of the key vocabulary in answering questions and writing their coursework. Moving from oracy and the explanation of a key term to then putting that into a sentence and using the tier 2 words to enhance and make sense of the coursework or answer to exam questions.								
Career Links (Employability Skills, Career Opportunities)		Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation Career opportunities – Players, physiotherapist, personal trainer, sports analyst, nutritionist, sports enhancement, teacher, sports coach, sports photographer, referee/ umpire and player agent.								
SMSC Links	 Spiriual Development Encourages self-reflection through performance evaluation and personal goal setting. Promotes appreciation of the human body and its capabilities. Involves commitment, determination, and learning to overcome personal challenges. Moral Development Teaches fair play, sportsmanship, and respect for rules and officials. Explores ethical issues such as doping, cheating, and inclusion. Encourages understanding of right and wrong in competitive and recreational contexts. Social Development Promotes teamwork, cooperation, and communication through group activities and team sports. Builds leadership skills and the ability to work with others from different backgrounds. Encourages volunteering, coaching, and roles within sport that support others. Oltural Development Introduces students to a wide range of sports and physical activities from different cultures. Explores the impact of national and international sporting events (like the Olympics) on society. Highlights how different societies and cultures view physical activity and health. 									

CoDA Curriculum

Child Development and Care in Early Years



Improving the life chances of all students

Curriculum intent.

- Child care is part of our Vocational department at City of Derby Academy and is delivered through the NCFE qualification. Students are able to get from a L1P up to a L2D in this subject and it is assessed through 50% coursework and 50% exam. Students gain understanding of the childcare vocation including, nursery teaching, the Early Years Foundation framework and how children aged 0-5 develop. There are 9 different content areas which include a large amount of practical activities such as sensory walks, play carousels and a day with 'CODA nursery'. Students are also able to take the CODA babies home for a night to experience looking after a baby. We believe that our child care curriculum can be an opportunity for students to choose a subject with career potential. Many of our students have used the qualification to do level 3 at college. We aim that the knowledge and skills the students acquire through this creditable course
- encourages them to fulfill the wider career potential and are able to experience the childcare vocation in the classroom.

At Key Stage 4 students will follow the specifications:

NCFE level ½ Cache

Studen	ts will be taught and assessed on their ability to:
A01	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations
AO3	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
AO4	Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the appropriate processes, working practices and documentation.
A05	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices
NCFE H	lealth and Social care will encourage and enable students to:
-	holistic child development
• •	factors that influence a child's development
• •	care routines and activities to support a child
• •	regulation, policies and procedures in the early years
• •	expectations of an early years practitioner
• •	roles and responsibilities within early years settings
• •	the importance of observations in early years childcare
• •	the purpose of planning in early years childcare
Studen	ts will be taught and assessed on their ability to:
A01	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations

AO3	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
AO4	Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the
	appropriate processes, working practices and documentation.
A05	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices
	and documentation relevant to the vocational sector.

Child Development and Care Year 10

Topi c	CA1 – child development	CA2 – factors that influence child development	CA3 – care routines, play and activities to support.	CA4 – early years provision	CA5 – legislation policies and procedures	CA6 – expectations of early years practitioner	CA7 – roles and responsibiliti es within early years.	CA8 – importance of observations	CA9 – Planning cycle
	1.1 Aspects of	2.1 Nature and	3.1 Basic care	4.1 Types of	5.1 Regulatory	6.1	7.1 Early years	8.1	9.1 The
	holistic	nurture 2.2	needs 3.2 Basic	early years	authority 5.2	Appearance	practitioner	Observation	purpose of a
	development	Biological and	care routines	provision 4.2	Legislation and	6.2 Behaviour	roles 7.2	and recording	child-centred
	1.1.1 Physical	environmental	and play	The purpose of	frameworks	6.3 Attendance	Partnership	methods 8.1.1	approach 9.2
	1.1.2 Cognitive	factors 2.3	activities to	early years	which	and	working in the	How	The purpose of
	1.1.3	Effects of	support the	provision 4.3	underpin	timekeeping	early years	observations	the planning
	Communicatio	biological and	child's	Types of early	policy and		7.2.1 How	support child	cycle 9.3 The
End Points (Knowledge	n and language	environmental	development	years settings	procedure		partnership	development	planning cycle
and Skills)	1.1.4 Social	factors 2.4	3.2.1 Basic	4.4 Variation in	5.2.1		working	8.1.2 Objective	
	and emotional	Transitions	care routines	early years	Legislation,		benefits the	and subjective	
		2.4.1 Types of	3.2.2 Play	provision	framework,		child, family	observation	
		transition 2.4.2	activities 3.3		policy and		and early years	8.1.3	
		The impact of	The role of the		procedure		practitioner	Components of	
		transitions on	early years		definitions		7.3 Specialist	recording	
		the child's	practitioner		5.2.2		roles within	observations	
		development			Legislation		the early years	8.1.4 Different	

		2.5 Support strategies	during play activities		5.2.3 Health and safety procedure 5.2.4 Equality and inclusion procedure 5.2.5 Safeguarding procedure 5.2.6 Confidentiality procedure		settings 7.4 Specialist roles outside the early years settings	methods of observation 8.1.5 Sharing observations	
What is assessed									
Key Vocabulary	Holistic Development Physical Gross fine Cognitive Memory Recognising Social Emotional Attachment Regulation Language Communication Vocabulary	Nature Nurture Biological Environmental Lifestyle Transitions Expected Unexpected	Play Creative Physical Imaginative Sensory Resources Activities Planned	Provision Statutory Voluntary Funded Private Government Variation Cost Accessibility Location barriers	Legislation Policy Procedure Act Governs Informs	Expectations Practitioner Appearance Timekeeping Management Role	Roles Responsibilities Specialised Special Education expectations	Objective Subjective Formal Informal Summative Formative Recording Evaluating planning	Observe Assess Plan Implement review
a Literacy Skills Developed (Writing/Or acy)	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills	- Key vocabular y - Presentat ion skills

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	making								
	 observation 								
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	resourcefulnes								
	S	S	S	S	S	S	S	S	S
	 problem 								
	solving								
	 planning 								
	 evaluation 								
Career	 reflection 								
Links	•	•	•	•	•	•	•	•	•
(Employabil	interpersonal								
ity Skills, Career	skills								
Opportuniti	 professional 								
es)	behaviours								
	 respect and 								
	appreciation of								
	others								
	 an ability to 								
	reflect upon								
	their preferred								
	learning style	learning							
	and identify	C				C C	C	0	C C
	, relevant study								
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	Individu								
	al Needs.								
SMSC Links	 Promoti 								
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	Respect.								

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	Thinking		Thinking		Thinking		Thinking	Thinking		Thinking		Thinking		Thinking		Thinking
	and		and		and		and	and		and		and		and		and
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	ng.		ng.		ng.		ng.	ng.		ng.		ng.		ng.		ng

Child care and early years - Year 11

	Task one.	Task two.	Task three.	Task four.	Task five.	Task six.
Topic	3 hours	3 hours	3 hours	3 hours	1 hour	1 hour
	12 marks	20 marks	24 marks	20 marks	8 marks	8 marks

Internal Assessment	Internal Assessment	Internal Assessment	Internal Assessment	Internal Assessment	Internal Assessment
AO1 – 4 marks	AO1 – 4 marks	AO1 – 4 marks	AO1 – 4 marks	AO1 – 4 marks	AO5 – 8 marks
AO2 – 4 marks	AO2 – 8 marks	AO2 – 4 marks	AO2 – 4 marks	AO4 – 4 marks	Knowledge:
AO3 – 4 marks	AO3 – 4 marks	AO3 – 4 marks	AO3 – 4 marks	Knowledge:	9. Planning in early years
Knowledge:	AO4 – 4 mark	AO4 – 12 marks	AO4 – 8 marks	5. Legislation, policies and	childcare
2. Factors that influence the	Knowledge:	Knowledge:	Knowledge:		
child's development	1. Child development 2.	1. Child development 2.	÷	years	
-	Factors that influence the	Factors that influence the	Care routines, play and		
	child's development	child's development	activities to support the		
child	3. Care routines, play and	3. Care routines, play and	child		
4. Early years provision			5. Legislation, policies and		
,,,	child	child			
	7. Roles and responsibilities	5. Legislation, policies and			
	within early years settings	procedures in the early			
		vears			
	childcare	-	-		
	9. planning in early years		,,,		
	childcare	childcare			
Internal assessment	Internal assessment	Internal assessment	Internal assessment	Internal assessment	Internal assessment
IV in dept	IV in dept	IV in dept	IV in dept	IV in dept	IV in dept
External Moderator	External Moderator	External Moderator	External Moderator	External Moderator	External Moderator
Biological	Routines	Biological	Development	Legislation	Observe
Environmental	Roles	Environmental	Routine	Policy	Assess
Routines	Responsibilities	Routines	Legislation	Procedure	Implement
Practitioner	Planning	Transitions	Policy	Follow	Review
Support	Play	Support	Procedure	Adhere	Formative
Transitions	Sensory	Development	Follow	Law	Summative
Expected	Physical	Roles	Practitioner	practitioner	partnership
Unexpected	Creative	Responsibilities	Legal		
Provision	Imaginative	Practitioner	Risk		
Settings	Observation	Cycle	Roles		
	Formal	Observe	Responsibilities		
	Informal	Assess			
	Subjective	plan			
	objective				
 Key vocabulary 	 Key vocabulary 	 Key vocabulary 	 Key vocabulary 	 Key vocabulary 	 Key vocabulary
 Presentation skills 	 Presentation skills 	 Presentation skills 	 Presentation skills 	 Presentation skills 	 Presentation skills
 Planning skills 	 Planning skills 	 Planning skills 	 Planning skills 	 Planning skills 	 Planning skills
•					
	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks Knowledge: 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 4. Early years provision Internal assessment IV in dept External Moderator Biological Environmental Routines Practitioner Support Transitions Expected Unexpected Provision Settings - Key vocabulary - Presentation skills	A01 - 4 marksA01 - 4 marksA02 - 4 marksA02 - 8 marksA03 - 4 marksA03 - 4 marksA03 - 4 marksA04 - 4 markA04 - 4 markKnowledge:2. Factors that influence the child's developmentA04 - 4 mark3. Care routines, play and activities to support the childTactors that influence the child's development4. Early years provisionCare routines, play and activities to support the child7. Roles and responsibilities within early years settings 8. The importance of observations in early years childcare9. planning in early years childcareInternal assessment IV in dept External ModeratorBiologicalRoutines ResponsibilitiesPractitioner Support ProvisionPlanning Sensory Physical Unexpected ProvisionProvision SettingsImaginative Observation Formal Informal Subjective objective-Key vocabulary - Presentation skills	A01 - 4 marksA01 - 4 marksA01 - 4 marksA02 - 4 marksA02 - 8 marksA02 - 4 marksA03 - 4 marksA03 - 4 marksA03 - 4 marksA03 - 4 marksA04 - 4 marksA04 - 12 marks2. Factors that influence the child's developmentS. A04 - 4 markA04 - 12 marks3. Care routines, play and activities to support the child's development1. Child development 2.Factors that influence the child's development4. Early years provisionFactors that influence the child's development3. Care routines, play and activities to support the child3. Care routines, play and activities to support the child's development3. Care routines, play and activities to support the child's development7. Roles and responsibilities within early years childcare5. Legislation, policies and procedures in the early years9. planning in early years childcare7. Roles and responsibilities within early years childcare1 Internal assessment I V in deptInternal assessment I V in deptI vi n deptInternal assessment External ModeratorBiological External ModeratorRoutines PractitionerBiological ExpectedCreative PhysicalRoutines ExpectedPlanning PractitionerProvisionImaginative ImaginativeProvisionImaginative ImaginativeProvisionImaginative ImaginativeProvisionImaginative ImaginativePresentation skills- Key vocabulary - Presentation skills- Key vocabulary - Prese	A01 - 4 marks A02 - 4 marksA01 - 4 marks A02 - 4 marksA01 - 4 marks A02 - 4 marksA01 - 4 marks A02 - 4 marksA02 - 4 marks A03 - 4 marksA03 - 4 marks A04 - 3 marksA03 - 4 marks A03 - 4 marksA03 - 4 marks A04 - 3 marksA03 - 4 marks A04 - 4 marksA03 - 4 marks A04 - 4 marksA03 - 4 marks A04 - 4 marksA04 - 4 marks A04 - 4 marksA03 - 4 marks A04 - 4 marksA04 - 4 marks A04 - 4 mark	A01 - 4 marks A02 - 4 marks A01 - 4 marks A03 - 4 marks A04 - 4 marks A03 - 4 marks A04 - 4 marks

	 decision making 	 decision making 	 decision making 	 decision making 	 decision making 	 decision making
	observation	observation	observation	observation	observation	observation
	resourcefulness	resourcefulness	resourcefulness	resourcefulness	resourcefulness	resourcefulness
	problem solving	 problem solving 	• problem solving	• problem solving	• problem solving	• problem solving
	• planning	• planning	• planning	• planning	• planning	• planning
	evaluation	evaluation	 evaluation 	• evaluation	• evaluation	 evaluation
Career Links	reflection	reflection	reflection	reflection	reflection	reflection
(Employability	 interpersonal skills 	 interpersonal skills 	 interpersonal skills 	interpersonal skills	interpersonal skills	 interpersonal skills
Skills, Career	professional behaviours	professional behaviours	professional behaviours	professional behaviours	professional behaviours	professional behaviours
Opportunities)		•			•	
	 respect and appreciation 	 respect and appreciation 	 respect and appreciation 	 respect and appreciation 	 respect and appreciation 	 respect and appreciation
	of others	of others	of others	of others	of others	of others
	an ability to reflect upon	• an ability to reflect upon	 an ability to reflect upon 	an ability to reflect upon	an ability to reflect upon	 an ability to reflect upon
	their preferred learning	their preferred learning	their preferred learning	their preferred learning	their preferred learning	their preferred learning
	style and identify relevant	style and identify relevant	style and identify relevant	style and identify relevant	style and identify relevant	style and identify relevant
	study skills	study skills	study skills	study skills	study skills	study skills
	 Understanding 	 Understanding 	 Understanding 	 Understanding 	 Understanding 	 Understanding
	Individual Needs.	Individual Needs.	Individual Needs.	Individual Needs.	Individual Needs.	Individual Needs.
	 Promoting 	 Promoting 	 Promoting 	 Promoting 	 Promoting 	 Promoting
	Empathy and	Empathy and	Empathy and	Empathy and	Empathy and	Empathy and
	Respect.	Respect.	Respect.	Respect.	Respect.	Respect.
	 Facilitating 	Facilitating	 Facilitating 	 Facilitating 	 Facilitating 	 Facilitating
	Positive	Positive	Positive	Positive	Positive	Positive
SMSC Links	Relationships.	Relationships.	Relationships.	Relationships.	Relationships.	Relationships.
	Nurturing Self-	Nurturing Self-	Nurturing Self-	Nurturing Self-	Nurturing Self-	Nurturing Self-
	Identity and	Identity and	Identity and	Identity and	Identity and	Identity and
	Beliefs.	Beliefs.	Beliefs.	Beliefs.	Beliefs.	Beliefs.
	Promoting Critical Thinking	Promoting Critical Thinking	Promoting Critical Thinking	Promoting Critical Thinking	Promoting Critical Thinking	Promoting Critical Thinking
	and Moral Reasoning.	and Moral Reasoning.	and Moral Reasoning.	and Moral Reasoning.	and Moral Reasoning.	and Moral Reasoning.

CoDA Curriculum

Health and Social Care



Improving the life chances of all students

Curriculum intent.

• Health and social care is part of our Vocational department at City of Derby Academy and is delivered through the NCFE qualification. Students are able to get from a L1P up to a L2D in this subject and it is assessed through 50% coursework and 50% exam. Students are able to gain a wealth of knowledge on the health and social care field whilst learning 8 different content areas ranging from practitioner roles to the care needs of individuals. We believe that health and social care is an ideal choice for some students at GCSE as a stepping stone to potential future careers, students also gain valuable experiences including first aid and role play scenarios. We aim that the knowledge and skills the students acquire through this creditable course encourages them to fulfill wider career potential and are able to experience the health and social care vocation in the classroom.

At Key Stage 4 students will follow the specifications:

NCFE level ½ Cache

Avda appropriate processes, working practices and documentation. Avds Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices NCEFE Health and Social care vill encourage and enable students to: • • • health and social care provision and services • • the variety of job roles in the health and social care sector and care values that underpin professional practice • • the variety of job roles in the health and social care sector and care values that underpin professional practice • • the wariety of job roles in the health and social care sector and care values that underpin professional practice • • the variety of job roles in the health and social care services • • human development across the life span • • care needs of the individual • • how the individual accesses health and social care services • • how the individual accesses health and social care services • • how the individual Students will be taught and assessed on their ability to: AO2 Recall knowledge and show understanding The emphasis here is for learners t											
Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to recesses, working practices and documentation. Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation. Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation relevant to the vocational sector. NCFE Health and Social care vill encourage and enable students to: • health and social care vill encourage and enable students to: • the variety of job roles in the health and social care sector and care values that underpin professional practice • the wanted voluation and services • human development across the life span • care needs of the individual • now the individual * needs are met through partnership working with other professionals • the care planning cycle to meet the needs and preferences of the individual Students will be taught and assessed on their ability to: AO1 Recall knowledge and understanding The empha	-										
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A04 Demonstrate the application of relevant vocational skills, processes, working practices and documentation. A05 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation. A05 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation. A06 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation. A07 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation. A08 Analyse and evaluate the demonstration relevant to the vocational skills, processes, working practices and documentation. A09 Analyse and evaluate the demonstrate to the vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation. A08 Analyse and evaluate the demonstrate to the vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation. A09 The end social care will encourage and enable students to: • the variety of job roles in the health and social care sector and care values that underpin professional practice • the individual scales and procedures in health and social care sector and how they relate to a practitioner working in health and social care settings	AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations									
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Торіс	CA1 – health and social care provision	CA2 – practitioner roles	CA3 – legislation policies and procedures	CA4 – human development across the life stages	CA5 – care needs of the individual	CA6 – accessing health and social care services	CA7 – partnership working within health and social care	CA8 – the care planning cycle
End Points (Knowledge and Skills)	Health and social care provision: 1.1.1 Types of health and social care provision 1.1.2 Purpose of health and social care provision 1.1.3 Functions of healthcare services 1.1.4 Functions of social care services	2.1 Practitioner roles in health and social care 2.2 The 6 Cs and care values underpinning practice 2.3 Continuing professional development	3.1 Legislation, policies, procedures: 3.1.1 The terms 'legislation', 'policy' and 'procedure' 3.1.2 The relationship between legislation, policy and procedure 3.1.3 Legislation governing health and social care services 3.2 Policies and procedures in health and social care: 3.2.1 Key policies and procedures 3.3 The role of regulatory and inspection bodies 3.4 Roles and responsibilities of the practitioner	 4.1 The life stages of human development 4.2 Areas of human development 4.3 Nature and nurture 4.4 Factors which may impact human development 4.5 Transitions 4.6 Transitions experienced by the individual 4.7 The impact of transitions and biological and environmental factors 4.8 The role of the practitioner when preparing and supporting the individual for transition 	5.1 Holistic needs of the individual 5.2 Conditions and disabilities that require health and social care support 5.3 How conditions and disabilities may impact on care needs 5.4 Care values in practice	6.1 Types of referral used to access health and social care services 6.2 Barriers to access health and social care services for the individua	7.1 Partnership working 7.2 How partnership working meets the needs and preferences of the individual 7.3 Potential barriers to partnership working and strategies to overcome barriers	8.1 The purpose and impact of person- centred practice 8.2 A care plan 8.3 Care planning cycle
What is assessed								
Key Vocabulary	Provision Setting Statutory Private Funding Voluntary	Practitioner Role Responsibilies Duties Guidance Values	Legislation Policy Procedure Governs Rules Guidance	Infancy Childhood Adolescence Early adulthood Middle adulthood Late adulthood	Hierarchy Self esteem Physiological Safety Socialisation Self actualisation	Accessing Barriers overcome	Partnership Barriers Communication management	Assess Implement Review

	Function		inform	Holistic	support			
	ranction		interni	Development	Support			
				Physical				
				Cognitive				
				Social				
				Emotional				
				transitions				
а	- Key							
Literacy Skills	vocabulary							
Developed	- Presentati							
(Writing/Orac	on skills							
	OIT SKIIIS	OIT SKIIIS	OIT SKIIIS	UT SKIIS	OIT SKIIIS	UT SKIIIS	OT SKIIS	OIT SKIIIS
y)								
	decision making •							
	observation							
	 resourcefulness 							
	problem solving							
	 planning 							
	 evaluation 							
	 reflection 							
Career Links	 interpersonal skills 							
(Employability	 professional 							
Skills, Career	behaviours							
Opportunities)	 respect and 							
	appreciation of							
	others							
	 an ability to reflect 							
	upon their preferred							
	learning style and							
	identify relevant	identify						
	study skill							
	 Fostering 	Fostering						
	Empathy and							
	Compassion:							
	 Promoting 	 Promoting 	• Promoting	 Promoting 	Promoting	Promoting	 Promoting 	Promoting
SMSC Links	Respect for							
	Diversity:							
	Encouraging	Encouraging	Encouraging	 Encouraging 	Encouraging	Encouraging	 Encouraging 	Encouraging
	Social							
	Responsibility:	Responsibility:	Responsibility :	Responsibility:	Responsibility:	Responsibility:	Responsibility:	Responsibility:

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Health and Social Care Year 11

Торіс	Task one 4 hours			Task 3b 2 hours	Task 4 2 hours	Task 5 1 hour		
	24 marks	12 marks	16 marks	12 marks	12 marks	8 marks		
End Points (Knowledge and Skills)	Internal assessment AO1 - 4 marks AO2 - 4 marks AO3 - 4 marks AO4 - 12 marks Knowledge: 1. Health and social care provision and services 2. Job roles in health and social care and the care values that underpin professional practice 3. Legislation, policies and procedures in health and social care 4. Human	Internal assessment AO1 - 4 marks AO2 - 4 marks AO3 - 4 marks Knowledge: 3. Legislation, policies and procedures in health and social care	Internal assessment AO1 - 4 marks AO2 - 4 marks AO4 - 8 marks Knowledge: 2. Job roles in health and social care and the care values that underpin professional practice 4. Human development across the life span 5. The care needs of the individual	Internal assessment AO1 - 4 marks AO2 - 4 marks AO4 - 4 marks Knowledge: 3. Legislation, policies and procedures in health and social care	Internal assessment AO2 - 4 marks AO3 - 4 marks AO4 - 4 marks Knowledge: 1. Health and social care provision and services 2. Job roles in health and social care and the care values that underpin professional practice 4. Human development across the life span 5. The care needs of the individual	Internal assessment AO5 - 8 marks Knowledge: 8. The planning cycle		

	development across the life span 5. The care needs of the individual 6. How health and social care services are accessed 7. Partnership working in health and social care 8. The planning cycle				7. Partnership working in health and social care 8. The planning cycle	
What is assessed	Internal assessment IV in dept External Moderator					
Key Vocabulary	Provision Services Legislation Care Plan Assess Implement Review Duty of care Access partnership	Legislation Policy Procedure Ahere	Independence Duty of care Dignity Confidentiality Safeguarding Rights Respect Needs Individual Practitioner Roles	Legislation Policies Procedure Law Practitioner Risk assessment	Development Life Stages Assess Implement Review Roles Jon Practice Values Continued	Assess Implement Review Evaluation
Literacy Skills Developed (Writing/Oracy)	 Key vocabulary Presentation skills Planning skills 	 Key vocabulary Presentation skills Planning skills 	 Key vocabulary Presentation skills Planning skills 	 Key vocabulary Presentation skills Planning skills 	 Key vocabulary Presentation skills Planning skills 	 Key vocabulary Presentation skills Planning skills
Career Links (Employability Skills, Career Opportunities)	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill

	•	Fostering Empathy and Compassion:										
	•	Promoting Respect for Diversity:										
	•	Encouraging Social Responsibility:										
SMSC Links	•	Building Positive Relationships:										
	•	Promoting Ethical Decision-Making										
	•	Enhancing Personal Well-being:										
		-		-		-		-		-		-