



Hailsham Community College - Secondary

Physical Education Curriculum



KS3 PE @ HCC



Transition into KS4 BTEC Technical in Sport

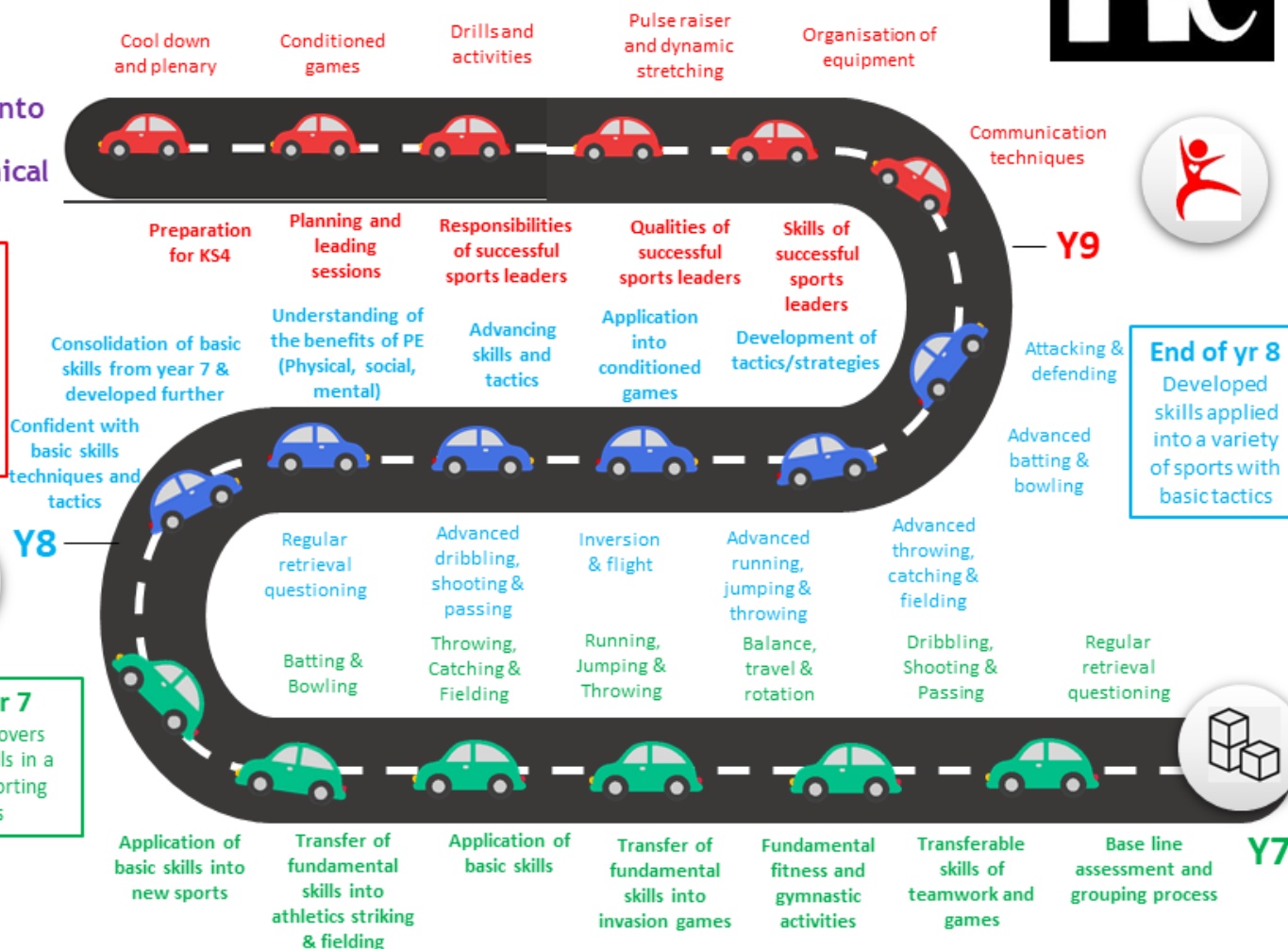
End of yr 9

Will have a range of leadership skills and will have planned, delivered and evaluated a lesson to their peers.



End of yr 7

Confident movers with basic skills in a variety of sporting contexts



KS4 PE @ HCC



Transition into
KS5
BTEC National
in Sport

End of yr11
Develop and
understand the
importance of fitness
and the different
types of fitness for
performance.



C2: Drills to improve
sporting performance

Key
Bold = Component 1
Italics = Component 2

D3: Motivational
techniques

D2: Fitness
programme design

D1: Personal
information

C6: Long term
effect of
fitness training

C5: Provision
for fitness
training

C4: Additional
requirements

C3: Training
methods of
skill related
fitness

C2: Training
methods for
physical
fitness

C1: Fitness training
requirements

End of yr 10
Explore different types of
physical activity available to
different participants, barriers
to participation and methods
of overcoming them

Y11

B3: *Limitations of
technology in sport*

C1: *Planning
a warm up*

C2: *Adapting
a warm up*

C3: *Delivering a
warm up*

B2: Technology &
benefits in sport

B1: *Different types of sports
clothing & equipment*

A4: *Methods to
address barriers*

A3: *Barriers to
participation*

A2: *Types & needs of
sports participants*

A1: *Types of &
providers of sport*

C1: Planning drills &
conditioned practices

B3: Rules &
regulations in sport

B2: Officials in
sports

B1: Techniques, strategies
& fitness for sports

A2: Components of
skill related fitness

A1: Components
of physical fitness



Y10



KS5 PE @ HCC



Transition into Post 19 Opportunities

This qualification is intended for post-16 learners wanting to progress directly to employment in the coaching and development sector as an assistant coach. When studied alongside other Level 3 qualifications as part of the study programme, it also supports progression to a wide range of higher education courses.

Learning aim D: Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry

Learning aim C: Explore recruitment processes for a job role in the sport and active leisure industry

Key
Bold = Unit A
Italics = Unit B
Year 13 = Unit C

D3: Motivational techniques

D2: Fitness programme design

D1: Personal information

C6: Long term effect of fitness training

C5: Provision for fitness training

C4: Additional requirements

C3: Training methods of skill related fitness

C2: Training methods for physical fitness

C1: Fitness training requirements

B4: Interpretation test results

B3: Skill fitness testing

B2: Physical fitness testing

B1: Importance of fitness testing

A3: Exercise intensity

A2: Training principles

A1: Importance of fitness

Y13

B3: *Limitations of technology in sport*

C1: *Planning a warm up*

C2: *Adapting a warm up*

C3: *Delivering a warm up*

B2: Technology & benefits in sport

A2: *Types & needs of sports participants*

Learning aim A: *Examine the importance of physical activity and sport*

B1: *Different types of sports clothing & equipment*

A4: *Methods to address barriers*

A3: *Barriers to participation*

B2: Health and safety at work and employment law

B1: Careers and job roles in the sport and active leisure industry

A3: Participation in sport and active leisure in the UK

A2: Scope and provision of the sport and active leisure industry

A1: Organisation and structure of sport and active leisure in the UK

Y12





HAILSHAM COMMUNITY COLLEGE ACADEMY TRUST

'Be the very best you can be'

Physical Education in Key Stage 3

Curriculum Intent: PE at HCC aims to encourage all students to actively engage in lifelong physical activity, not only as a performer but in roles as a leader, coach or official. Students will develop a deep knowledge and understanding of sports, health and fitness and demonstrate the skills techniques and tactics. It is our vision for every student to succeed and achieve their potential as well as enjoy physical, active lifestyles.

- Key stage 3 PE offers a broad curriculum of sporting activities for students, which allows them to develop a wide range of skills and techniques with the ability to use tactics, strategies and compositional ideas to perform successfully. Students are given the opportunity to analyse a range of different situations and apply their own decisions. At HCC, PE allows pupils to work as individuals or in groups and teams, promoting the concept of fair play alongside personal and social development. They take on different roles and responsibilities, including performer, leader and official. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.
- Each activity will be taught for 6-8 lessons to allow students the chance to develop their skills, fitness and understanding of the rules and regulations of the activity. (Optional Rules cold task at start followed by retest at end of unit all on FireFly). 10 questions 4 rules, 4 skills & 2 components.
- The department teaches theory as part of its curriculum at KS3. This content, which is delivered through practical PE lessons, allows students to increase their knowledge and understanding of physical activity concepts from an early age. This breaks down barriers of PE being seen as purely a practical subject and ultimately better prepares our students for KS4 PE and BTEC Sport.

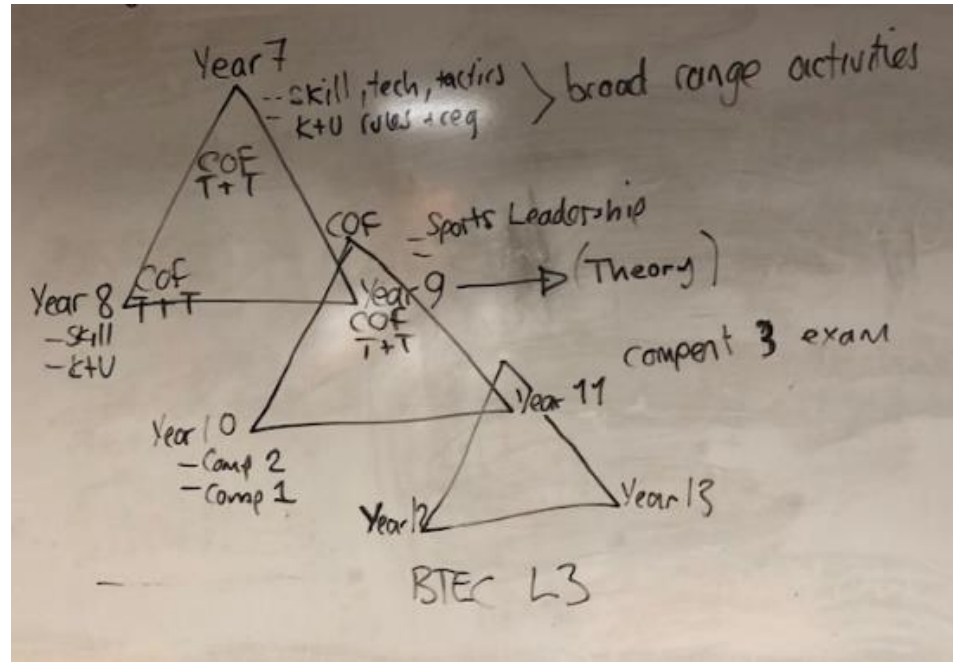
PE Curriculum Intent:

1. All students to understand the benefits of physical education and to develop a lifelong passion for physical activity and sport.
2. All students to develop their skills, knowledge and understanding of PE.
3. All students to have a purposeful role within PE lessons.

PE Generic Activity Breakdown

Each activity will have 6-8 lessons depending on the curriculum plan and each member of staff will look to cover the following areas. There will be ongoing assessment taking place throughout every lesson.

1. Development of skills learn/apply
2. Development of skills learn/apply
3. Development of skills learn/apply
4. Knowledge and understanding of rules/officiating
5. Activity specific fitness method/test
6. Performance of skills learnt
7. Conditioned games/activities
8. Conditioning



Website format:

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
7	1&2	Gymnastics Invasion Games Alternative Sports	Basic skills, techniques and tactics used in sports and physical activities Fundamental rules and regulations for a range of sports and the need for officials	Net games/striking and fielding/invasion games/athletics/outdoor and adventurous activities/health related exercise Teamwork
	3&4	Gymnastics Invasion Games Alternative Sports	The components of a warm up and cool down The immediate effects of exercise of body and basic training methods to improve aerobic endurance	Fundamental techniques in a range of sports in isolation and simple drills
	5&6	Athletics Striking & Fielding Net Games	Some compositional ideas to improve Gymnastic routines Safety factors during physical activity and sport Leading fit and healthy lifestyles including extracurricular sports clubs	Overcoming opponents in competitive situations in team and individual games (e.g. rugby/netball/table tennis/volleyball). Decision making in competitive sports Simple reasoning and questioning in attempting to solve problems Identifying strengths and areas for improvement of their own and others' work Leadership of warm ups and cool downs Officiating low stakes practices in some sports

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
8	1&2	Gymnastics Invasion Games Alternative Sports	More advanced skills, techniques and tactics used in sports and physical activities	Net games/striking and fielding/invasion games/athletics/outdoor and adventurous activities/health related exercise
	3&4	Gymnastics Invasion Games Alternative Sports	Rules and regulations for a range of sports and the roles of different types of officials	Teamwork
	5&6	Athletics Striking & Fielding Net Games	The components of an activity session (warm up, main activity, conditioned practice, cool down) The immediate and some long term effects of exercise on the body and training methods to improve at least two components of physical or skill related fitness More advanced compositional ideas to improve performance in Gymnastics Safety factors during physical activity and sport for more advanced activities (e.g. scrummaging in rugby) The benefits of leading fit and healthy lifestyles including extracurricular sports clubs	Techniques in a range of sports in increasingly complex drills under pressure Overcoming challenging opponents in competitive situations in team and individual games (e.g. rugby/netball/table tennis/volleyball). Pressured decision making in competitive sports, including some analysis of opponents' strategies Reasoning, questioning and listening to the contributions of others in order to solve problems Identifying strengths and areas of improvement of their own and others' work and suggesting improvements Leadership of warm ups, basic drills and cool downs Officiating with competence in a greater range of sports and roles

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
9	1&2		Advanced strategies, tactics and skills used in sports and physical activities.	Net games/striking and fielding/invasion games/athletics/dance/health related exercise
	3&4		Rules and regulations for a range of sports and the roles of different types of officials	Team work using advanced techniques, strategies and tactics in a range of sports in competitive game situations
	5&6		Which activities require the different components of physical and skill related fitness Safety factors during physical activity and for more advanced activities The components of fitness and how you can improve them by using methods of training and principles of training	Delivering a variety of short sports sessions confidently Being able to make the correct decisions in competitive situations to allow you to beat an opponent regularly Analysing performance of yourself and others during performance to alter the outcome of a game Leading groups of students on part of a session, feeding back so others can make improvements

			<p>The benefits of leading a healthy active lifestyle – through exercise and diet, to also include physical activity outside of school.</p> <p>What makes a good sports leader – skills, qualities & responsibilities</p> <p>Planning and evaluating sports sessions</p>	<p>Officiating a variety of roles within a sport – linesman and umpire in netball and over more than one sport</p>
--	--	--	--	--

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
10	1&2			
	3&4			
	5&6			

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
11	1&2			
	3&4			
	5&6			

Intent of curriculum

Our intent for the curriculum is to underline and promote the vitally important role that PE plays in understanding how sport impacts everyone's lives and what we need to be aware of to demonstrate a healthy active lifestyle. Key stage 3 PE is a springboard not just towards further study at Level 2 & 3 BTEC Sport but also to aid our pupils in their journey to becoming well-rounded adults who can contribute positively within their local and global community. Knowledge, application and skills are at the core of our curriculum. We will support the pupils to develop the essential employability, enterprise & transferable skills in information technology and data/resource analysis and interpretation through the curriculum content and how it is taught and delivered.

Our curriculum will both reflect and learn from the diverse cultural mix of our school and community and also help to enhance our pupil's cultural capital through the extensive range of topics and themes it will cover. We will also tackle difficult issues which will give the pupils the opportunity to discuss and debate social, moral, cultural and spiritual questions in sport.

Implementation of curriculum

Our aspiration is to deliver a dynamic, balanced and modern PE curriculum in such a way that it fosters an environment and attitude that allows self-reliant, confident and independent learners to flourish. We will set high standards and aspirational targets whilst ensuring that the needs of all learners are supported inside and outside of the classroom.

There are four broad strands within the PE curriculum that will begin in Key stage 3 and develop towards L2 and beyond:

1. Develop their technique and improve their performance in other competitive sports.
2. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
3. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
4. Take part in competitive sports and activities outside school through community links or sports clubs.

We will follow the Pearson (Edexcel) specification at Level 2 and Level 3.

Lessons will be a mixture of teacher led, group work and independent sports leadership work. The department is well resourced and there is a wide range of print, digital and online resources that we use.

Impact of curriculum

We are confident that through the content of the curriculum and the way in which it is delivered that PE will have a profoundly positive impact on pupil's appreciation of PE and Sport. We will measure this in a number of ways:

- Through rigorous, reliable and accessible assessment. There will be in each lesson live assessments with verbal feedback, including regular questioning and end of unit tracking saved on SIMs using our PE assessment matrices. On-going assessment will occur through teacher monitoring of understanding in lesson and discussions with pupils. Outcomes of these will be analysed and discussed within the department and interventions and extra support set up where appropriate. Assessment outcomes will be compared to targets. Specific groups such as SEND K+, BAME and low RA will be closely monitored.
- Pupils voice. We wish to know how the pupils feel about what they are learning and the progress they are making. We also wish to know how we can best further support pupils in their learning and adapt our curriculum to meet their needs and inspire their interest. These discussions will also look at pupil's attitude and behaviours – both positive and negative. The department will respond accordingly in line with the College's policy on rewards and sanctions.
- Lessons visits and work internal verification
- Destination data at tracking transition points – KS3 to KS4 to KS5 and on to University/work/training.

Year 7 PE Curriculum Plan

Curriculum Area	Practical activities	Curriculum Knowledge

Gymnastics	Trampoline Gymnastics	Reasons for participation in physical activity <ul style="list-style-type: none"> - To promote physical, mental and social well being. Components of physical fitness <ul style="list-style-type: none"> - Body composition - Aerobic endurance - Strength (muscular) - Speed - Flexibility - Muscular Endurance Fitness tests for components of fitness above <ul style="list-style-type: none"> - Multi stage fitness test - Grip Dynamometer test - 35m sprint test - Sit and reach test - 1 minute sit up/press up test Warming up (3 phases) <ul style="list-style-type: none"> - Pulse raiser - Static & Dynamic stretching - Skill development Cooling down <ul style="list-style-type: none"> - Low intensity activity - Active and passive stretches Heart rate <ul style="list-style-type: none"> - Definition - What happens when you do exercise? - Heart rate trends dependent on activity intensity
Athletics	Track: Sprints Middle distance Long distance Relay Field: Discus Shot Javelin Long jump Triple jump	
Games	Rugby Union Basketball Netball Dodgeball Football Tchoukball	
	Table tennis Volleyball Tennis	
	Cricket Stoolball Rounders	
Wet weather lessons	Indoor Football Danish Longball Benchball Indoor Athletics Uni Hoc Fitness training (HITT & Circuit)	

		<p>Major muscle groups</p> <ul style="list-style-type: none">- Hamstrings- Quadriceps- Gastrocnemius- Biceps- Triceps- Deltoids
--	--	---

Year 8 PE Curriculum Plan

Curriculum Area	Practical activities	Curriculum Knowledge
Gymnastics	Trampoline Gymnastics	Benefits of Physical Education <ul style="list-style-type: none"> To promote physical, mental and social well being. Components of skill related fitness <ul style="list-style-type: none"> - Agility - Balance - Coordination - Power - Reaction time Fitness tests <ul style="list-style-type: none"> - Illinois agility run - Vertical jump test - Multi stage fitness Bones <ul style="list-style-type: none"> - Scapula - Clavicle - Cranium - Sternum - Tibia - Fibula - Radius - Ulna Muscles <ul style="list-style-type: none"> - Biceps and Triceps - Hamstrings & Quadriceps - Deltoid - Pectorals - Gastrocnemius - Abdominals - Gluteals
Athletics	Track: Sprints Middle distance Long distance Relay Field: Discus Shot Javelin Long jump Triple jump	
Games	Rugby Union Basketball Netball Basketball Dodgeball Unihoc Table tennis Volleyball Tennis Cricket Stoolball Rounders	

Wet weather lessons	Football Danish Longball Benchball Indoor Athletics Uni Hoc Fitness training	
---------------------	---	--

Year 9 PE Curriculum Plan		
Curriculum Area	Practical activities	Curriculum Knowledge
Gymnastics	Trampoline Gymnastics	<p>What are Sports leaders: Sports coaches, fitness instructors, school/college coaches, local club coaches, national club coaches, amateur coaches.</p> <p>What Attributes should sports leaders have: Skills (communication, organisation of equipment, knowledge)</p> <p>Advanced skills (activity structure, target setting, use of language, evaluation)</p> <p>Qualities (appearance, enthusiasm, confidence)</p> <p>Additional qualities (leadership style, motivation, humour, personality).</p> <p>What Responsibilities should sports leaders have: Core responsibilities (professional conduct, health and safety, equality)</p> <p>Wider responsibilities (insurance, child protection, legal obligations, ethics and values, rules and</p>
Athletics	<p>Track: Sprints Middle distance Long distance Relay</p> <p>Field: Discus Shot Javelin Long jump Triple jump</p>	
Games	Rugby Union Basketball Netball Basketball Dodgeball	

	Unihoc	<p>regulations).</p> <p>Types of Sports activities: What are, individual sports, team sports, fitness activities.</p> <p>Components of sports activity session must include an example of what is a: Warm-up.</p>
	Table tennis Volleyball Tennis	
	Cricket Stoolball Rounders	<p>Main component/components of activity, e.g. skill introduction, development, conditioned game & final activity</p> <p>Cool down.</p> <p>The Plan must include information showing: Participants, e.g. age, ability, gender, numbers, medical, specific needs</p> <p>Aims and objectives, e.g. target setting, expected outcomes</p> <p>Resources, e.g. equipment, time, environment</p> <p>Health and safety considerations (risk assessment and informed consent).</p> <p>Leadership session must include: A demonstration of attributes (skills, & advanced skills, attributes, & additional qualities)</p> <p>Completion of core responsibilities</p> <p>Completion of wider responsibilities.</p>

		<p>Measures of success: Coverage of planned components Meeting set aims and objectives Organised Safe.</p> <p>Your review of the sessions must have: Feedback for review, e.g. from participants, supervisor, observers, self-analysis</p> <p>Methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback</p> <p>Strengths and areas for improvement (demonstration of attributes, completion of responsibilities, e.g. planning, content, organisation, health and safety, achievements).</p> <p>Include some targets for development: SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded)</p> <p>Development plan: o Aims and objectives o Goals o SMARTER targets o Activities & opportunities - training, courses, qualifications o Possible barriers.</p>
Wet weather lessons	Football Danish Longball Benchball Indoor Athletics Uni Hoc Fitness training	



Curriculum and Assessment in PE at KS3

Curriculum statement PE

I can accept failure, everyone fails at something. But I can't accept not trying. I've failed over and over and over again in my life and that is why I succeed. Talent wins games, but teamwork and intelligence wins championships.

- Michael Jordan

Powerful Knowledge in PE

Physical Education combines physiology, psychology and sociology of sport and physical activity and this is taught through practical and theoretical (from year 9) lessons. Powerful knowledge in Physical Education:

- Provides students with analytical skills enabling them to critique training methods and practices in relation to different sports and physical activities.
- Provides students with powerful ways of analysing, explaining and understanding trends and patterns in data and using this to improve performance.
- Enables students to follow and participate in debates in current sporting issues taking place nationally and globally.
- Allows students to assess and evaluate their own and others work and develop plans to enhance performance and review progress.
- Students will gain a social awareness of the importance of working with students with a variety of different ability levels and enhance their leadership abilities through activities taught.

Curriculum features

The curriculum will be broad and balanced allowing students to develop the knowledge and skills to be physically active and healthy in later life. Our curriculum will promote a love of physical activity and the confidence to participate. In addition, students will be able to evaluate their own health and fitness levels using data effectively and implement effective programs to further enhance their ability levels. The curriculum will also promote the academic side of the subject closely linking practical and theoretical concepts (from year 9). Students will be given an opportunity to work with their peers and will be encouraged to demonstrate the trust qualities. Students will develop a knowledge and understanding of how to work with students of variety of different skill levels and strengths. They will be guided to use sports leadership qualities when working as part of a team and respond to the strengths and areas of improvement of those they are working with, with the intention of students taking these skills in to working life. 'Sportspersonship' should be visible in all lessons with students abiding by rules being humble in victory and gracious in defeat.

Co Curriculum enrichment

Students will be given the opportunity to experience competitive sport by representing their house in regular house events once a term. All students have the opportunity to engage in our multitude of extra-curricular physical activities that are delivered by our PE staff and specialist sports coaches.

How (type of assessment)?	For practical verbal low stakes retrieval each lesson.
When?	Every lesson
What feedback is given?	Verbal whole class and peer
What actions must take place for teachers?	High quality layered questioning. Visual assessment on performance
What actions must take place for students?	Take on feedback and improve performance, answer questions with detailed responses.
When is this revisited?	Every activity focussing on closing any gaps in K&U

PE curriculum at KS3 – an overview

At Key stage 3 students have two hours of curriculum time a week. Within the PE programme students study a wide range of activities including team and individual sports, HRE, athletics, cricket, rounders and softball. In lessons students will focus on mastery of skills, knowledge and application, competition or performance, health and well-being and 'sportspersonship'. There is an emphasis throughout the curriculum that students can engage with more than the traditional practical element of Physical Education, which is reflected in the CHAMP assessment that will be used throughout the students' KS3 journey.

House activities run throughout the year in lesson time and all KS3 students participate in House Sport session once a term. In lessons students are encouraged to lead a healthy, active lifestyle, this being reinforced through the opportunities available within the elective program. Within the use of specialist coaching, where available, students will be given multiple opportunities to develop and link motor-skills across a range of different sports, in order to best set them up for success when entering into KS4.

PE: Knowledge and Skills at KS3

By the end of Year 7:

Students will have developed their **KNOWLEDGE** of:

- Basic skills, techniques and tactics used in sports and physical activities
- Fundamental rules and regulations for a range of sports and the need for officials
- The components of a warm up and cool down
- The immediate effects of exercise of body and basic training methods to improve aerobic endurance
- Some compositional ideas to improve Gymnastic routines
- Safety factors during physical activity and sport
- Leading fit and healthy lifestyles including extracurricular sports clubs

Students will develop their **SKILLS** in:

- Net games/striking and fielding/invasion games/athletics/outdoor and adventurous activities/health related exercise
- Teamwork
- Fundamental techniques in a range of sports in isolation and simple drills
- Overcoming opponents in competitive situations in team and individual games (e.g. rugby/netball/table tennis/volleyball).
- Decision making in competitive sports
- Simple reasoning and questioning in attempting to solve problems
- Identifying strengths and areas for improvement of their own and others' work
- Leadership of warm ups and cool downs
- Officiating low stakes practices in some sports

PE: Knowledge and Skills at KS3

By the end of Year 8:

Students will develop their **KNOWLEDGE** of:

- More advanced skills, techniques and tactics used in sports and physical activities
- Rules and regulations for a range of sports and the roles of different types of officials
- The components of an activity session (warm up, main activity, conditioned practice, cool down)
- The immediate and some long term effects of exercise on the body and training methods to improve at least two components of physical or skill related fitness
- More advanced compositional ideas to improve performance in Gymnastics
- Safety factors during physical activity and sport for more advanced activities (e.g. scrummaging in rugby)
- The benefits of leading fit and healthy lifestyles including extracurricular sports clubs

Students will develop their **SKILLS** in:

- Net games/striking and fielding/invasion games/athletics/outdoor and adventurous activities/health related exercise
- Teamwork
- Techniques in a range of sports in increasingly complex drills under pressure
- Overcoming challenging opponents in competitive situations in team and individual games (e.g. rugby/netball/table tennis/volleyball).
- Pressured decision making in competitive sports, including some analysis of opponents' strategies
- Reasoning, questioning and listening to the contributions of others in order to solve problems
- Identifying strengths and areas of improvement of their own and others' work and suggesting improvements
- Leadership of warm ups, basic drills and cool downs
- Officiating with competence in a greater range of sports and roles

PE: Knowledge and Skills at KS3

By the end of Year 9:

Students will develop their **KNOWLEDGE** of:

- Advanced strategies, tactics and skills used in sports and physical activities.
- Rules and regulations for a range of sports and the roles of different types of officials
- Which activities require the different components of physical and skill related fitness
- Safety factors during physical activity and for more advanced activities
- The components of fitness and how you can improve them by using methods of training and principles of training
- The benefits of leading a healthy active lifestyle – through exercise and diet, to also include physical activity outside of school.
- What makes a good sports leader – skills, qualities & responsibilities
- Planning and evaluating sports sessions

Students will develop their **SKILLS** in:

- Net games/striking and fielding/invasion games/athletics/dance/health related exercise
- Team work using advanced techniques, strategies and tactics in a range of sports in competitive game situations
- Delivering a variety of short sports sessions confidently
- Being able to make the correct decisions in competitive situations to allow you to beat an opponent regularly
- Analysing performance of yourself and others during performance to alter the outcome of a game
- Leading groups of students on part of a session, feeding back so others can make improvements
- Officiating a variety of roles within a sport – linesman and umpire in netball and over more than one sport

Coaching		Health & Fitness		Application & Skills		Mastery		Performance		
Our CHAMP Assessment criteria @ Key Stage 3										
Band	Coaching		Health & Fitness		Application & Skills		Mastery		Performance	
1/2 Emerging	✓ ✓	I can set myself a basic target I can make basic comments on other student's performance I can make basic suggestions on how to improve performance	✓ ✓ ✓	I can describe some ways in which exercise is good for you I know why warming up is important I can suggest how to structure a training session	✓ ✓	I am able to perform some skills to a basic level I don't always get the hand of the skill first time	✓	I can recall basic information such as teaching points and basic rules	✓ ✓	I demonstrate minimal control and quality I have a basic understanding of sport specific skills
3/4 Developing	✓ ✓ ✓	I can make limited suggestions on how to improve my own and others performance I set myself targets and understand when they are achieved I have attempted to improve my performance with limited success	✓ ✓ ✓ ✓	I know how to take pulse rate and it relevance to exercise I can suggest basic ways in which exercise effects the body I can perform an appropriate warm up activity	✓ ✓	I can perform basic skills in isolation I can perform some skills but I find it harder when they get more competitive	✓ ✓	I can identify basic knowledge points I can identify when I or my peers break the rules	✓ ✓ ✓	I can perform some techniques specific to the activity I occasionally show some quality and control I am able to demonstrate skills in practise
5/6 Secure	✓ ✓ ✓	I can identify strengths and weaknesses in a performance I have good ideas for improving performance and suggest means of improvement to others I can set managed targets for myself and others	✓ ✓ ✓ ✓	I understand how to calculate MHR and its applications in fitness training I can identify Components of Health and Skill related Fitness I can lead an effective warm up I don't tire easily	✓ ✓	I can select and combine skills specific to the activity I can demonstrate skills in competitive situations	✓ ✓ ✓	I fully understand key terms I fully understand knowledge points I can summarise learning	✓ ✓ ✓	I consistently demonstrate control in practise situations I can coordinate various body parts at the same time I can capitalise of some of my opponents mistakes
7/8 Advanced	✓ ✓ ✓	I can plan practices to improve my and other performance I can analyse individual and team gameplay confidently I can identify strengths and weakness noting the impact on performance	✓ ✓ ✓ ✓	I can describe how differing body systems are effected by exercise, giving specific examples I can explain the benefits of regular exercise I don't tire	✓ ✓ ✓	I am able to adapt skills to best suit the situation I am able to choose appropriate skill in most situations I am consistent in my skills application.	✓ ✓ ✓	I have a broad range of knowledge I have the understanding to officiate or referee a game I understand how the body works whilst exercises	✓ ✓ ✓	I show control and quality of movement both in competitive and practise situations I can select appropriate tactics to bring about change in performance. I am able to respond to opponents actions successfully
9/10 Exceptional	✓ ✓ ✓	I can critically evaluate my own and other performance I can plan methods for improvement and monitor their effects of performance I can set specific targets for myself and others	✓ ✓ ✓	I can link Components of Health and Fitness to sports confidently I can plan and lead a fitness session with a specific focus I can set fitness targets for others	✓ ✓	I can Perform skills consistently when under pressure I am influencing a conditioned exercise with a range of different and advanced skills	✓ ✓ ✓	I can officiate or referee a game without making many mistakes I understand adaptations of the body once the body starts to exercise I feel I have a vast knowledge set for the activity	✓ ✓ ✓	I can perform advanced skills effectively My performance shows control and quality regardless of circumstance I can select, combine and adapt skills in a competitive activity, producing an excellent performance

Attitudes and Habits (Leverages)

At HCCAT we expect all our students to display the following **Attitudes and Habits in all their subjects**.

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

Attitudes

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to work as part of a group/team with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/Home learning
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

Habits

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning and is willing to support others through coaching/feedback
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions with structured sentence answers
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- Home learning is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations