



Subject: Physical Education

Head of Department: Mr R Veares

Curriculum Intent

Hornchurch High School's PE department inspires students to explore a broad range of competitive fitness activities with the main aim being to instil lifelong participation in sport and exercise. Our broad curriculum is meticulously planned to help provide our students with the greatest chance of success. All lessons are planned and sequenced to aid progression of skills and knowledge over time. We promote and develop the following three facets: competitive sport, the development of academics and to help lead healthy and active lifestyles. We believe in building a sense of belonging through our extended wider curriculum by providing students with opportunities through after school clubs, competitions, Sports Day and National Cups. At the end of our 5-year curriculum, all students should be confident and knowledgeable in how to stay fit and healthy; they should be internally motivated to strive for excellence in their future pathways and develop the strength of character to flourish in the wider community.

Year 7 Topics

- Autumn Term 1 - Baseline testing, netball, gymnastics, rugby & basketball
- Autumn Term 2 - Health and fitness, personal challenge
- Spring Term 1 - Handball, badminton, Trampolining, OAA
- Spring Term 2 - Football, handball, Trampolining, badminton
- Summer Term 1 - Athletics, tennis, rounders, cricket
- Summer Term 2 - Athletics, tennis, rounders, cricket

Year 8 Topics

- Autumn Term 1 - Baseline testing, netball, gymnastics, rugby & basketball
- Autumn Term 2 - Health and fitness, personal challenge
- Spring Term 1 - Handball, badminton, Trampolining, OAA
- Spring Term 2 - Football, handball, Trampolining, badminton
- Summer Term 1 - Athletics, tennis, rounders, cricket
- Summer Term 2 - Athletics, tennis, rounders, cricket

Year 9 Topics

- Autumn Term 1 - Baseline testing, netball, table tennis, football & badminton
- Autumn Term 2 - Health and fitness, personal challenge
- Spring Term 1 - Trampolining, badminton, OAA, handball



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- Spring Term 2 - Basketball, fitness, handball, Trampolining
- Summer Term 1 - Athletics, Personal exercise programme
- Summer Term 2 - Athletics, Tennis, cricket & rounders

Year 10 GCSE Topics

- Autumn Term 1 - Musculoskeletal system
- Autumn Term 2 - Cardiorespiratory system
- Spring Term 1 - Health, fitness and wellbeing
- Spring Term 2 - Optimising training and beginning and injuries
- Summer Term 1 - Component 4 Personal Exercise programme, Physical training
- Summer Term 2 - Component 4 Personal Exercise programme, Physical training,

Year 10 V-CERT Topics

- Autumn Term 1 - Health & fitness and the component of fitness, Testing and developing components, Impact of lifestyle on health and fitness,
- Autumn Term 2 - Principles of training, Testing and developing components, applying health and fitness analysis and setting goals, Structure of a health and fitness programme
- Spring Term 1 - Principles of training, Testing and developing components, applying health and fitness analysis and setting goals, Structure of a health and fitness programme
- Spring Term 2 - Muscular system, skeletal system, Health & fitness and the component of fitness
- Summer Term 1 - Cardiovascular system, Respiratory system, Health & fitness and the component of fitness, Principles of training, Testing and developing components
- Summer Term 2 - Principles of training, Testing and developing components, applying health and fitness analysis and setting goals, Structure of a health and fitness programme

Year 11 GCSE Topics

- Autumn Term 1 - Movement analysis, Applied anatomy and physiology, Physical training, Use of data
- Autumn Term 2 - Health, fitness and well-being, Sport Psychology, Socio-cultural influences, Use of data
- Spring Term 1 - Practical moderation, Movement analysis, Applied anatomy and physiology, Physical training, Use of data
- Spring Term 2 - Health, fitness and well-being, Sport Psychology, Socio-cultural influences, Use of data.
- Summer Term 1 - Targeted revision
- Summer Term 2 - Exams



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Year 11 V-CERT Topics

- Autumn Term 1 - Synoptic project – 88 marks- 60% of GCSE Health & fitness and the component of fitness, Testing and developing components, Impact of lifestyle on health and fitness, Skeletal system, Muscular system, Cardiovascular system, Respiratory system, Effects of health and fitness activities on the body
- Autumn Term 2 - Skeletal system, Muscular system, Cardiovascular system, Respiratory system, Effects of health and fitness activities on the body. Synoptic project – 88 marks- 60% of GCSE (Task 1-2). Health & fitness and the component of fitness, Testing and developing components, Impact of lifestyle on health and fitness, Skeletal system, Muscular system, Cardiovascular system, Respiratory system, Effects of health and fitness activities on the body.
- Spring Term 1 - Skeletal system, Muscular system, Cardiovascular system, Respiratory system, Effects of health and fitness activities on the body.
- Spring Term 2 - Synoptic project – 88 marks- 60% of GCSE (Task 1-3) Health & fitness and the component of fitness, Testing and developing components, Impact of lifestyle on health and fitness, Skeletal system, Muscular system, Cardiovascular system, Respiratory system, Effects of health and fitness activities on the body
- Summer Term 1 - Synoptic project – 88 marks- 60% of GCSE (Task 1-4)
- Health & fitness and the component of fitness, Testing and developing components, Impact of lifestyle on health and fitness, Skeletal system, Muscular system, Cardiovascular system, Respiratory system, Effects of health and fitness activities on the body.
- Summer Term 2 - Final Exams

GCSE Specification Details and Assessment:

GCSE PE

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education (IPE0)

Component 1 (IPE0/01)

Fitness & body systems – 80 marks – 36% of GCSE – 1 hour 30mins

Topic 1: Applied anatomy and physiology, Topic 2: Movement analysis, Topic 3: Physical training,

Topic 4: Use of data

Component 2 (IPE0/02)

Health & performance – 60 marks – 24% of GCSE – 1 hour 15mins

Topic 1: Health, fitness and well-being, Topic 2: Sport Psychology, Topic 3: Socio-cultural influences,

Topic 4: Use of data



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Component 3 (IPE0/03)

Practical performance – 105 marks – 35 marks per activity - 30% of GCSE

Topic: Skills during individual and team activities

Component 4 (IPE0/04)

Personal Exercise programme – 20 mark – 10% of GCSE

Topics: Aim and planning analysis, carrying out and monitoring PEP, evaluation of the PEP

Link to exam board specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/GCSE-physical-education-2016-specification.pdf>

V-CERT PE

NCFE Level 1 & 2 Technical award in health and fitness (602/7007/5)

Unit 1- Health and body systems externally assessed exam - 80 marks - 40% of GCSE

Topic 1: Skeletal system, Topic 2: Muscular system, Topic 3: Cardiovascular system, Topic 4: Respiratory system, Topic 5: Effects of health and fitness activities on the body, Topic 6: Health & fitness and the component of fitness, Topic 7: Principles of training, Topic 8: Testing and developing components

Unit 2 – Synoptic project – 88 marks- 60% of GCSE

Topic 1: Health & fitness and the component of fitness, Topic 2: Principles of training, Topic 3: Testing and developing components, Topic 4: Impact of lifestyle on health and fitness, Topic 5: Applying health and fitness analysis and setting goals, Topic 6: Structure of a health and fitness programme

Link to exam board specification: <https://www.ncfe.org.uk/media/fx2co5vf/603-7007-5-qualification-specification-version-1-0-draft.pdf>



Spiritual, moral, social and cultural development (SMSC)

In PE, Students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and other experiences.

Students in PE can use a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able to problem solve effectively. All students are provided with a platform to develop friendships and social mixing through involvement within our curriculum programmes (extra-curricular, in lessons, competitions both in school and locally and regionally)

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Physical Education Learning Journey overview

