

Engineering UTC Northern Lincolnshire

Physical Education Curriculum and Delivery Map 2022/2023

As an Engineering and Health Sciences speciality college, it is important to ensure physical education is a core element of everything we do for the health and wellbeing of all of our students. Physical Education at Engineering UTC Northern Lincolnshire complements the PSHE learning on wellness, overall health and mental health.

The Iron Foundation Trust (Previously Scunthorpe United Football Club Trust) deliver our PE curriculum, as well as extra-curricular on Wednesdays, Thursdays and Fridays.

National Curriculum Aims for PE

A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities.

It should provide opportunities for children to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

As we have no outside sports area, sports take place inside the sports hall.

Where exams are taking place, sports will move to the outside quad area for dodgeball, and skills type ball games.

Where we have poor weather, we will then move to the Skills Hub, where yoga, pilates and dance take place.

Year 9, 10 and 11 take part in the same sports each half term. The variation is within the learning ability, knowledge of the sport and overall performance.

Sixth form students do not have physical education as part of their engineering studies. It is important that all students have access to sports and the benefits this brings. We have built in time on the sixth form curriculums to take part in PE sessions as an extra-curricular session. These sessions are football/basketball with the PE coaches as a fun and relaxed sports lesson.

Year Group	HT 1 Autumn A	HT 2 Autumn B	HT 3 Spring A	HT 4 Spring B	HT 5 Summer A	HT 6 Summer B
9	<p>Topic: 9.1</p> <p>Dodgeball</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Year 9 students take part in 2 one hour PE lessons per week</p> <p>Knowledge:</p> <p>The objective of dodgeball is to eliminate all players of the opposing team by throwing one of four game balls and hitting the opposing player below the shoulders on the fly. Each team starts with ONE (1) ball and then there are TWO (2) balls evenly spread on the center line at the beginning of each game.</p> <p>Skills:</p> <ul style="list-style-type: none"> Movement and motor competence Quick thinking Throwing skills Team work and communication <p>Misconceptions:</p> <p>All students can play sports.</p> <p>Dodgeball is a sport where there are different winners each time as there is an element to luck.</p> <p>All sports at the UTC are mixed-ability and mixed groups by gender.</p>	<p>Topic: 9.2</p> <p>Basketball</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Year 9 students take part in 2 one hour PE lessons per week</p> <p>Knowledge:</p> <p>Each team can have a maximum of 5 players on the court at any one time. Substitutions can be made as many times as they wish within the game. The ball can only be moved by either dribbling (bouncing the ball) or passing the ball. Once a player puts two hands on the ball (not including catching the ball) they cannot then dribble or move with the ball and the ball must be passed or shot. After the ball goes into a team's half and they win possession back the ball must then make it back over the half way line within 10 seconds. If the ball fails to do so then a foul will be called and the ball will be turned over.</p> <p>Skills:</p> <ul style="list-style-type: none"> Teamwork Communication Throwing, catching, dribbling, angles Motor competence <p>Misconceptions:</p> <p>All students can play sports.</p> <p>Basketball is a high-energy sport. Exceptions are made for students who wish to step out during the game.</p> <p>All sports at the UTC are mixed-ability and mixed groups by gender.</p>	<p>Topic: 9.3</p> <p>Badminton and Table tennis</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Year 9 students take part in 2 one hour PE lessons per week</p> <p>Knowledge:</p> <p>Badminton</p> <p>A match consists of the best of 3 games of 21 points. Every time there is a serve – there is a point scored. The side winning a rally adds a point to its score. At 20 all, the side which gains a 2 point lead first, wins that game. The side winning a game serves first in the next game.</p> <p>Table Tennis</p> <p>The aim of the game is simple; hit the ball over the net onto your opponent's side. The ball should bounce once on the opponent's side of the table. A point is won by you if your opponent is unable to return the ball or if they hit the ball before it bounces on their side of the table (unless the ball has already cleared the table).</p> <p>Skills:</p> <ul style="list-style-type: none"> Using a bat and ball, racket and shuttlecock Communication and teamwork Motor competence <p>Misconceptions:</p> <p>All students can play sports.</p> <p>Basketball is a high-energy sport. Exceptions are made for students who wish to step out during the game.</p> <p>All sports at the UTC are mixed-ability and mixed groups by gender.</p>	<p>Topic: 9.4</p> <p>Football</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Year 9 students take part in 2 one hour PE lessons per week</p> <p>Knowledge:</p> <p>A tactical game of 7 a side with defenders, midfielders, strikers and a goalkeeper. Players are distributed evenly in teams so that no team has more technical ability than others. Players are taught to tackle effectively and fairly, to pass and move, and use techniques such as triangle passing and using angles to receive.</p> <p>Skills:</p> <ul style="list-style-type: none"> Teamwork and communication Movement and motor competence Positioning and effective passing <p>Misconceptions:</p> <p>All students can play sports.</p> <p>Basketball is a high-energy sport. Exceptions are made for students who wish to step out during the game.</p> <p>All sports at the UTC are mixed-ability and mixed groups by gender.</p>	<p>Topic: 9.5</p> <p>Cricket, Handball and Rounders</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Year 9 students take part in 2 one hour PE lessons per week</p> <p>Knowledge:</p> <p>Using a bat (cricket, rounders and paddle) to hit the ball as hard as possible.</p> <p>Cricket rules are taught, explaining the games OTI and 20-20.</p> <p>Teams are changed through each sport to ensure fairness.</p> <p>Skills:</p> <ul style="list-style-type: none"> Movement and motor competence Hand/eye coordination Teamwork and communication <p>Misconceptions:</p> <p>All students can play sports.</p> <p>Basketball is a high-energy sport. Exceptions are made for students who wish to step out during the game.</p> <p>All sports at the UTC are mixed-ability and mixed groups by gender.</p>	<p>Topic: 9.6</p> <p>Variety of sports (1 per week of previous sports learned through year)</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Year 9 students take part in 2 one hour PE lessons per week</p> <p>Knowledge:</p> <p>Recapping knowledge on each sport is important to be able to maximise learning.</p> <p>Not all students have enjoyed each sport. The last half term ensures there are opportunities for all to play their favourite sport.</p> <p>Skills:</p> <ul style="list-style-type: none"> Movement and motor competence Hand/eye coordination Teamwork and communication Positioning and effective passing Using a bat and ball, racket and shuttlecock Throwing, catching, dribbling, angles Quick thinking Throwing skills <p>Misconceptions:</p> <p>All students can play sports.</p> <p>Basketball is a high-energy sport. Exceptions are made for students who wish to step out during the game.</p> <p>All sports at the UTC are mixed-ability and mixed groups by gender.</p>

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10	<p>Topic: 10.1</p> <p>Dodgeball</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Year 10 students take part in 2 one hour PE lessons per week</p> <p>Knowledge:</p> <p>The objective of dodgeball is to eliminate all players of the opposing team by throwing one of four game balls and hitting the opposing player below the shoulders on the fly. Each team starts with ONE (1) ball and then there are TWO (2) balls evenly spread on the center line at the beginning of each game.</p> <p>Skills:</p> <ul style="list-style-type: none"> Movement and motor competence Quick thinking Throwing skills Team work and communication <p>Misconceptions:</p> <p>All students can play sports.</p> <p>Dodgeball is a sport where there are different winners each time as there is an element to luck.</p> <p>All sports at the UTC are mixed-ability and mixed groups by gender.</p>	<p>Topic: 10.2</p> <p>Basketball</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Year 10 students take part in 2 one hour PE lessons per week</p> <p>Knowledge: Each team can have a maximum of 5 players on the court at any one time. Substitutions can be made as many times as they wish within the game. The ball can only be moved by either dribbling (bouncing the ball) or passing the ball. Once a player puts two hands on the ball (not including catching the ball) they cannot then dribble or move with the ball and the ball must be passed or shot. After the ball goes into a team's half and they win possession back the ball must then make it back over the half way line within 10 seconds. If the ball fails to do so then a foul will be called and the ball will be turned over.</p> <p>Skills:</p> <ul style="list-style-type: none"> Teamwork Communication Throwing, catching, dribbling, angles Motor competence <p>Misconceptions:</p> <p>All students can play sports.</p> <p>Basketball is a high-energy sport. Exceptions are made for students who wish to step out during the game.</p> <p>All sports at the UTC are mixed-ability and mixed groups by gender.</p>	<p>Topic: 10.3</p> <p>Badminton and Table tennis</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Year 10 students take part in 2 one hour PE lessons per week</p> <p>Knowledge:</p> <p>Badminton</p> <p>A match consists of the best of 3 games of 21 points. Every time there is a serve – there is a point scored. The side winning a rally adds a point to its score. At 20 all, the side which gains a 2 point lead first, wins that game. The side winning a game serves first in the next game.</p> <p>Table Tennis</p> <p>The aim of the game is simple; hit the ball over the net onto your opponent's side. The ball should bounce once on the opponent's side of the table. A point is won by you if your opponent is unable to return the ball or if they hit the ball before it bounces on their side of the table (unless the ball has already cleared the table).</p> <p>Skills:</p> <ul style="list-style-type: none"> Using a bat and ball, racket and shuttlecock Communication and teamwork Motor competence <p>Misconceptions:</p> <p>All students can play sports.</p> <p>Basketball is a high-energy sport. Exceptions are made for students who wish to step out during the game.</p> <p>All sports at the UTC are mixed-ability and mixed groups by gender.</p>	<p>Topic: 10.4</p> <p>Football</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Year 10 students take part in 2 one hour PE lessons per week</p> <p>Knowledge:</p> <p>A tactical game of 7 a side with defenders, midfielders, strikers and a goalkeeper. 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Year 11 take part in Physical Education once weekly, with the opportunity to take an extra lesson as part of their extra-curricular education.

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Exceptions are made for students who wish to step out during the game.</p> <p>All sports at the UTC are mixed-ability and mixed groups by gender.</p>	<p>Topic: 11.3</p> <p>Year 11 students take part in 1 physical education lesson per week</p> <p>Badminton and Table Tennis</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Knowledge:</p> <p>Badminton- A match consists of the best of 3 games of 21 points. Every time there is a serve – there is a point scored. The side winning a rally adds a point to its score. At 20 all, the side which gains a 2 point lead first, wins that game. The side winning a game serves first in the next game.</p> <p>Table Tennis- The aim of the game is simple; hit the ball over the net onto your opponent's side. The ball should bounce once on the opponent's side of the table. A point is won by you if your opponent is unable to return the ball or if they hit the ball before it bounces on their side of the table (unless the ball has already cleared the table).</p> <p>Skills:</p> <ul style="list-style-type: none"> Using a bat and ball, racket and shuttlecock Communication and teamwork Motor competence <p>Misconceptions:</p> <p>All students can play sports.</p> <p>Basketball is a high-energy sport. 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As the exam season starts; PE is moved to ensure this physical activity happens at least once per week.</p> <p>Knowledge:</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities healthy participation – knowledge of safe and effective participation <p>Recapping knowledge on each sport is important to be able to maximise learning.</p> <p>Not all students have enjoyed each sport. 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