



Curriculum Overview: Sport Studies

Exam Board: OCR

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7						
8						
9						
10	<p>Practical Sports Performance</p> <ul style="list-style-type: none"> ○ TA 1 : Performance in Two Selected Activities ○ TA 2 : Applying Practice Methods to Support Improvement in a Sporting Activity (& Netball) 	<p>Practical Sports Performance</p> <ul style="list-style-type: none"> ○ TA 1 : Performance in Two Selected Activities ○ TA 3 : Organising and Planning a Sports Activity Session 	<p>Leading a sports Activity Session</p> <ul style="list-style-type: none"> ○ TA 3 & 4 : Organising and Planning a Sports Activity Session & Leading a Sports Activity Session 	<p>Review and Evaluation of sports activity session</p> <p>TA 5 : Reviewing Your Own Performance in Planning and Leading a Sports Activity Session</p>	<p>Coursework Catch up / Amendments & Practical Performance</p> <ul style="list-style-type: none"> ○ Opportunity to amend coursework based on individual checklists and self evaluation using the spec. ○ Practical Performances 	<p>Sport and the Media</p> <ul style="list-style-type: none"> ○ TA1 - I Distinguish between different media sources and how they cover sport
11	<p>Sport in the Media</p> <ul style="list-style-type: none"> ○ TA2 - The positive relationship between the media and sport ○ Impact on players well being ○ Impact on the sport ○ Impact on the spectators ○ Examples of chosen sport top be examined and use to justify ideas 	<p>Sport in the Media</p> <ul style="list-style-type: none"> ○ TA2 - The Negative relationship between the media and sport ○ Impact on players well being ○ Impact on the sport ○ Impact on the spectators ○ Examples of chosen sport top be examined and use to justify ideas 	<p>Contemporary issues in sport (EXAM)</p> <ul style="list-style-type: none"> ○ TA1 : Issues Which Affect Participation in Sport ○ TA 2 : The Role of Sport in Promoting Values ○ TA 3 : The Implications of Hosting a Major Sporting Event for a City or Country 	<p>Contemporary Issues in sport (EXAM)</p> <ul style="list-style-type: none"> ○ TA 4 National Governing Bodies ○ TA 5 Technology in Sport ○ Reteach dependant on personalise d checklists ○ Final touches and rework of Sport Media Coursework if required 	<p>Exam Prep & Exam</p> <ul style="list-style-type: none"> ○ Final exam revision ○ Final touches and rework of Sport Media Coursework if required 	<p style="text-align: center;">-</p> <ul style="list-style-type: none"> ○ NA

Curriculum Intent

- PE is a vital part of school life and ultimately children's future overall well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills through building on prior knowledge, learning new skills or being introduced to new sports, clubs, teams and organisations through our extra-curricular and our school club links programmes.
- In offering two different KS4 pathways (BTEC Sport and Dance) regarding examination qualifications we intend to give ALL learners the opportunity to seek out an understanding of the theoretical and practical aspects of PE, Sport and Dance. Thus, allowing for further learning as post 16 learner and a potential career path into physical activity and sport, as well as enhancing the knowledge and understanding that physical activity and health play a major part in a successful and happy adult life. The vocational aspects of the examination courses really suit the learners that attend our school in terms of interest, abilities and the inclusiveness of the courses, as they really are courses for all.
- PE, Sport and dance is taught through gaining a knowledge of the skills required to participate in numerous different activities through learning skills such as; locomotion, flight, passing, receiving, shooting, dribbling, throwing, team work, tactical awareness and the ability to outwit opponents during game scenarios. The knowledge of whole to complete these skills are taught and learnt through a model of demonstrate, attempt in isolation and attempt in a competitive scenario to develop decision making. The aim here is to allow our learners to become experts in understanding what a skill should look like and be able to verbally direct a peer through the movement patterns of a perfect model, lastly to be able to replicate the perfect model for skills in a controlled environment.
- It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults. Physical activity and sport play a huge role in this, so the opportunity to gain an understanding of both, will enhance the chances of lifelong learning and participation as an adult. We at Beacon Hill provide ourselves on being able to teach well detailed and informative lessons both on physical activity and healthy and active lifestyle choices through both practical and theoretical lessons. All learners will be equipped with knowledge and technical language using effective subject specific vocabulary, that they can access in their home environment with the use of minimal equipment, this allowing everyone to be able to access the curriculum irrespective of the demographics.
- Beyond merely a subject, we believe that participation in sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs, inter-form and inter-school competition and festivals. This alongside directly trying to support the local clubs within the Sedgley and Dudley area.
- We believe this links directly with some of our school's 5 Core Values of LEADING TOGETHER, DREAMING BIG and LEARNING THAT INSPIRES. This is another way in which we can positively engage with our local community and be active citizens within it by RESPECTING EACH OTHER AND OUR WORLD. There is a real community feel between the school and the values that our expansive PE curriculum offers. The learners are excellent ambassadors for the department when representing themselves in inter school competitions and when in the public domain, they really do RESPECT EACH OTHER AND OUR WORLD.

Curriculum Implementation

- With our committed and specialist teaching staff, the learners will receive high quality PE lessons which are mapped out in broad and balanced blocks of curriculum time from well written and reviewed schemes of work.
- The fully qualified and PE trained specialist staff will deliver the lessons and they will be timetabled based on the specialisms of said staff. For example, teachers will be leading lessons and sporting activities based on their knowledge and understanding of each activity, such an example would that Dance activities are delivered by a Dance qualified teacher and Rugby lessons by a teacher who is qualified Rugby coach. All teachers will actively assess learners on a lesson by lesson basis to impact on subsequent planning and make learning individualised for each specific learner
- Each year group will receive a minimum of 1 hours of PE in KS4 and 2 hours of PE in KS3 each week with additional sporting clubs run after school on most evenings.
- All lessons begin with a recall and retrieval '**Do Now Activity**' that is responsive to prior learning and may double up as warm up activity for practical lessons.
- Lessons and blocks of work are sequenced through each half term to build up in difficulty and stretch all learners appropriately. The level of challenge is also spiralled up between year groups again to stretch and challenge appropriately
- Learners will have the opportunities to participate in a wealth of competitions through inter-form competitions within the school, inter-school competition within the local and national competitions through the school sports partnership in Dudley and the black country school games programme.
- In terms of academic examination option pathways, the learners in KS4 who opt to take CNAT sport and BTEC Dance as an option for academic study will have 3 hours of BTEC sport lessons per week. They will be expected to complete a range of activities and tasks such as exam preparation and content learning (healthy and active lifestyles), practical activities for assessment, and writing assignments based on leadership, personal training and practical application of sport.
- A further option at KS4 is BTEC Sports performing arts with a Dance aspect. Again the learners will be subjected to 3 hours of Dance a week with a great balance between practical dance lessons and the theoretical content behind assignment writing.
- Both the academic KS4 options are very user friendly for the learners that we have at Beacon Hill and allow a smooth passage into further education within the local areas FE colleges and 6th form centres.

Impact of the PE Curriculum 2024

- Our extensive PE curriculum is designed to profoundly impact our learners' ability to acquire the knowledge, skills, and understanding necessary for making informed choices about their physical and mental well-being.
- The continuous evaluation and evolution of our examination curriculum ensure exceptional progress among learners, particularly evident in the outstanding achievements in BTEC Sport and BTEC Dance. These courses have been carefully selected to align with the needs and skill sets of our learners.

Impact – Attainment P2 + 95.7% M2+ 82.6% D2+ 56.5% and progress +0.60:

- Anticipated M2+ results in Sport this year are expected to reach approximately 44%,
- P2+ results this year are projected to be around 78%,
- We anticipate that 30% of our learners will achieve top-level grades of D2.
- Which is below our 3 year trend. However this is due to the nature of vocational courses changing to incorporate a much larger weighting on the exam content (40%) compared to 25%(resit previous available too) in previous years–
- Current predictions for Sport indicate a Progress 8 score of +0.18, marking a decrease on our scores last year but I am confident will fall in line nationally based on the specification and course structure changes.
- Our curriculum fosters positive self-awareness in learners as they develop physical competence, alongside a healthy attitude towards competition, demonstrating respect for individuals, teams, officials, and coaches.
- We have approximately 30 boys and 20 girls that represent the school in each year group in competitive fixtures across a variety of sports each academic year.
- With over 120 visits to PE extracurricular clubs each week across the whole school (Some weeks 250= visits (especially when football is an option)
- We have local, regional, national and international representatives in sports
- A year 11 learner making the match day squad for Wolverhampton wonderers in the premier league and being an England u16 international
- The current world champion kick boxer is also in year 11
- We have county representative swimmers in year 10 to name just a few of our sporting stars.

- Our goal is to inspire learners to engage in extensive extracurricular sports and dance activities, with high levels of attendance. Extracurricular sport is extensive and well attended (200+ visits to PE per week) in a wide range of activities such as Football, Netball, Dance, Basketball, Table tennis , Fitness, Rugby , tennis , Cricket, Rounders and Athletics / Ist a true sport for all feel where participation is celebrated and success is achieved locally.

We have won 3 out of the 4 age groups local football leagues and this year and we aim to continue this in coming years.

- At KS3, learner engagement with our courses serves as a barometer of our effective implementation of the PE programme, with consistent uptake observed, resulting in two classes for Sport and one for Dance which is now stabilised in terms of numbers selected out GCSE pathways.

- To ensure the effective delivery and reception of the KS4 curriculum, we employ various quality assurance measures, including regular assessments of teaching methods, marking, feedback, and curriculum utilization. – QA informs us that the intention of the curriculum is being implemented appropriately by all members of the PE team, this furthering the potential positive impact such as progress 8, attainment, after school club engagement all being of good standard and level.

- The impact of our KS4 examination curriculum is measured through tracking learner destinations and post-16 course selections, providing insight into the number of learners pursuing sport or dance-based courses. While external factors may influence these decisions, this serves as an effective indicator of our teaching's inspirational impact.

- Across the entire school environment, we strive to instil values of teamwork and respect, evident both in daily interactions and competitive sporting engagements representing our school. Sport at times has mad a positive contribution to whole school behaviour. Some of our most difficult learners are fully in engage in PE, sport and competitive fixtures meaning overall behavioural issues are been diminished. PE and sport lends a strong focus for such leaners and with lots of national an regional representation this is shining through brightly.



Curriculum Overview: Performing Arts Dance

Exam Board: Pearson's

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7						
8						
9						
10	<p>Exploring the Performing Arts</p> <ul style="list-style-type: none"> ○ Investigate how professional performance or production work is created. ○ Assignment Released. 	<p>Exploring the Performing Arts</p> <ul style="list-style-type: none"> ○ Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work. ○ Assignment Deadline. 	<p>Developing Skills and Techniques in the Performing Arts</p> <ul style="list-style-type: none"> ○ Use rehearsal or production/deign processes. ○ Assignment Released. 	<p>Developing Skills and Techniques in the Performing Arts</p> <ul style="list-style-type: none"> ○ Apply skills and techniques in performance and realisation. 	<p>Developing Skills and Techniques in the Performing Arts</p> <ul style="list-style-type: none"> ○ Review own development and application of performance or design skills. ○ Assignment Deadline. 	<p>Responding to a Brief</p> <ul style="list-style-type: none"> ○ Understand how to respond to a brief.
11	<p>Responding to a Brief</p> <ul style="list-style-type: none"> ○ Understand how to respond to a brief. 	<p>Responding to a Brief</p> <ul style="list-style-type: none"> ○ Select and develop skills and techniques in response to a brief. 	<p>Responding to a Brief</p> <ul style="list-style-type: none"> ○ Apply skills and techniques in a workshop performance in response to a brief. ○ Assignment Released. 	<p>Responding to a Brief</p> <ul style="list-style-type: none"> ○ Evaluate the development process and outcome in response to a brief. 	<p>Responding to a Brief</p> <ul style="list-style-type: none"> ○ Assignment Deadline. 	<p>-</p> <ul style="list-style-type: none"> ○ N/A

Year 7

Students are introduced to the techniques required to control a ball, introduce basic rules and regulations, basic understanding of roles within a variety of games. They will be encouraged to develop control and tension of their body and develop flexibility and core strength that can be applicable in all activities. There should be an increase in their understanding and levels of cardiovascular endurance, muscular endurance. Student's Leadership, communication and teamwork skills are developed throughout all activities

Each activity will be assessed with overall KAPS as per school calendar. Assessment will be teacher lead through use of key grading criteria and level descriptors (see additional document). Peer assessment will be used to evaluate per romance at least once per block of work

Year 8

Students will develop their basic skill level across all activities and look to show technical progressions. Within games they will look to start developing team attacking and defending strategies and techniques. An exploration of Choreographic technique will be used to link skills and moves together in gymnastics. Sports Specific fitness will be developed throughout all activities.

Each activity will be assessed with overall KAPS as per school calendar. Assessment will be teacher lead through use of key grading criteria and level descriptors (see additional document). Peer assessment will be used to evaluate per romance at least once per block of work

Year 9

Throughout the year students will focus on developing, implementing and refining individual game play and improving technique. Students will be looking to select and apply skills across a range of activities. Students will develop different styles of aesthetic performance and look to apply this in gymnastics and trampolining. How fitness programmes are used to develop individual needs will be of importance throughout all activities and focused on in detail in health and wellbeing.

Each activity will be assessed with overall KAPS as per school calendar. Assessment will be teacher lead through use of key grading criteria and level descriptors (see additional document). Peer assessment will be used to evaluate per romance at least once per block of work

Year 10

Students will focus on developing, implementing and refining team game play, planning strategies and implementing them for different situations. Consistency of all skills developed across activities is a focal point throughout year 10 as is developing fitness to support performance. Students should be developing leadership skills throughout.

Each activity will be assessed with overall KAPS as per school calendar. Assessment will be teacher lead through use of key grading criteria and level descriptors (see additional document). Peer assessment will be used to evaluate per romance at least once per block of work

Year 11

Students throughout this year will not only focus on skills and team development of tactics but also on roles within competitive structures. They will have the opportunity to take on different roles and responsibilities across lessons and look to develop an understanding of tournaments and competition structure and management. The importance of a healthy and active lifestyle will be a focal point throughout the year with fitness for health being a key concept.

Each activity will be assessed with overall KAPS as per school calendar. Assessment will be teacher lead through use of key grading criteria and level descriptors (see additional document). Peer assessment will be used to evaluate per romance at least once per block of work

	Key Concepts, knowledge learnt and skills learnt/refined	Key Concepts, knowledge learnt and skills learnt/refined	Key Concepts, knowledge learnt and skills learnt/refined	Key Concepts, knowledge learnt and skills learnt/refined	Key Concepts, knowledge learnt and skills learnt/refined
Hockey	Grip, moving with ball & Dribble, push pass & receive, use of space, shooting, block tackle. Games to outwit opponents	Dribbling and movement with ball, Passing and reverse stop, create and use space, defending /jab tackle, Hit and push shot, games to outwit opponents	Fundamentals recap (pass, receive, dribble), create and use space when attacking, defending 1v1/2v1, Penalty corners and set plays, Positions/formations, Games to outwit	Application of skills in competitive situation, development of team formation, strategies of play, officiating. Reverse Shooting, Aerials, Shave tackle, Defensive Short Corner development.	Deeper understanding of Hockey, Competitive Full Game, Match scenario practices Application of advanced skills within a competitive game, officiating full games, Goal Keeping Skills
Netball	Passing and receiving, outwit opponents and ball handling, shooting fixed spot, dodging, defending, Outwit opponents through games	Recap pass and rules, timing of pass/support play, intermediate attacking play, shooting varied positions, marking and defending, outwit opponents through games	Recap fundamentals, use of space/court linkage, advanced attacking principles, advanced defending principles, tactics, Centre passes Outwit opponents through games	Development of positional understanding, Centre pass routines, play around the 'D', Application in games – Through games – Attacking and defending principles, tactics and strategies and roles of umpires	Tactical play in competitive full games. Positional awareness. Apply skills in games to outwit opponents. Applying and using skills that have been learnt in previous years.
Football	Short Passing, ground control, running with the ball in straight lines, Basic fakes and turns, Static shooting at goal, outwitting opponent games	Passing in different directions, control from different heights, dribbling with change of direction, shooting with moving ball, 1v1 defending, games for understanding	Long driven pass, lofted pass & control, defending as unit, overload attacking, possession, shooting from different angles and techniques, Games for understanding	Football- using Width, attacking as unit, Defending and roles, Games and formations	Football- Tactical play in big sided/full games. Positional awareness. Apply skills in games to outwit opponents Applying and using skills that have been learnt in previous years.
Rugby	Pop Pass, short side pass, run forwards to pass backwards, 1v1 tackling, 2 man rucking, static Maul, outwit opponents through games	Spin side pass, passing overlaps, overload attacks (2v1, 3v2) 2v1 tackling, 4+ man rucking, moving Maul, outwit opponents through games	Running forward to spin pass backwards, counter rucking, Counter Mauling, Scrummaging, Lineouts, kicking games, outwit opponents through games	Competitive scrummaging, competitive lineouts, full sided game tactical awareness, Games for understanding	Tactical play in big sided/full games. Positional awareness. Apply skills in games to outwit opponents Applying and using skills that have been learnt in previous years.
Basketball	Dribbling straight lines and pivots, Basic short pass, isolation lay-up, set shot fixed position, man to man defending, Outwit opponents in games	Passing under pressure, lay-up and rebound, set shot varied positions, cross over dribbling, zone defense. Outwit opponents in games	Long Shoulder passes, 3man weave, reverse lay ups, jump shot, getting free, outwit opponents through games	Defending decision making, shooting under pressure, 2v2 outwit opponents, games for understanding	Tactical play in full sided competitive games. Positional awareness. Apply skills in games to outwit opponent. Applying and using skills that have been learnt in previous years.
Gymnastics	Travel, Rotation, Weight on Hands, Balance, sequence creation, pair work, tension, Cannon/Unison, Matching/Mirroring, leaps, forward and backward rolls, cartwheels, Shoulder stand, Head stand, Handstand, teddy bear roll, split level balances, Counter tension, Counter Balance,	Flight, control, tension, support, sequence development, Sports Acrobatics Basic vaulting, Straddle on and over, Squat on, through Vault, Partner Support, Group Work.	Head stands, Hand stands, heights, vaulting x2, group sequences with varying height.	Not taught in KS4	Not Taught in KS4
Health and Wellbeing (fitness)	Introduce use of Heart rate and impact of exercise on, basic circuit (bodyweight), Continuous training, Interval Training, Fartlek training, core stability.	How to train for specific components, how to adapt sessions to different components, how is intensity and work rate measured. Tabata's, HIIT, SAQ, Aerobic Endurance development, Design plan, Carry out plan	Exercise Programme Development, Meeting Specific needs, using training principles for individualised through testing (1-2) sessions Aerobic and Anaerobic exercise, Heart Rate Monitoring, Fitness testing, Muscular endurance, Muscular strength, speed training, flexibility training, Training plan with Principles of training	Muscular Endurance v Strength on resistance machines, Principles of Training in Personal Exercise Programme Development for 3-4 sessions. Maximal testing, reps and sets, INSPORT Principles, Free Weights	Training Programmes to meet and develop Health Needs, Specific Health and Fitness Tests, long term training needs and goals, Fitness classes (aerobics, HIIT, CrossFit style workouts, design and apply own program me, using BMI, borg scale and other physiological tests
Table Tennis	Forehand push, backhand push, basic serve, footwork, game rules understanding, scoring systems, outwit opponents through games	Forehand drive Backhand Drive, topspin serves, doubles play, cross table shots, Outwitting opponents through games	Forehand topspin, backhand topspin, slice serve, hitting to opponent's weakness, doubles alternate shots, outwit opponents through games	Development of spin shots, tactics of double splay, tactics of singles play, games for understanding and development	Tactical play in full games of single and doubles. Positional awareness. Apply skills in games to outwit opponents
Dance	(Olympics): Replicate Sequence, create motif, Replicate movements in time, transitions, Refine performance/peer assessment, final performance	(Culture): Street Routine, movement creation, Choreographic devices, Bollywood creative routine, partner work, Final Performance	Dance Advanced Choreography and accurate replication in team building group activities, Flight, movements, cultural.	Taught as an option examination course	Taught as an optional Examination Course
Athletics x	Track events – Running short and longer distance, Field events of throwing and Jumping, Principles of events Sprinting, Pacing - Middle Distance, High Jump – scissors, Long Jump - hang, Shot Put(stationary), Relays, measuring, timekeeping	: Specific skill development for events, transfer of technique between events and skills 100m/200m, 800m, 1500m, High Jump (introduce flop), Triple Jump – hang, Javelin, Shot put (moving), Measuring, Timekeeping	Application of advanced techniques in competitive situations to support the best time/distance being gained Moving Javelin Throw, Fosbury, Breakdown of skill development, Hitch kick in horizontal jumps, 300m speed endurance, sprinting technique in relay baton exchanges	Skill performance rather than personal best time/distance Specific break down of technical points – Arm action/leg action, Posture in running, the release in throws – angle, body position and flight, Jumping – the plant, phases of jump	Not taught as Summer Activity for Year 11
Rounders	Ball Familiarisation/catching, basic fielding, Bowling & Rules, Batting, Ground Fielding and tactics, Outwit opponent through games	Intermediate fielding skills, Bowling development, Batting (body side), Back stop and past work, Tactics to outwit opponents	Advance catching, throw, field, back stop to 1 st base play, advanced bowling (spin, disguise, donkey drop), Bat open side hit, Games for understanding x2	Directional Hitting, back stop to first base play, tactical fielding, tactical batting, games for skill development and understanding	Tactical play in big sided/full games. Positional awareness. Apply skills in games to outwit opponents
Cricket	Ball familiarization (throw and catch) Throwing/ catching 2, barrier fielding, static bowling, straight drive Games to outwit opponents	Basic fielding recap and retrieval Long throwing/high catching, 2 handed pickups, cover drive, back foot drive, bound bowling. Games to outwit opponent	Backing up fielding, batting defensive shots, batting out shot, Bowling with a full run up, Calling and running between wickets, Games to outwit opponents	Full sided Match Play, Advanced skill development, Match scenario practices Fielding Slip Catching, Bowling spin, bowling seam with run up, batting Power Hitting Apply skills in games for understanding, Umpiring rules	Games for understanding, Quick cricket, Diamond cricket, Paris cricket, full sided games fielding, full sided running, games for assessment
Tennis	Racket Ball, Familiarization, Forehand push, backhand push, underarm serve, block volleys, outwit opponents- short tennis (service box)	Ground stroke rally's, outwit opponents half court, Topspin ground strokes, punch Volleys, Punch overhead serve, Games for understanding	Topspin groundstroke Rally's, Backhand slice, Full serve, lob/smash, drop shots. Outwit opponents full court (singles/doubles)	Development of topspin groundstrokes, develop slice and smash. Tactical play and directional hitting, skill development to outwit opponents in games	Tactical play in full games of singles and doubles. Positional awareness. Apply skills in games to outwit opponents
Softball	Basic skills taught through Cricket & Rounders in Year 7 & 8.	Basic skills taught through Cricket & Rounders in Year 7 & 8.	Hitting, fielding tactics, bowling skills, Tactical awareness and rules understanding. Games to develop skills and outwit opponents	Full sided Match Play, Advanced skill development, Match scenario practices Specialist positions, advanced shot selection, Large sided games, doubling outs, loading bases, team tactics.	Extension of Year 10 with emphasis on games, rules, scoring and competitive scenarios.