

## PE SOW Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>- Development of skills in isolated practice.</li> <li>- Knowledge &amp; understanding of basic rules.</li> <li>- Roles of the official.</li> <li>- Sportsmanship in PE.</li> <li>- Assessing 'what is good' about peers' performance in sport.</li> <li>- Components of an effective warm-up.</li> </ul>	<p><b>Net Games</b></p> <ul style="list-style-type: none"> <li>- Development of skills in isolated practice.</li> <li>- Knowledge of rules and scoring systems in singles play.</li> <li>- Knowledge of basic tactics in gameplay.</li> <li>- Sportsmanship in PE.</li> <li>- Assessing 'what is good' about peers' performance in sport.</li> <li>- Components of an effective warm-up.</li> </ul>	<p><b>Accurate Replication</b></p> <ul style="list-style-type: none"> <li>- Development of skills in isolated practice.</li> <li>- Resilience when finding things difficult.</li> <li>- Following advice to improve a skill / technique.</li> <li>- Contributing ideas for a warm-up.</li> </ul>	<p><b>Outdoor Adventurous Activities</b></p> <ul style="list-style-type: none"> <li>- Development of skills in isolated practice.</li> <li>- Knowledge of basic safety rules.</li> <li>- Resilience when finding things difficult.</li> <li>- Following advice to improve a skill / technique.</li> <li>- Identify how OAA can benefit health or fitness.</li> </ul>	<p><b>Bowling, Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>- Development of skills in isolated practice.</li> <li>- Basic knowledge of rules to enable gameplay.</li> <li>- Understand the concept of etiquette in sport.</li> <li>- Use key terminology when assessing 'what is good' about peers' performance in sport.</li> <li>- Suggest and demonstrate appropriate stretches for warm-up.</li> </ul>	<p><b>Performing at maximal levels</b></p> <ul style="list-style-type: none"> <li>- Development of skills in isolated practice.</li> <li>- Knowledge of rules to allow legal participation.</li> <li>- Knowledge of safety requirements.</li> <li>- Understand that some events suit people more than others.</li> <li>- Use video evidence to suggest how a part of performance could be improved.</li> <li>- Suggest and demonstrate appropriate stretches for warm-up.</li> </ul>
8	<p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>- Development of skills in semi-competitive practice.</li> <li>- Application of basic rules as a player and official.</li> <li>- Being an official in skills practices.</li> <li>- How to be an effective team player.</li> <li>- Identifying and explaining my strengths and areas for improvement.</li> <li>- Leading a component</li> </ul>	<p><b>Net Games</b></p> <ul style="list-style-type: none"> <li>- Development of skills in semi-competitive practice.</li> <li>- Implementing scoring systems and playing structures in singles play.</li> <li>- Identifying physical strengths and areas for improvement.</li> <li>- Identifying and explaining my strengths and areas for improvement.</li> <li>- Leading a component</li> </ul>	<p><b>Accurate Replication</b></p> <ul style="list-style-type: none"> <li>- Development of skills in semi-competitive practice.</li> <li>- Identifying physical strengths and areas for improvement.</li> <li>- Improving an area of performance based on areas identified.</li> <li>- Leading a component of a generic warm-up (sport-specific if possible).</li> </ul>	<p><b>Outdoor Adventurous Activities</b></p> <ul style="list-style-type: none"> <li>- Development of skills in semi-competitive practice.</li> <li>- Implement basic safety rules independently.</li> <li>- Showing respect to group members and valuing their opinion.</li> <li>- As part of a pair, I can review our performance and suggest something we could improve.</li> <li>- Leading a component of a generic warm-up (sport-</li> </ul>	<p><b>Bowling, Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>- Development of skills in semi-competitive practice.</li> <li>- Application of basic rules as a player.</li> <li>- Knowledge of fundamental tactics.</li> <li>- Applying sporting etiquette as a means of ensuring a successful game.</li> <li>- As part of a pair, I can review my partners' performance and</li> </ul>	<p><b>Performing at maximal levels</b></p> <ul style="list-style-type: none"> <li>- Development of skills in semi-competitive practice.</li> <li>- Application of rules to allow legal participation.</li> <li>- Understanding of all safety considerations.</li> <li>- Understand that by training aspects of fitness,</li> <li>- Use video evidence to review a partners' performance, giving</li> </ul>

	of a generic warm-up.	of a generic warm-up.		specific if possible).	constructively suggest something they could improve. - Leading a component of a sport specific warm-up.	strengths and areas for improvement. - Leading a component of a sport specific warm-up.
9	<b>Invasion Games (With ELC focus)</b> <ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Applying rules as a player and official.</li> <li>- Use of individual tactics to outwit an opponent.</li> <li>- Improving a component of physical capacity.</li> <li>- Suggesting ways to improve an element of performance.</li> <li>- Leading a component of a sport-specific warm-up.</li> </ul>	<b>Net Games (With ELC focus)</b> <ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Understanding organisation &amp; rules of doubles play.</li> <li>- Use of individual tactics to outwit an opponent.</li> <li>- Improving a component of physical capacity.</li> <li>- Suggesting ways to improve an element of performance.</li> <li>- Leading a component of a sport-specific warm-up.</li> </ul>	<b>Accurate Replication (With ELC focus)</b> <ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Identifying physical strengths and using these to improve performance.</li> <li>- Identifying how peers can improve their performance.</li> <li>- Leading an entire warm-up. Sport-specific if possible.</li> </ul>	<b>Outdoor Adventurous Activities (With ELC focus)</b> <ul style="list-style-type: none"> <li>- Skill development and its use in competitive situations.</li> <li>- Understanding and applying safety and competition rules with limited or no support.</li> <li>- Engaging in constructive discussion with a partner to determine what to do next.</li> <li>- Work with a partner to evaluate performance and devise a strategy to improve next time.</li> <li>- Leading an entire warm-up. Sport-specific if possible.</li> </ul>	<b>Bowling, Striking and Fielding (With ELC focus)</b> <ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Understanding and applying rules as a player and official.</li> <li>- Application of tactics to outwit opponents and utilise personal strengths.</li> <li>- Identify appropriate fielding positions based on players' physical capacity.</li> <li>- Identify an area for improvement and design a practice that will help improvement.</li> <li>- Leading a safe, sport-specific warm-up.</li> </ul>	<b>Performing at maximal levels (With ELC focus)</b> <ul style="list-style-type: none"> <li>- Skill development and its use in competitive situations.</li> <li>- Independent application of rules to allow safe and legal participation.</li> <li>- Use of tactics to maximise performance.</li> <li>- I have knowledge of some components of fitness and when they can be used.</li> <li>- Use video evidence to review a partners' performance, giving strengths and areas for improvement.</li> <li>- Using the above, design a practice to help improve a weakness in performance.</li> <li>- Leading a safe, sport-specific warm-up.</li> </ul>
10	<b>Invasion Games</b>	<b>Net Games</b>	<b>Accurate</b>	<b>Outdoor Adventurous</b>	<b>Bowling, Striking</b>	<b>Performing at</b>

	<ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Application of rules as a player &amp; official in games.</li> <li>- Using team &amp; individual tactics to gain an advantage.</li> <li>- How to use a component of fitness to your advantage.</li> <li>- Reflect on the positive aspects of my performance.</li> <li>- Analysing strengths and areas for improvement in peers' performance.</li> <li>- Designing and delivering practices to improve a skill / technique.</li> <li>- Leading a sport-specific warm-up.</li> <li>- Identifying why sport is important for wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Application of organisation &amp; rules in doubles &amp; singles play.</li> <li>- Using team &amp; individual tactics to gain an advantage.</li> <li>- How to use a component of fitness to your advantage.</li> <li>- Reflect on the positive aspects of my performance.</li> <li>- Analysing strengths and areas for improvement in peers' performance.</li> <li>- Designing and delivering practices to improve a skill / technique.</li> <li>- Leading a sport-specific warm-up.</li> <li>- Identifying why sport is important for general health.</li> </ul>	<p style="text-align: center;"><b>Replication</b></p> <ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Reflect on performance and how it can be improved using physical strengths.</li> <li>- Evaluating peers' performance taking the role of a judge.</li> <li>- Designing and delivering practices to improve a skill / technique of peers.</li> <li>- Leading a sport-specific warm-up.</li> <li>- Identifying why sport is important for general health.</li> </ul>	<p style="text-align: center;"><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Skill development and its use in competitive situations.</li> <li>- Contribute to devising rules that make an activity more/less challenging.</li> <li>- In discussion with partner, identify individual strengths, using these effectively.</li> <li>- Give constructive feedback as a group to help others perform more effectively.</li> <li>- Leading a sport-specific warm-up.</li> <li>- Understanding benefits of OAA on long-term health &amp; wellbeing.</li> </ul>	<p style="text-align: center;"><b>and Fielding</b></p> <ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Independent application of rules as an official.</li> <li>- Using personal strengths and opponents' weaknesses to gain a tactical advantage.</li> <li>- Reflect on individual performance, identifying positive and negative aspects.</li> <li>- Analyse team performance and devise strategies to improve effectiveness in games.</li> <li>- Leading a sport-specific warm-up and cool-down.</li> <li>- Understanding how to use sport to improve personal fitness.</li> </ul>	<p style="text-align: center;"><b>maximal levels</b></p> <ul style="list-style-type: none"> <li>- Skill development and its use in competitive situations.</li> <li>- Independent application of rules and recording results as an official.</li> <li>- Use of tactics to maximise performance.</li> <li>- Reflect on performance, identifying which components of fitness should be used to maximise performance.</li> <li>- Analyse performance and devise strategies to improve effectiveness in competition.</li> <li>- Leading a sport-specific warm-up and cool-down.</li> <li>- Understanding how to use sport to improve personal fitness.</li> </ul>
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<p>11</p>	<p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Officiating &amp; signals for infringements.</li> <li>- Application of rules and tactics in games.</li> <li>- Using your physical attributes to outwit an opponent.</li> <li>- Critically reflecting on my performance.</li> <li>- Identifying areas for improvement, planning skill development opportunities.</li> <li>- Leading a sport specific warm-up and cool-down.</li> <li>- Sport as part of an active, healthy lifestyle.</li> </ul>	<p><b>Net Games</b></p> <ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Application of organisation &amp; rules in doubles &amp; singles play as an official.</li> <li>- Using attacking and defensive tactics appropriately.</li> <li>- Using your physical attributes to outwit an opponent.</li> <li>- Critically reflecting on my performance.</li> <li>- Identifying areas for improvement, planning skill development opportunities.</li> <li>- Leading a sport specific warm-up and cool-down.</li> <li>- Sport as part of an active, healthy lifestyle.</li> </ul>	<p><b>Accurate Replication</b></p> <ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Respectful reflections on peers' performances. Using physical attributes to make performance effective.</li> <li>- Reflect on performances and correct faults with minimal assistance.</li> <li>- Explain impact of these improvements on performance.</li> <li>- Leading a sport specific warm-up and cool-down.</li> <li>- Explain how to improve an element of fitness in a given sport.</li> </ul>	<p><b>Outdoor Adventurous Activities</b></p> <ul style="list-style-type: none"> <li>- Skill development and its use in competitive situations.</li> <li>- In discussion with partner, identify other groups' areas for improvement.</li> <li>- Reflecting on the above, devise strategies for improving performance.</li> <li>- Discuss how these improvements have affected performance.</li> <li>- Leading a sport-specific warm-up and cool-down.</li> <li>- Understanding benefits of OAA on long-term health &amp; wellbeing.</li> </ul>	<p><b>Bowling, Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>- Skill development and its use in games.</li> <li>- Independent application of rules as an official.</li> <li>- Apply tactical knowledge to a team situation to effectively captain a side.</li> <li>- Reflect on team performance, identifying positive and negative aspects.</li> <li>- Recognise and correct faults independently.</li> <li>- Discuss how these improvements have affected performance using key terminology.</li> <li>- Leading a sport specific warm-up and cool-down.</li> <li>- Benefits of extra-curricular sport on healthy lifestyle.</li> </ul>	<p><b>Performing at maximal levels</b></p> <ul style="list-style-type: none"> <li>- Skill development and its use in competitive situations.</li> <li>- Independent application of rules and recording results as an official.</li> <li>- Use of tactics (team where appropriate) to maximise performance.</li> <li>- Reflect on individual performance, identifying positive and negative aspects.</li> <li>- Reflecting on the above, devise strategies for improving performance.</li> <li>- Evaluate the effectiveness of these modifications. Can they be applied to other performers in your group?</li> <li>- Leading a sport-specific warm-up and cool-down.</li> <li>- Understanding how to improve a component of fitness that is vital for a particular event.</li> </ul>
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All modules of physical education allow for a varied yet personalised approach to teaching and learning. Varying the types of activity available allows for students with different attributes to shine within their particular area of strength. An holistic approach to physical education is ensured by giving equal weighting to the 5 key strands below, meaning that gifted officials can be just as successful as talented performers or astute coaches. As students progress through each year group, the complexity and focus of each strand progresses according to individual needs.

**Blue = Developing Skills in physical activity**

**Red = Making & Applying Decisions**

**Green = Developing physical and mental capacity**

**Black = Evaluating and Improving Performance**

**Pink = Making informed choices about healthy, active lifestyles.**

Alongside Core Physical Education, all KS4 students based at the main Mount Gilbert site will complete the Cambridge Nationals Award in Sport Studies. The breakdown of modules covered and timescale is outlined below.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b>Issues Affecting Participation in Sport</b></p> <ul style="list-style-type: none"> <li>- User groups and their needs (disabled, elderly, children, ethnic minorities, teenagers, single parents, young couples and unemployed).</li> <li>- Barriers to participation in sport (time, money, access, provision, lack of role models, availability of activities).</li> <li>- Overcoming barriers to participation in sport (understanding promotion, provision and access).</li> </ul>	<p><b>Issues Affecting Participation in Sport</b></p> <ul style="list-style-type: none"> <li>- Overcoming barriers to participation in sport by suitably using promotion, provision or improved access.</li> <li>- Factors effecting the popularity of sport in the UK. (Participation, provision, environment/climate, spectatorship, media coverage, success of others, role models and acceptability).</li> <li>- Trends in popularity of sports in the UK.</li> <li>- Growth of new and emerging sports vs established sports in the UK.</li> </ul>	<p><b>The Role of Sport in Promoting Values</b></p> <ul style="list-style-type: none"> <li>- Values that can be promoted through sport (team spirit, fair play, citizenship, tolerance, respect, inclusion, national pride and excellence).</li> <li>- The Olympic and Paralympic Movement. (the creed, the symbol and the values)</li> <li>- Initiatives promoting values in sport. (Chance to shine, Sport Relief, spaces for sport, kick racism out of football).</li> <li>- Importance of etiquette and sporting behaviour. (Gamesmanship, etiquette, sportsmanship, spectator etiquette).</li> </ul>	<p><b>The Role of Sport in Promoting Values</b></p> <ul style="list-style-type: none"> <li>- Use of performance enhancing drugs in sport. (why they are used, reasons against use, WADA, current initiatives, offences by elite performers, impact on reputation, ethical issues).</li> </ul> <p><b>The importance of hosting major sporting events</b></p> <ul style="list-style-type: none"> <li>- One-off, regular and regular and recurring events.</li> <li>- Investment and legacy. (Sporting, social and economic).</li> <li>- Benefits of hosting major events. (Investment in transport, tourism, commercial benefits, participation, facilities, status of the country, national pride/morale).</li> <li>- Drawbacks (expense of the bid, loss making events, wasted facilities, negative image of the country if unsuccessful, regional unrest).</li> </ul> <p>Links between benefits, drawbacks and legacy.</p>	<p><b>The role of National Governing Bodies in sport</b></p> <ul style="list-style-type: none"> <li>- What National Governing Bodies in sport do</li> </ul> <ul style="list-style-type: none"> <li>• Promotion</li> <li>• Development</li> <li>• Infrastructure</li> <li>• Policies and initiatives</li> <li>• Funding and its sources</li> <li>• Support for members.</li> </ul>	<p><b>Exam Preparation, catch-up and revision.</b></p>

<p>11</p>	<p><b>Using skills, techniques, and tactics / strategies / compositional ideas as an individual performer in a sporting activity.</b></p> <p>- Components of performance for an individual performer</p> <ul style="list-style-type: none"> <li>• Performing skills and techniques</li> <li>• Creativity</li> <li>• Tactics and strategies</li> <li>• Decision – making</li> <li>• Maintaining performance.</li> </ul>	<p><b>Using skills, techniques, and tactics / strategies / compositional ideas as a team performer in a sporting activity.</b></p> <p>- Components of performance for a team performer</p> <ul style="list-style-type: none"> <li>• Performing skills and techniques</li> <li>• Creativity</li> <li>• Tactics and strategies</li> <li>• Decision – making</li> <li>• Awareness of role within the team.</li> </ul>	<p><b>Be able to officiate in a sporting activity.</b></p> <ul style="list-style-type: none"> <li>- Applying rules and regulations</li> <li>- Importance of consistency</li> <li>- Importance of accuracy</li> <li>- Use of signals</li> <li>- Communicating decisions</li> <li>- Importance of positioning.</li> </ul>	<p><b>Applying practice methods to support improvement in a sporting activity.</b></p> <ul style="list-style-type: none"> <li>- How to identify areas for improvement.</li> <li>- Types of skill <ul style="list-style-type: none"> <li>• Simple</li> <li>• Complex</li> <li>• Open</li> <li>• Closed</li> </ul> </li> <li>- Types of practice <ul style="list-style-type: none"> <li>• Whole</li> <li>• Part</li> <li>• Variable</li> <li>• Fixed</li> </ul> </li> <li>- Methods to improve own performance</li> <li>- Measuring improvements in skills, techniques and strategies.</li> </ul>	<p><b>Exam preparation, catch-up and revision.</b></p>	
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