









Alt Bridge School










Physical Development Cluster

Physical Development Curriculum 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Physical Education Cluster Crossover linked to NC: -Promoting importance of healthy and active lifestyle, good mental health and resilience. -Promoting the importance of team work and determination to complete tasks -Promoting importance of care and self-esteem in team and individual tasks -Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16. -Time [for example, quicker, slower, earlier,	<p style="text-align: center;">Core Skills</p>  <p>-master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p style="text-align: center;">Athletics</p>  <p>-develop flexibility, strength, technique, control and balance -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p style="text-align: center;">Core Skills</p>  <p>-use running, jumping, throwing and catching in isolation and in combination</p> <p style="text-align: center;">Athletics</p>  <p>-develop flexibility, strength, technique, control and balance -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p style="text-align: center;">Football</p>  <p>- participate in team games, developing simple tactics for attacking and defending -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p style="text-align: center;">Dodgeball</p>  <p>- participate in team games, developing simple tactics for attacking and defending - play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p style="text-align: center;">Athletics</p>  <p>-develop flexibility, strength, technique, control and balance -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p style="text-align: center;">Striking/Fielding</p>  <p>- participate in team games, developing simple tactics for attacking and defending -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>


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<p>later, hours, minutes, seconds]</p> <p>-Measure and begin to record the following: heart rate, steps, distances completed.</p>	<p>Swimming</p>  <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 10 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	<p>Swimming</p>  <ul style="list-style-type: none"> -- swim competently, confidently and proficiently over a distance of at least 15 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	<p>Swimming</p>  <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 20 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	<p>Swimming</p>  <ul style="list-style-type: none"> - perform safe self-rescue in different water-based situations. 	<p>Swimming</p>  <ul style="list-style-type: none"> -- swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 	<p>Swimming</p>  <ul style="list-style-type: none"> -perform safe self-rescue in different water-based situations. -
<p>Year 7</p> <p>Forestry School (Life Skills – 18 lesson scheme in carousel)</p> <p>Cluster Crossover linked to NC:</p> <p>-Promoting importance of healthy and active lifestyle, the great outdoors, good mental health and resilience.</p> <p>-Promoting the importance of team and independent work, and determination to complete tasks</p>	<p style="text-align: center;">Forest School Rationale</p> <div style="text-align: center;">  <h1 style="color: green; margin: 0;">FOREST SCHOOL</h1> </div> <p>Forest school is a student led, developmental and experiential curriculum which is underpinned by six core principles (see below). Underneath the principles there is a broad scheme of the themes which will be delivered but, due to the nature of Forest School, will always be subject to change and modification.</p> <ol style="list-style-type: none"> 1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session. 					

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<p>-Promoting experiential and discovery learning</p> <p>-Promoting importance of care and self-esteem in team and individual tasks</p> <p>-Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16.</p> <p>-Time [for example, quicker, slower, earlier, later, hours, minutes, seconds]</p> <p>-Measure and begin to record the following: length, width, depth, distance, time.</p>	<ol style="list-style-type: none"> 2. Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world. 3. Forest School uses a range of learner-centred processes to create a community for being, development and learning. 4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners. 5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves. 6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice. <p style="text-align: center;">Forest Exploration and identifications</p> <ul style="list-style-type: none"> -Establish Forest School boundaries and rules -Identification of flora and fauna -Create leaf prints of fauna <p style="text-align: center;">Tarps and Knots</p> <ul style="list-style-type: none"> -Identify safe areas to construct and put up tarps and shelters -Learn about different shelter types which can be constructed and put up using a tarp -Identifying and learning how to tie basic knots to assist in shelter construction <p style="text-align: center;">Bug Hotels/Shelters/Den Building</p> <ul style="list-style-type: none"> -Identify safe areas to place bug hotels -Identify safe areas to create temporary shelters and dens -Learn about different types of shelters <p style="text-align: center;">Tree Cookies</p> <ul style="list-style-type: none"> -To safely use a range of hand tools – bowsaw/hand drill
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	<ul style="list-style-type: none"> -To understand and identify the features of a bowsaw and hand drill -To create tree cookies and mobiles from natural resources <p style="text-align: center;">Mallet Cazoo</p> <ul style="list-style-type: none"> -To understand and identify the features of a billhook and knife -To understand how to use a billhook and knife safely -To make a mallet using forest materials -To create an instrument using forest materials <p style="text-align: center;">Fire and Kelly Kettle</p> <ul style="list-style-type: none"> -To understand the health and safety around fires -To understand the health and safety when using Kelly Kettles -To understand how to cook safely on a fire – bread and smores.
<p>Year 7 Outdoor Learning (Life Skills – 18 lesson scheme in carousel)</p> <p>Cluster Crossover linked to NC:</p> <p>-Promoting importance of healthy and active lifestyle, the great outdoors, good mental health and resilience.</p> <p>-Promoting the importance of team and independent work, and</p>	<p style="text-align: center;">Outdoor Learning Rationale</p>  <p>Students take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Students take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p>

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<p>determination to complete tasks</p> <p>-Promoting experiential and discovery learning</p> <p>-Promoting importance of care and self-esteem in team and individual tasks</p> <p>-Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16.</p> <p>-Time [for example, quicker, slower, earlier, later, hours, minutes, seconds]</p> <p>-Measure and begin to record the following: length, width, depth, distance, time.</p>	<p style="text-align: center;">Road Safety Awareness</p> <ul style="list-style-type: none"> -Students will understand the concept of being safe on roads -Students understand and are able to recall aspects of the Green Cross Code -Students can recognise at least three hazards to pedestrians when crossing the road and dealing with traffic -Practical execution of safe crossing of a given road on three separate occasions <p style="text-align: center;">Walking to experience nature</p> <ul style="list-style-type: none"> -Students are able to plan, and go, on their pre-planned walk -Students are able to discuss aspects of the nature that they have witnessed <p style="text-align: center;">Knot Tying</p> <ul style="list-style-type: none"> -Students are able to recognise the need for a knot in a given set of circumstances. -Students are able to demonstrate at least one use and application for 3 different knots <p style="text-align: center;">Creating and sustaining a small camp fire</p> <ul style="list-style-type: none"> -Students are able to recognise at least two different types of timber – eg: silver birch bark peeling, certain types of dead or dry grass, discarded birds' nests. -Students are able to recognise all health and safety principles and implications around starting and maintaining a fire <p style="text-align: center;">Planning an overnight camp</p> <ul style="list-style-type: none"> -Students are able to devise a list of items needed for an overnight camp. -Students are able to collect and assemble the main equipment required for an overnight camping trip -Students are able to undertake a lengthy ramble away from the campsite. <p style="text-align: center;">Principles and practice of first aid</p>
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Year 8 Physical Education Cluster Crossover linked to NC: -Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. -Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. -Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Core Skills  <ul style="list-style-type: none">-master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities-use running, jumping, throwing and catching in isolation and in combination	Fitness  <ul style="list-style-type: none">-develop flexibility, strength, technique, control and balance-compare their performances with previous ones and demonstrate improvement to achieve their personal best.-develop stamina, speed and cardio-vascular fitness	Football  <ul style="list-style-type: none">- participate in team games, developing simple tactics for attacking and defending-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending-compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Fitness  <ul style="list-style-type: none">-develop flexibility, strength, technique, control and balance-compare their performances with previous ones and demonstrate improvement to achieve-develop stamina, speed and cardio-vascular fitness	Striking/Fielding  <ul style="list-style-type: none">- participate in team games, developing simple tactics for attacking and defending-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending-compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Handball  <ul style="list-style-type: none">- participate in team games, developing simple tactics for attacking and defending-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending-compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Athletics  <ul style="list-style-type: none">-develop flexibility, strength, technique, control and balance	Basketball  <ul style="list-style-type: none">- participate in team games, developing simple tactics for attacking and defending	Dodgeball  <ul style="list-style-type: none">- participate in team games, developing simple tactics for attacking and defending	Tag Rugby  <ul style="list-style-type: none">- participate in team games, developing simple tactics for attacking and defending	Athletics  <ul style="list-style-type: none">-develop flexibility, strength, technique, control and balance	Softball  <ul style="list-style-type: none">-participate in team games, developing simple tactics for attacking and defending

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	<p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-</p>
<p>Year 8</p> <p>Forestry School</p> <p>(Life Skills – 18 lesson scheme in carousel)</p> <p>Cluster Crossover linked to NC:</p> <p>-Classification/Sorting</p>	<p style="text-align: center;">Forest School Rationale</p>					

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-Scientific Enquiry -
Measurement Statistic

-Classification/Sorting
-Venn Diagram
-Carroll Diagram
-Decision Trees
-Branching Database

-To measure and
compare;
-Standard and non
standard units
-Table of results

-Compare time; longer
and shorter; use stop
watches to whole
numbers and then to
two decimal places

-Reaction times
-Reliable results
-Temperature
-Light
-Sound



FOREST SCHOOL

Forest school is a student led, developmental and experiential curriculum which is underpinned by six core principles (see below). Underneath the principles there is a broad scheme of the themes which will be delivered but, due to the nature of Forest School, will always be subject to change and modification.

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
2. Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
3. Forest School uses a range of learner-centred processes to create a community for being, development and learning.
4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

Forest Exploration and identifications

-Establish Forest School boundaries and rules

-Identification of flora and fauna

-Create leaf prints of fauna

Tarps and Knots

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- Identify safe areas to construct and put up tarps and shelters
- Learn about different shelter types which can be constructed and put up using a tarp
- Identifying and learning how to tie basic knots to assist in shelter construction

Bug Hotels/Shelters/Den Building

- Identify safe areas to place bug hotels
- Identify safe areas to create temporary shelters and dens
- Learn about different types of shelters

Tree Cookies

- To safely use a range of hand tools – bowsaw/hand drill
- To understand and identify the features of a bowsaw and hand drill
- To create tree cookies and mobiles from natural resources

Mallet Cazoo

- To understand and identify the features of a billhook and knife
- To understand how to use a billhook and knife safely
- To make a mallet using forest materials
- To create an instrument using forest materials

Fire and Kelly Kettle

- To understand the health and safety around fires
- To understand the health and safety when using Kelly Kettles
- To understand how to cook safely on a fire – bread and smores.

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**Year 8
Outdoor Learning
(Life Skills – 18
lesson scheme in
carousel)**

**Cluster Crossover
linked to NC:**

-Promoting importance
of healthy and active
lifestyle, the great
outdoors, good mental
health and resilience.

-Promoting the
importance of team and
independent work, and
determination to
complete tasks

-Promoting experiential
and discovery learning

-Promoting importance
of care and self-esteem
in team and individual
tasks

-Teaching the
knowledge and skills
which will equip
students with
opportunities and
challenges for life in
school and beyond post
16.

-Time [for example,
quicker, slower, earlier,
later, hours, minutes,
seconds]

Outdoor Learning Rationale



Students take part in outdoor and adventurous activity challenges both individually and within a team

Students take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

Road Safety Awareness

- Students will understand the concept of being safe on roads
- Students understand and are able to recall aspects of the Green Cross Coad
- Students can recognise at least three hazards to pedestrians when crossing the road and dealing with traffic
- Practical execution of safe crossing of a given road on three separate occasions

Walking to experience nature

- Students are able to plan, and go, on their pre-planned walk
- Students are able to discuss aspects of the nature that they have witnessed







Knot Tying

- Students are able to recognise the need for a knot in a given set of circumstances.

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<p>-Measure and begin to record the following: length, width, depth, distance, time.</p>	<p>-Students are able to demonstrate at least one use and application for 3 different knots</p> <p style="text-align: center;">Creating and sustaining a small camp fire</p> <p>-Students are able to recognise at least two different types of timber – eg: silver birch bark peeling, certain types of dead or dry grass, discarded birds’ nests.</p> <p>-Students are able to recognise all health and safety principles and implications around starting and maintaining a fire</p> <p style="text-align: center;">Planning an overnight camp</p> <p>-Students are able to devise a list of items needed for an overnight camp.</p> <p>-Students are able to collect and assemble the main equipment required for an overnight camping trip</p> <p>-Students are able to undertake a lengthy ramble away from the campsite.</p> <p style="text-align: center;">Principles and practice of first aid</p> <p>-Students to able to understand the principles of</p> <ul style="list-style-type: none"> - preserving life, - preventing deterioration - promoting recovery <p>-Students to be able to understand the first aid practices of</p> <ul style="list-style-type: none"> - taking immediate action, - calming down the situation, - calling for medical assistance - applying the relevant treatment 					
<p>Year 9 Physical Education</p> <p>Cluster Crossover linked to NC:</p>	<p style="text-align: center;">Handball</p>  <p>- participate in team games, developing simple</p>	<p style="text-align: center;">Fitness</p> 	<p style="text-align: center;">Football</p>  <p>- participate in team games, developing simple</p>	<p style="text-align: center;">Badminton</p> 	<p style="text-align: center;">Cricket/Rounders</p>  <p>- participate in team games, developing simple</p>	<p style="text-align: center;">Handball</p> 

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<p>-Promoting importance of healthy and active lifestyle, good mental health and resilience.</p> <p>-Promoting the importance of team work and determination to complete tasks</p> <p>-Promoting importance of care and self-esteem in team and individual tasks</p> <p>-Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16.</p> <p>-Time [for example, quicker, slower, earlier, later, hours, minutes, seconds]</p> <p>-Measure and begin to record the following: heart rate, steps, distances completed.</p>	<p>tactics for attacking and defending</p> <p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>-develop flexibility, strength, technique, control and balance</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-develop stamina, speed and cardio-vascular fitness</p>	<p>tactics for attacking and defending</p> <p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>- participate in team games, developing simple tactics for attacking and defending</p> <p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>tactics for attacking and defending</p> <p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>- participate in team games, developing simple tactics for attacking and defending</p> <p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
	<p>Athletics</p>  <p>-develop flexibility, strength, technique, control and balance</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Basketball</p>  <p>- participate in team games, developing simple tactics for attacking and defending</p> <p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Dodgeball</p>  <p>- participate in team games, developing simple tactics for attacking and defending</p> <p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Tag Rugby</p>  <p>- participate in team games, developing simple tactics for attacking and defending</p> <p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Athletics</p>  <p>-develop flexibility, strength, technique, control and balance</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Softball</p>  <p>- participate in team games, developing simple tactics for attacking and defending</p> <p>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

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<p>Year 9 Duke of Edinburgh (Bronze)</p> <p>Cluster Crossover linked to NC:</p> <p>-Promoting importance of healthy and active lifestyle, the great outdoors, good mental health and resilience.</p> <p>-Promoting the importance of team and independent work, and determination to complete tasks</p> <p>-Promoting the importance of volunteering and working with the community</p> <p>-Promoting experiential and discovery learning</p> <p>-Promoting importance of care and self-esteem in team and individual tasks</p> <p>-Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16.</p>	    <p>Skills</p> <ul style="list-style-type: none"> -Life -Creative Arts -Forestry School -Horticulture -Outdoors Learning <p>Physical</p> <ul style="list-style-type: none"> -Team sports -Individual sports -Fitness -Martial Arts -Water sports <p>Volunteering</p> <ul style="list-style-type: none"> -Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership 	    <p>Skills</p> <ul style="list-style-type: none"> -Life -Creative Arts -Forestry School -Horticulture -Outdoors Learning <p>Physical</p> <ul style="list-style-type: none"> -Team sports -Individual sports -Fitness -Martial Arts -Water sports <p>Volunteering</p> <ul style="list-style-type: none"> -Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership 	    <p>Skills</p> <ul style="list-style-type: none"> -Life -Creative Arts -Forestry School -Horticulture -Outdoors Learning <p>Physical</p> <ul style="list-style-type: none"> -Team sports -Individual sports -Fitness -Martial Arts -Water sports <p>Volunteering</p> <ul style="list-style-type: none"> -Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership 	    <p>Skills</p> <ul style="list-style-type: none"> -Life -Creative Arts -Forestry School -Horticulture -Outdoors Learning <p>Physical</p> <ul style="list-style-type: none"> -Team sports -Individual sports -Fitness -Martial Arts -Water sports <p>Volunteering</p> <ul style="list-style-type: none"> -Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership 	    <p>Expedition Prep</p> <ul style="list-style-type: none"> -To be confirmed – expedition will be in normal rural countryside familiar and local to groups. -Students will plan expedition and train on how to use equipment, including tents, stoves, maps and compasses and first aid kits 	    <p>Expedition Prep</p> <ul style="list-style-type: none"> -To be confirmed – expedition will be in normal rural countryside familiar and local to groups. -Students will plan expedition and train on how to use equipment, including tents, stoves, maps and compasses and first aid kits. -The Expedition – 2 days, 1 night; 6 hours planned activity each day
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<p>-Time [for example, quicker, slower, earlier, later, hours, minutes, seconds]</p> <p>-Measure and begin to record the following: length, width, depth, distance, time.</p>						

<p>Year 10 Physical Education</p> <p>Cluster Crossover linked to NC:</p> <p>-Promoting importance of healthy and active lifestyle, good mental health and resilience.</p> <p>-Promoting the importance of team work and determination to complete tasks</p> <p>-Promoting importance of care and self-esteem in team and individual tasks</p>	<p>Handball</p>  <p>-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Fitness</p>  <p>-develop flexibility, strength, technique, control and balance</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-develop stamina, speed and cardio-vascular fitness</p>	<p>Football</p>  <p>-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Badminton</p>  <p>-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Striking/Fielding</p>  <p>-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p>	<p>Softball</p>  <p>-use and develop a variety of tactics and strategies to overcome opponents in team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports or other physical activities</p> <p>-evaluate their performances compared to previous ones and demonstrate improvement across a range of physical</p>
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Physical Development Curriculum 2022-2023

<p>-Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16.</p> <p>-Time [for example, quicker, slower, earlier, later, hours, minutes, seconds]</p> <p>-Measure and begin to record the following: heart rate, steps, distances completed.</p>	<p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>		<p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>activities to achieve their personal best</p> <p>-continue to take part regularly in competitive sports and activities outside school through community links or sports clubs..</p>
	<p style="text-align: center;">Athletics</p>  <p>-develop flexibility, strength, technique, control and balance</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-develop their technique and improve their performance in other competitive sports</p>	<p style="text-align: center;">Basketball</p>  <p>-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p style="text-align: center;">Dodgeball</p>  <p>-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p style="text-align: center;">Rugby</p>  <p>-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p style="text-align: center;">Athletics</p>  <p>-develop flexibility, strength, technique, control and balance</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-develop their technique and improve their performance in other competitive sports</p>	<p style="text-align: center;">Athletics</p>  <p>-develop flexibility, strength, technique, control and balance</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-develop their technique and improve their performance in other competitive sports</p>

Physical Development Curriculum 2022-2023

**Year 10
Forestry School**

**Cluster Crossover
linked to NC:**

--Promoting importance of healthy and active lifestyle, the great outdoors, good mental health and resilience.

-Promoting the importance of team and independent work, and determination to complete tasks

-Promoting experiential and discovery learning

-Promoting importance of care and self-esteem in team and individual tasks

-Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16.

-Time [for example, quicker, slower, earlier, later, hours, minutes, seconds]

-Measure and begin to record the following:

Forest School Rationale



FOREST SCHOOL

Forest school is a student led, developmental and experiential curriculum which is underpinned by six core principles (see below). Underneath the principles there is a broad scheme of the themes which will be delivered but, due to the nature of Forest School, will always be subject to change and modification.

7. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
8. Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
9. Forest School uses a range of learner-centred processes to create a community for being, development and learning.
10. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
11. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
12. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

Forest Exploration and identifications

- Establish Forest School boundaries and rules
- Identification of flora and fauna
- Create leaf prints of fauna

Tarps and Knots

Physical Development Curriculum 2022-2023

length, width, depth,
distance, time.

- Identify safe areas to construct and put up tarps and shelters
- Learn about different shelter types which can be constructed and put up using a tarp
- Identifying and learning how to tie basic knots to assist in shelter construction

Bug Hotels/Shelters/Den Building

- Identify safe areas to place bug hotels
- Identify safe areas to create temporary shelters and dens
- Learn about different types of shelters

Tree Cookies

- To safely use a range of hand tools – bowsaw/hand drill
- To understand and identify the features of a bowsaw and hand drill
- To create tree cookies and mobiles from natural resources



















Mallet Cazoo

- To understand and identify the features of a billhook and knife
- To understand how to use a billhook and knife safely
- To make a mallet using forest materials
- To create an instrument using forest materials

Fire and Kelly Kettle







- To understand the health and safety around fires
- To understand the health and safety when using Kelly Kettles
- To understand how to cook safely on a fire – bread and smores.

Physical Development Curriculum 2022-2023







<p>Year 10 Duke of Edinburgh (Bronze)</p> <p>Cluster Crossover linked to NC:</p> <p>-Promoting importance of healthy and active lifestyle, the great outdoors, good mental health and resilience.</p> <p>-Promoting the importance of team and independent work, and determination to complete tasks</p> <p>-Promoting the importance of volunteering and working with the community</p> <p>-Promoting experiential and discovery learning</p> <p>-Promoting importance</p>	   <p>Skills</p> <ul style="list-style-type: none"> -Life -Creative Arts -Forestry School -Horticulture -Outdoors Learning <p>Physical</p> <ul style="list-style-type: none"> -Team sports -Individual sports -Fitness -Martial Arts -Water sports <p>Volunteering</p> <ul style="list-style-type: none"> -Helping people 	   <p>Skills</p> <ul style="list-style-type: none"> -Life -Creative Arts -Forestry School -Horticulture -Outdoors Learning <p>Physical</p> <ul style="list-style-type: none"> -Team sports -Individual sports -Fitness -Martial Arts -Water sports <p>Volunteering</p>	   <p>Skills</p> <ul style="list-style-type: none"> -Life -Creative Arts -Forestry School -Horticulture -Outdoors Learning <p>Physical</p> <ul style="list-style-type: none"> -Team sports -Individual sports -Fitness -Martial Arts -Water sports <p>Volunteering</p>	   <p>Skills</p> <ul style="list-style-type: none"> -Life -Creative Arts -Forestry School -Horticulture -Outdoors Learning <p>Physical</p> <ul style="list-style-type: none"> -Team sports -Individual sports -Fitness -Martial Arts -Water sports <p>Volunteering</p>	   <p>Expedition Prep</p> <p>-To be confirmed – expedition will be in normal rural countryside familiar and local to groups.</p> <p>-Students will plan expedition and train on how to use equipment, including tents, stoves, maps and compasses and first aid kits</p>	   <p>Expedition Prep</p> <p>-To be confirmed – expedition will be in normal rural countryside familiar and local to groups.</p> <p>-Students will plan expedition and train on how to use equipment, including tents, stoves, maps and compasses and first aid kits.</p> <p>-The Expedition – 2 days, 1 night; 6 hours planned activity each day</p>

Physical Development Curriculum 2022-2023

<p>of care and self-esteem in team and individual tasks</p> <p>-Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16.</p> <p>-Time [for example, quicker, slower, earlier, later, hours, minutes, seconds]</p> <p>-Measure and begin to record the following: length, width, depth, distance, time.</p>	<ul style="list-style-type: none"> -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership 	<ul style="list-style-type: none"> -Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership 	<ul style="list-style-type: none"> -Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership 	<ul style="list-style-type: none"> -Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership 		
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<p>Year 11 Physical Education</p> <p>Cluster Crossover linked to NC:</p> <p>-Promoting importance of healthy and active lifestyle, good mental health and resilience.</p> <p>-Promoting the importance of team work and determination to complete tasks</p>	<p>Handball</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 -develop their technique and improve their performance in other competitive sports 	<p>Fitness</p>  <ul style="list-style-type: none"> -develop flexibility, strength, technique, control and balance -compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Football</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 -develop their technique and improve their performance in other competitive sports 	<p>Badminton</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 -develop their technique and improve their performance in other competitive sports 	<p>Striking/Fielding</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 -develop their technique and improve their performance in other competitive sports 	<p>Softball</p>  <ul style="list-style-type: none"> -use and develop a variety of tactics and strategies to overcome opponents in team and individual games -develop their technique and improve their performance in other competitive sports or other physical activities
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Physical Development Curriculum 2022-2023

<p>-Promoting importance of care and self-esteem in team and individual tasks</p> <p>-Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16.</p> <p>-Time [for example, quicker, slower, earlier, later, hours, minutes, seconds]</p> <p>-Measure and begin to record the following: heart rate, steps, distances completed.</p>	<p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>-develop stamina, speed and cardio-vascular fitness</p>	<p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>-evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p> <p>-continue to take part regularly in competitive sports and activities outside school through community links or sports clubs..</p>
	<p>Athletics</p>  <p>-develop flexibility, strength, technique, control and balance</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-develop their technique and improve their performance in other competitive sports</p>	<p>Basketball</p>  <p>-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>Dodgeball</p>  <p>-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>Rugby</p>  <p>-use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>-develop their technique and improve their performance in other competitive sports</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>-take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p>Athletics</p>  <p>-develop flexibility, strength, technique, control and balance</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-develop their technique and improve their performance in other competitive sports</p>	<p>Athletics</p>  <p>-develop flexibility, strength, technique, control and balance</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>-develop their technique and improve their performance in other competitive sports</p>

Physical Development Curriculum 2022-2023

		community links or sports clubs.				
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Year 11 Forestry School

Cluster Crossover linked to NC:

-Promoting importance of healthy and active lifestyle, the great outdoors, good mental health and resilience.

-Promoting the importance of team and independent work, and determination to complete tasks

-Promoting experiential and discovery learning

-Promoting importance of care and self-esteem in team and individual tasks

Forest School Rationale



FOREST SCHOOL

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13. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
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Physical Development Curriculum 2022-2023

<p>-Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16.</p> <p>-Time [for example, quicker, slower, earlier, later, hours, minutes, seconds]</p> <p>-Measure and begin to record the following: length, width, depth, distance, time.</p>	<p>16. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.</p> <p>17. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p>18. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.</p> <p style="text-align: center;">Forest Exploration and identifications</p> <ul style="list-style-type: none"> -Establish Forest School boundaries and rules -Identification of flora and fauna -Create leaf prints of fauna <p style="text-align: center;">Tarps and Knots</p> <ul style="list-style-type: none"> -Identify safe areas to construct and put up tarps and shelters -Learn about different shelter types which can be constructed and put up using a tarp -Identifying and learning how to tie basic knots to assist in shelter construction <p style="text-align: center;">Bug Hotels/Shelters/Den Building</p> <ul style="list-style-type: none"> -Identify safe areas to place bug hotels -Identify safe areas to create temporary shelters and dens -Learn about different types of shelters <p style="text-align: center;">Tree Cookies</p> <ul style="list-style-type: none"> -To safely use a range of hand tools – bowsaw/hand drill -To understand and identify the features of a bowsaw and hand drill -To create tree cookies and mobiles from natural resources <p style="text-align: center;">Mallet Cazoo</p>
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Physical Development Curriculum 2022-2023

- To understand and identify the features of a billhook and knife
- To understand how to use a billhook and knife safely
- To make a mallet using forest materials
- To create an instrument using forest materials

Fire and Kelly Kettle

- To understand the health and safety around fires
- To understand the health and safety when using Kelly Kettles
- To understand how to cook safely on a fire – bread and smores.

Year 11 Duke of Edinburgh (Bronze)

Cluster Crossover linked to NC:

-Promoting importance
of healthy and active
lifestyle, the great
outdoors, good mental
health and resilience.

-Promoting the
importance of team and
independent work, and
determination to
complete tasks

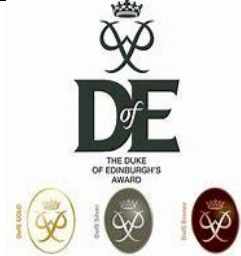


Skills

- Life
- Creative Arts
- Forestry School
- Horticulture
- Outdoors Learning

Physical

- Team sports
- Individual sports



Skills

- Life
- Creative Arts
- Forestry School
- Horticulture
- Outdoors Learning

Physical

- Team sports
- Individual sports



Skills

- Life
- Creative Arts
- Forestry School
- Horticulture
- Outdoors Learning

Physical

- Team sports
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Skills

- Life
- Creative Arts
- Forestry School
- Horticulture
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Physical

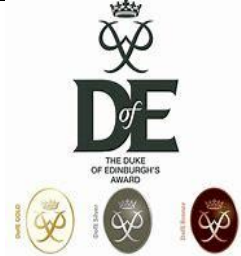
- Team sports
- Individual sports



Expedition Prep

-To be confirmed –
expedition will be in
normal rural countryside
familiar and local to
groups.

-Students will plan
expedition and train on
how to use equipment,
including tents, stoves,



Expedition Prep

-To be confirmed –
expedition will be in normal
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and local to groups.

-Students will plan
expedition and train on
how to use equipment,
including tents, stoves,
maps and compasses and
first aid kits.

Physical Development Curriculum 2022-2023

<p>-Promoting the importance of volunteering and working with the community</p> <p>-Promoting experiential and discovery learning</p> <p>-Promoting importance of care and self-esteem in team and individual tasks</p> <p>-Teaching the knowledge and skills which will equip students with opportunities and challenges for life in school and beyond post 16.</p> <p>-Time [for example, quicker, slower, earlier, later, hours, minutes, seconds]</p> <p>-Measure and begin to record the following: length, width, depth, distance, time.</p>	<p>-Fitness -Martial Arts -Water sports</p> <p>Volunteering</p> <p>-Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership</p>	<p>-Fitness -Martial Arts -Water sports</p> <p>Volunteering</p> <p>-Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership</p>	<p>-Fitness -Martial Arts -Water sports</p> <p>Volunteering</p> <p>-Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership</p>	<p>-Fitness -Martial Arts -Water sports</p> <p>Volunteering</p> <p>-Helping people -Community action/raising awareness -Working with environment -Helping charity or community organisation -Coaching, teaching and leadership</p>	<p>maps and compasses and first aid kits</p>	<p>-The Expedition – 2 days, 1 night; 6 hours planned activity each day</p>
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