
PHYSICAL EDUCATION DEPARTMENT KEY STAGE 4 CURRICULUM OVERVIEW FOR NCFE HEALTH AND FITNESS LEVEL 1/2

The Physical Education department key stage 4 curriculum is designed to implement the Academy’s vision of “Deepening Learning, Raising Aspiration”, in line with the OAT curriculum strategy of “Teach, Develop, Change”. Our curriculum is carefully designed to build resilience, aspiration and independence in our learners. We carefully design the KS4 curriculum to further develop and build upon prior learning at KS3.

Students are introduced to the theory side of Health and Fitness and should they choose to take it as an option subject will follow this Scheme of Work alongside their Core PE lessons. They will continue to embed their knowledge on Body systems and fitness principles as well as fitness training. Using this knowledge, they will complete an external assessment worth 40% of their grade on Unit 1: Introduction to Body Systems and Principles of Training in Health and Fitness in Year 10 with a chance to re-sit if needed in Year 11. In Year 11 they will also tackle their Synoptic Project Unit 2: Preparing and Planning for Health and Fitness, worth 60% of their overall grade.

EXTRA CURRICULAR INTENT

The extra-curricular content delivered is a generous opportunity for students to improve their knowledge and skills in certain sports. Clubs offer opportunities for students to practice and learn further about their favourite sports whilst gaining many benefits of exercise. These benefits can be physical, mental or social. This can lead to an improved grade in the subject, but they also lead to opportunities of representing the school in various sports.

Representing the school allows students to compete against other schools in a range of competitive sports across the Mid-Essex District. These fixtures prove to be very enjoyable for our students and we thank all our students for their dedication to clubs and fixtures.

Locally there are many sports clubs and joining with these sports clubs is another way of supplementing our curriculum further. The benefits of these local clubs are that students will start new friendships and enjoy a sport they feel passionate about whilst increasing their levels of physical activity. We feel that joining local clubs is an excellent way of keeping young people’s bodies and minds active.

We have two cycles of sports clubs. The first cycle runs from September to March where many of the traditional winter sports are offered such as football, netball and rugby. The summer cycle will see sports such as cricket and athletics being offered.

Finally, leadership is yet another opportunity available to select students. Opportunities tend to arise in the summer term where groups of students will support Primary Schools by organising and hosting their District Sports Day which is known as ‘Dengie Sports’, an athletics event which we host at Ormiston.

Year
10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Autumn	Table Tennis						Diversity	Volleyball						Diversity
	Table Tennis Revisiting Unit 1 – Body Systems - Skeletal System - Muscular System - Respiratory System						Volleyball - Cardiovascular System - Energy Systems - Long and Short-Term Effects -Principles of Training and Components of Fitness							
Spring	Fitness Testing						Diversity	Fitness Testing Independent						Diversity
	Fitness Testing Revision for Unit 1 Exam - 10 March 2021 – 9:00am -Interrelations of body systems -Long Answer questions (6 and 9 markers) -Quick fire revision activities						Fitness Testing Repeat (Independent) Revision for Unit 1 Exam (10 March 2021 – 9:00am) - Revisiting Unit 2: Health and Fitness Plan - Components of Fitness - Methods of Training							
Summer	Ultimate Frisbee						Diversity	Danish Longball						Diversity
	Ultimate Frisbee - Principles of Training - SMARTER targets - PAR-Q and Lifestyle Questionnaires - Fitness testing						Danish Longball - 4 week exercise plans - Session cards - PEP Completion -Retesting, graphs, and evaluations							

**Where two classes are on at the same time, one class might complete each sport in a different block. All classes will take part in each sport throughout the year. This is due to spacing to allow all classes to have one block in this sporting activity.

Autumn Half Term 1

PracticalTable Tennis

- Use a range of tactics and strategies to overcome opponents in direct competition through partner and individual games
- Critically assess and analyse performance to work towards improvement
- Development, implement and refine team and individual game plans to outwit opponents.
- Enable a culture that will result in fitness and enjoyment for all.
- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- Evaluate their performances compares to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

TheoryBody Systems

- Continuing to build on Body systems students were introduced to in Year 9:
 - Skeletal System
 - Muscular System
 - Cardiovascular System
- Develop knowledge and understanding of the structure and functions of key body systems.
- Develop an understanding of the short and long-term effects that health and fitness activities have on the systems and the body

Notes/Links/Interleaving

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

- **Students in H&F build skills and tactics each year, completing different sports than Core PE to avoid Tedium**
- **Activities to allow student to discover what they enjoy, become 'Fit for Life'**
- **Club Links both within school and outside of ORA posted in PE**

Additional Higher Content

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond

Autumn Half Term 2	
Practical	Theory
<p style="text-align: center;"><u>Volleyball</u></p> <ul style="list-style-type: none"> • Critically assess and analyse performance to work towards improvement • Development, implement and refine team and individual game plans to outwit opponents. • Enable a culture that will result in fitness and enjoyment for all. • Use and develop a variety of tactics and strategies to overcome opponents in team and individual games • Evaluate their performances compares to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. 	<p style="text-align: center;"><u>Body Systems</u></p> <ul style="list-style-type: none"> • Continuing to build on Body systems students were introduced to in Year 9: <ul style="list-style-type: none"> -Respiratory System -Energy Systems -Develop knowledge and understanding of the structure and functions of key body systems. • Develop an understanding of the short and long-term effects that health and fitness activities have on the systems and the body • Deepen their understanding of Principles of Training and the positive effect they will have on the different components of fitness
<p style="text-align: center;">Notes/Links/Interleaving</p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> • Students in H&F build skills and tactics each year, completing different sports than Core PE to avoid Tedium • Activities to allow student to discover what they enjoy, become 'Fit for Life' • Club Links both within school and outside of ORA posted in PE 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> • Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block. • Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement • Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond

Spring Half Term 1

PracticalFitness Testing

- Critically assess and analyse a partner's performance to work towards improvement
- Development, implement and refine fitness plans to meet a SMARTER target
- Apply FITT principles to exercise session plans to show a comprehensive knowledge of theory content
- Evaluate fitness test performances compared to previous ones and demonstrate improvement across a range of components of fitness. Students should be able to justify why these changes happened

TheoryInterrelationships of Body Systems

- Students will start to link their knowledge from the Autumn term together to show how different body systems work together.
- Preparation for 6 and 9 mark questions will take place in lessons and for home learning
- Students will embed their knowledge through multiple choice, short and long answer in preparation for their examination in the next half term
- Students to be introduced to the Health and skill related components of fitness

Notes/Links/Interleaving

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

- **Students should be able to build on their knowledge from practical testing in Year 9 and apply it to a specific partner in Year 10**
- **Creative aspect allowing students to make plans for their partners**
- **Club Links both within school and outside of ORA posted in PE**

Additional Higher Content

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond

Spring Half Term 2	
Practical	Theory
<p style="text-align: center;"><u>Fitness Testing</u></p> <ul style="list-style-type: none"> Critically assess and analyse a partner's performance to work towards improvement Development, implement and refine fitness plans to meet a SMARTER target Apply FITT principles to exercise session plans to show a comprehensive knowledge of theory content Evaluate fitness test performances compared to previous ones and demonstrate improvement across a range of components of fitness. Students should be able to justify why these changes happened 	<p style="text-align: center;"><u>Revision for Exam</u></p> <ul style="list-style-type: none"> Students will embed their knowledge through multiple choice, short and long answer in preparation for their examination in the next half term Lots of quick fire and revision tasks will be complete in class until the exam date. No new subject specific content will be taught but rather deepening of their understanding and revision tactics <p style="text-align: center;"><u>Revisiting Unit 2 Health and Fitness Plan</u></p> <ul style="list-style-type: none"> Students will deepen their knowledge of the Health and skill related components of fitness Students will recall and critically analyse different methods of training for each component of fitness. This will go alongside their practical lessons where they will conduct each method of training
<p style="text-align: center;">Notes/Links/Interleaving</p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> Students should be able to build on their knowledge from practical testing in Year 9 and apply it to a specific partner in Year 10 Creative aspect allowing students to make plans for their partners Club Links both within school and outside of ORA posted in PE 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block. Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond

Summer Half Term 1	
Practical	Theory
<p style="text-align: center;"><u>Ultimate Frisbee</u></p> <ul style="list-style-type: none"> Play a sport which was developed by secondary school students in America Critically assess and analyse performance to work towards improvement Development, implement and refine team and individual game plans to outwit opponents. Enable a culture that will result in fitness and enjoyment for all. Use and develop a variety of tactics and strategies to overcome opponents in team and individual games Evaluate their performances compares to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best Learn to self-officiate and to play with the spirit of the sport 	<p style="text-align: center;"><u>Health and Fitness Planning</u></p> <ul style="list-style-type: none"> Students will deepen their knowledge of the principles of training in preparation to apply this to a partner's fitness goals SMARTER targets will be designed and justified PAR-Qs and Lifestyle questionnaires will be delivered and analysed by each student in preparation of designing health and fitness plans next half term Conduct and analyse fitness tests of a client (peer). This will go alongside their practical lessons where they will conduct each method of training Analyse test results to connect with national data
<p style="text-align: center;">Notes/Links/Interleaving</p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> Students in H&F build skills and tactics each year, completing different sports than Core PE to avoid Tedium Activities to allow student to discover what they enjoy, become 'Fit for Life' Club Links both within school and outside of ORA posted in PE 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block. Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond

Autumn Half Term 2	
Practical	Theory
<p style="text-align: center;"><u>Danish Longball</u></p> <ul style="list-style-type: none"> • Play a sport which was developed in Denmark • Critically assess and analyse performance to work towards improvement • Development, implement and refine team and individual game plans to outwit opponents. • Enable a culture that will result in fitness and enjoyment for all. • Use and develop a variety of tactics and strategies to overcome opponents in team and individual games • Evaluate their performances compares to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best • Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. 	<p style="text-align: center;"><u>Health and Fitness Planning</u></p> <ul style="list-style-type: none"> • Complete a run through of a 4 week plan including designing and delivering session cards. • Students will deepen their knowledge of the principles of training in preparation to apply this to a partner's fitness goals • Testing and retesting will take place prior to and after the 4 week session. • Students will use visuals and written justifications to show their partner's improvements • Conduct and analyse fitness tests of a client (peer) and compare to National Data. This will go alongside their practical lessons where they will conduct each method of training
<p style="text-align: center;">Notes/Links/Interleaving</p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> • Students in H&F build skills and tactics each year, completing different sports than Core PE to avoid Tedium • Activities to allow student to discover what they enjoy, become 'Fit for Life' • Club Links both within school and outside of ORA posted in PE 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> • Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block. • Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement • Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond

Year 11	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Volleyball Diversity						Fitness Testing Diversity					
	Volleyball Revisit Unit 1 content from Year 10 (if re-sitting) or Revisit Unit 2 Synoptic project preparation						Fitness Testing Revisit Unit 1 content from Year 10 for exam *18 November 2020 - 9:00am or Revisit Unit 2 Synoptic project preparation					
Spring	Synoptic Project, Practical						Synoptic Project, Practical					
	Synoptic Project Practical (timetable TBA) Completion of Synoptic Project						Synoptic Project Practical (timetable TBA) Submission of Unit 2 – Synoptic Project					
Summer	Tennis and Synoptic Project											
	Tennis Second Submissions of Unit 2 – Synoptic Project											

Autumn Half Term 1

Practical

Volleyball

- Critically assess and analyse performance to work towards improvement
- Development, implement and refine team and individual game plans to outwit opponents.
- Enable a culture that will result in fitness and enjoyment for all.
- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- Evaluate their performances compares to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.
- Be able to officiate or score a game. Players will also be able to now self-rotate within the games.

Theory

Body Systems (if re-sitting the exam)

- Continuing to build on Body systems students were introduced to in Year 9:
 - Skeletal System
 - Muscular System
 - Cardiovascular System
 - Respiratory System
 - Energy Systems
- Develop knowledge and understanding of the structure and functions of key body systems.
- Develop an understanding of the short and long-term effects that health and fitness activities have on the systems and the body
- Deepen their understanding of Principles of Training and the positive effect they will have on the different components of fitness
- Preparation of different style questions: multiple choice, short answer, long answer and how to answer each one

Health and Fitness Planning (those who are not re-sitting the exam)

- Prepare and plan different exercise sessions and long-term exercise plans for each component of fitness
- Design sessions which can be delivered to the class next term as practise

Notes/Links/Interleaving

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

- **Team sports build in skills and tactics each year, through the Key Stages**
- **Activities to allow student to discover what they enjoy, become 'Fit for Life'**
- **Club Links both within school and outside of ORA posted in PE**

Additional Higher Content

- Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block.
- Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement
- Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond

Autumn Half Term 2	
Practical	Theory
<p style="text-align: center;"><u>Fitness Testing</u></p> <ul style="list-style-type: none"> • Critically assess and analyse a partner's performance to work towards improvement • Development, implement and refine fitness plans to meet a SMARTER target • Apply FITT principles to exercise session plans to show a comprehensive knowledge of theory content • Evaluate fitness test performances compared to previous ones and demonstrate improvement across a range of components of fitness. Students should be able to justify why these changes happened • Prepare and create any documents someone could use in a practical session. This will include warmups, mains, cool downs, and fitness information such as Heart rates, BORG scale and learner observations 	<p style="text-align: center;"><u>Body Systems (if re-sitting the exam)</u></p> <ul style="list-style-type: none"> • Continuing to build on Body systems students were introduced to in Year 9: <ul style="list-style-type: none"> -Skeletal System -Muscular System -Cardiovascular System -Respiratory System -Energy Systems • Develop knowledge and understanding of the structure and functions of key body systems. • Develop an understanding of the short and long-term effects that health and fitness activities have on the systems and the body • Deepen their understanding of Principles of Training and the positive effect they will have on the different components of fitness • Preparation of different style questions: multiple choice, short answer, long answer and how to answer each one <p style="text-align: center;"><u>Health and Fitness Planning (all students will do this after 18/11/2020)</u></p> <ul style="list-style-type: none"> • Prepare and plan different exercise sessions and long-term exercise plans for each component of fitness • Design sessions which can be delivered to the class next term as practise. This will go alongside their practical lessons where they will conduct each method of training
<p style="text-align: center;">Notes/Links/Interleaving</p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> • Team sports build in skills and tactics each year, through the Key Stages • Activities to allow student to discover what they enjoy, become 'Fit for Life' • Club Links both within school and outside of ORA posted in PE 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> • Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block. • Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement • Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond

Spring Half Term 1	
Practical	Theory
<p style="text-align: center;"><u>Synoptic Project Practical:</u></p> <ul style="list-style-type: none"> • To be done without teacher support and count towards their Synoptic Project. This is a continuation of the practise they have done in the last term but now towards the exam board synoptic project scenario • Critically assess and analyse a partner’s performance to work towards improvement • Development, implement and refine fitness plans to meet a SMARTER target • Apply FITT principles to exercise session plans to show a comprehensive knowledge of theory content • Evaluate fitness test performances compared to previous ones and demonstrate improvement across a range of components of fitness. Students should be able to justify why these changes happened • Prepare and create any documents someone could use in a practical session. This will include warmups, mains, cool downs, and fitness information such as Heart rates, BORG scale and learner observations 	<p style="text-align: center;"><u>Synoptic Project</u></p> <ul style="list-style-type: none"> • Students will independently complete their synoptic project. Prior to this, a timetable will be given to students to show the lessons they will complete this in, to allow them to help with their learner log and track their hours for each task. Students will also be given set lessons for practical in which they will complete a partner’s session plan. • No new content will be taught during this time and lessons will be in a controlled assessment environment. All previous Unit 2 theory lessons will have prepared the student to complete this task by themselves. A synoptic brief will be given to each student as a guideline in December when released from the exam board. Students will use this as a guide.
<p style="text-align: center;">Notes/Links/Interleaving</p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> • Team sports build in skills and tactics each year, through the Key Stages • Activities to allow student to discover what they enjoy, become ‘Fit for Life’ • Club Links both within school and outside of ORA posted in PE 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> • Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block. • Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement • Potential to represent the school in external fixtures against other schools in the Mid Essex District or beyond • Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block. • Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement • Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond

Spring Half Term 2	
Practical	Theory
<p style="text-align: center;"><u>Synoptic Project Practical:</u></p> <ul style="list-style-type: none"> • To be done without teacher support and count towards their Synoptic Project. This is a continuation of the practise they have done in the last term but now towards the exam board synoptic project scenario • Critically assess and analyse a partner's performance to work towards improvement • Development, implement and refine fitness plans to meet a SMARTER target • Apply FITT principles to exercise session plans to show a comprehensive knowledge of theory content • Evaluate fitness test performances compared to previous ones and demonstrate improvement across a range of components of fitness. Students should be able to justify why these changes happened • Prepare and create any documents someone could use in a practical session. This will include warmups, mains, cool downs, and fitness information such as Heart rates, BORG scale and learner observations 	<p style="text-align: center;"><u>Synoptic Project (first submission)</u></p> <ul style="list-style-type: none"> • Students will independently complete their synoptic project. Prior to this, a timetable will be given to students to show the lessons they will complete this in, to allow them to help with their learner log and track their hours for each task. Students will also be given set lessons for practical in which they will complete a partner's session plan. • No new content will be taught during this time and lessons will be in a controlled assessment environment. All previous Unit 2 theory lessons will have prepared the student to complete this task by themselves. A synoptic brief will be given to each student as a guideline in December when released from the exam board. Students will use this as a guide.
<p style="text-align: center;">Notes/Links/Interleaving</p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> • Team sports build in skills and tactics each year, through the Key Stages • Activities to allow student to discover what they enjoy, become 'Fit for Life' • Club Links both within school and outside of ORA posted in PE 	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> • Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block. • Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement • Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond

Summer Half Term 1	
Practical	Theory
<p style="text-align: center;"><u>Tennis</u></p> <ul style="list-style-type: none"> • Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games • Critically assess and analyse performance to work towards improvement • Development, implement and refine team and individual game plans to outwit opponents. Teams will be expected to use core skills and implement them in different competitive situations. Pupils will be expected to understand games rules, scorekeeping and physically exert themselves throughout. 	<p style="text-align: center;"><u>Synoptic Project – Second submission (if needed)</u></p> <ul style="list-style-type: none"> • Students will independently complete their synoptic project. Prior to this, a timetable will be given to students to show the lessons they will complete this in, to allow them to help with their learner log and track their hours for each task. Students will also be given set lessons for practical in which they will complete a partner's session plan. • No new content will be taught during this time and lessons will be in a controlled assessment environment. All previous Unit 2 theory lessons will have prepared the student to complete this task by themselves. A synoptic brief will be given to each student as a guideline in December when released from the exam board. Students will use this as a guide.
<p style="text-align: center;">Notes/Links/Interleaving</p> <p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none"> • Team sports build in skills and tactics each year, through the Key Stages • Activities to allow student to discover what they enjoy, become 'Fit for Life' • Club Links both within school and outside of ORA posted in PE <p>Theory lessons weekly start to embed content for Year 10 H&F exam</p>	<p style="text-align: center;">Additional Higher Content</p> <ul style="list-style-type: none"> • Higher levels of previous knowledge in competitive games allows for additional opportunities such as coaching and officiating throughout the block. • Club Links both within school and outside of ORA posted in PE for students to get a deeper involvement • Potential to represent the school in helping with Sports Days, Open evenings, external fixtures against other schools, the Mid Essex Districts or beyond