Satit Prasarnmit
International Programme

Curriculum Pathways

Physical Education Department

We Are SPIP

Department Details	Assessment Types
Subject: Physical Education Head of Department: Luke Harris Head of Department Email: luke.ha@spip.in.th Subject Teachers: Rattapum Sornsurin (Foong), Kanokwan Cheepatee (Nook), Matt Hemstock, Rungrawee Jangjai (Fourth)	Assessment Type 1: Practical Observation Assessment Type 2: End of Unit Test (A-Level & GCSE PE only) Assessment Type 3: Classwork (A-Level & GCSE PE only) Assessment Type 4: Homework (A-Level & GCSE PE only) Assessment Type 5: Time/Distance Rubric Assessment Type 6: End of Year Exam (A-Level & GCSE PE only) Assessment Type 7: Mock Examination (A-Level & GCSE PE only)

Year	Term	Unit/s of Work	Core Knowledge & Concepts
7	1	Baseline Testing Athletics Basketball Football Swimming	• Fitness test is to monitor the development of the students 's maximum oxygen uptake (VO2 max) • Students will learn a combination of both Track & Field events focusing on components such as speed, muscular strength, balance, coordination and cardiovascular fitness. • Students will focus on motor skill development in basketball; passing, movement, dribbling, shooting and then apply those in the construct of a game situation. • Students will focus on motor skill development in football; passing, movement, dribbling, shooting and then apply those in the construct of a game situation. • Pool safety, water confidence, basic to advanced freestyle, basic backstroke and basic breaststroke.
	2	Volleyball Swimming Badminton Hockey (boys) Softball (girls)	• Students will focus on motor skill development in volleyball; dig, set, spike and serve underarm and then use those skills in the construct of a game situation. • Pool safety, water confidence, advanced freestyle, basic to advanced backstroke and basic breaststroke. • Students will focus on motor skill development in badminton; grip, clear, smash, drop shot, drive and serve. • Students will focus on motor skill development in hockey; stick on control, grip, stick and flick, passing and receiving the ball from different distances and pace. Then use those skills in the construct of a game situation.

			• Softball is a strike and fielding sport. Motor skills they will focus on developing will consist of throwing, catching and batting. They will then apply these skills in a constructive full game situation.
	3	Table Tennis Swimming Hockey (girls) Softball (boys)	• Students will focus on motor skill development in table tennis; grip, backhand, forehand, smash, drive and serve. • Pool safety, water confidence, basic to advanced butterfly, diving and streamline. • Students will focus on motor skill development in hockey; stick on control, grip, stick and flick, passing and receiving the ball from different distances and pace. Then use those skills in the construct of a game situation. • Softball is a strike and fielding sport. Motor skills they will focus on developing will consist of throwing, catching and batting. They will then apply these skills in a constructive full game situation.
8	1	Baseline Testing Athletics Basketball Football Swimming	• Fitness test is to monitor the development of the students 's maximum oxygen uptake (VO2 max) • Students will learn a combination of both Track & Field events focusing on components such as speed, muscular strength, balance, coordination and cardiovascular fitness. • Students will focus on motor skill development in basketball; passing, movement, dribbling, shooting and then apply those in the construct of a game situation. • Students will focus on motor skill development in football; passing, movement, dribbling, shooting and then apply those in the construct of a game situation. • Pool safety, water confidence, basic to advanced freestyle, basic backstroke and basic breaststroke.
	2	Badminton Volleyball Swimming Tag Rugby (boys) Softball (girls)	• Students will focus on motor skill development in badminton; grip, clear, smash, drop shot, drive and serve. • Students will focus on motor skill development in volleyball; dig, set, spike and serve underarm and then use those skills in the construct of a game situation. • Pool safety, water confidence, basic to advanced butterfly, diving and streamline. • Students will focus on motor skill development in tag rugby: passing, movement, catching, rugby defense and then apply those newly learnt or developed skills within the construct of a game situation. • Softball is a strike and fielding sport. Motor skills they will focus on developing will consist of throwing, catching and batting. They will then apply these skills in a constructive full game situation.

	3	Table Tennis Swimming Softball (boys) Hockey (girls)	• Students will focus on motor skill development in forehand, backhand, serving and movement around the court in singles. They will also have the opportunity to apply those newly learnt or developed skills within the construct of a game situation. • Pool safety, water confidence, basic to advanced butterfly, diving and streamline. • Softball is a strike and fielding sport. Motor skills they will focus on developing will consist of throwing, catching and batting. They will then apply these skills in a constructive full game situation. • Students will focus on motor skill development in hockey; stick on control, grip, stick and flick, passing and receiving the ball from different distances and pace. Then use those skills in the construct of a game situation.
9	1	Baseline Testing Athletics Basketball Football Swimming	• Fitness test is to monitor the development of the students' maximum oxygen uptake (VO2 max) • Students will learn a combination of both Track & Field events focusing on components such as speed, muscular strength, balance, coordination and cardiovascular fitness. • Students will focus on motor skill development in basketball; passing, movement, dribbling, shooting and then apply those in the construct of a game situation. • Students will focus on motor skill development in football; passing, movement, dribbling, shooting and then apply those in the construct of a game situation. • Pool safety, water confidence, basic to advanced freestyle, basic backstroke and basic breaststroke.
	2	Badminton Volleyball Swimming Rugby (boys) Softball (girls)	• Students will focus on motor skill development in badminton; forehand, backhand, serve, smash and drop shot. • Students will focus on motor skill development in volleyball; dig, set, spike and serving. Then utilise those skills in a game situation. • The swimming lessons will focus on individual medley abilities with the intention of all students feeling comfortable with the four major competitive strokes; freestyle, breaststroke, butter and backstroke • Students will focus on motor skill development in rugby; passing, running with the ball and tackling, then implementing those skills in a game situation. • Softball is a strike and fielding sport. Motor skills they will focus on developing will consist of throwing, catching and batting. They will then apply these skills in a constructive full game situation.

	3	Table Tennis Swimming (Water Polo) Components of fitness Softball (girls)	● Students will focus on motor skill development in forehand, backhand, serving and movement around the court in both singles and doubles. They will also have the opportunity to apply those newly learnt or developed skills within the construct of a game situation. ● Students will focus on motor skill development in water polo; passing, swimming with the ball and shooting. Then they will use these skills in the construct of the game. ● Students will delve deeper into athletic performance and fitness testing. During this unit, they will learn standardise fitness testing methods used by athletes, and perform those fitness tests, but will also be required to understand the relevance of health and skill-related components to improve a person's fitness, but also which components benefit which athletes. ● Softball is a strike and fielding sport. Motor skills they will focus on developing will consist of throwing, catching and batting. They will then apply these skills in a constructive full game situation.
10 IGCSE	1	Sport Psychology Health, Fitness & Diet Basketball Volleyball Football	● Skill and ability, simple information processing model, motivation and emotions (arousal) in sport. ● Health and skill-related fitness, fitness testing and diet ● Dribbling, Passing and receiving. Shooting (layups), Shooting (set shots/jump shots), 3-man weave, Setting a screen, man-to-man defence, zone defence ● Serve, Dig, Volley, Smash/spike, Three-touch rally, Setting from a variety of positions, Digging in defence ● Passing, Receiving, Tackling, Dribbling, Heading, Shooting, Attacking play: mobility and penetration, retaining possession, creating space to receive a pass or shoot and marking
	2	Health, Fitness & Diet Anatomy and Physiology Badminton Athletics	● Training methods, training principles, and exercise systems ● Respiratory system ● Forehand: grip, overhead clear, underarm clear (lift), smash, drop shot, drive Backhand: grip, drop shot, drive Serve: grip, long, short, flick (forehand and backhand) ● During Track & Field or Athletics, we will focus on components such as speed, muscular strength, balance, coordination and cardiovascular fitness.
	3	Anatomy and Physiology Softball Weight Training Table Tennis	● Circulatory System, Skeletal System, Muscular System, Joints and Movement. ● Batting/striking, Pitching, Fielding: catching and throwing, backing up, and backstop. ● Will be assessed on their ability to design and implement a weight-training programme to improve their performance in a chosen activity. ● Skills and techniques in game situations for both forehand and backhand; serving, push, topspin and backspin.

10 CORE PE	1	Baseline Testing Basketball Football Swimming Athletics	• Fitness test is to monitor the development of the students' maximum oxygen uptake (VO2 max) • Invasion team sports, and students will use their motor skills developed in Key Stage 3 to accomplish strategies, communication and teamwork centre learning activities. • Students are required to complete a swimming course at Key Stage 4. The purpose is to clean and enhance each stroke and to build up their knowledge of water safety. • Students are required to complete an athletics course at Key Stage 4 to build upon previous skills in preparation for Sports Day.
	2	Badminton Swimming Softball	• Students will use their motor skills developed in Key Stage 4 in net, strike & field and target sports to accomplish strategies, communication and teamwork centre learning. • Students are required to complete a swimming course at Key Stage 4. The purpose is to clean and enhance each stroke and to build up their knowledge of water safety.
	3	Dodgeball Table Tennis Volleyball	• Students will use their motor skills developed in Key Stage 4 in net, strike & field and target sports to accomplish strategies, communication and teamwork centre learning.
11 IGCSE	1	Anatomy and Physiology Social, Ethical and Cultural Influence on Sport Basketball Volleyball Football	• Simple biomechanics, forces during activity, and lever systems during activity. • Sports Injuries: safe practice in sport and exercise, amateur vs professional sport, sponsorship, gamesmanship and sportsmanship, global events, media and technology in sport: • Dribbling, Passing and receiving. Shooting (layups), Shooting (set shots/jump shots), 3-man weave, Setting a screen, Man-to-man defence, zone defence • Serve, Dig, Volley, Smash/spike, three-touch rally, Setting from a variety of positions, Digging in defence • Passing, Receiving, Tackling, Dribbling, Heading, Shooting, Attacking play: mobility and penetration, retaining possession, creating space to receive a pass or shoot and marking
	2	Social, Ethical and Cultural Influence on Sport Athletics Badminton	• Performance-enhancing drugs and access to sport. • During Track & Field or Athletics, we will focus on components such as speed, muscular strength, balance, coordination and cardiovascular fitness. • Forehand: grip, overhead clear, underarm clear (lift), smash, drop shot, drive Backhand: grip, drop shot, drive Serve: grip, long, short, flick (forehand and backhand)
	3	Exam Leave	

11 CORE PE	1	Baseline Testing Basketball Football Swimming Athletics	● Fitness test is to monitor the development of the students' maximum oxygen uptake (VO2 max) ● Invasion team sports, and students will use their motor skills developed in Key Stage 3 to accomplish strategies, communication and teamwork centre learning activities. ● Students are required to complete a swimming course at Key Stage 4. The purpose is to clean and enhance each stroke and to build up their knowledge of water safety. ● Students are required to complete an athletics course at Key Stage 4 to build upon previous skills in preparation for Sports Day.
	2	Softball Badminton Volleyball Swimming	● Students will use their motor skills developed in Key Stage 4 in net, strike & field and target sports to accomplish strategies, communication and teamwork centre learning. ● Students are required to complete a swimming course at Key Stage 4. The purpose is to clean and enhance each stroke and to build up their knowledge of water safety.
	3	Badminton Volleyball Softball	● Students will use their motor skills developed in Key Stage 4 in net, strike & field and target sports to accomplish strategies, communication and teamwork centre learning.
12 AS Level	1	Applied anatomy & Exercise Physiology Biomechanics Skill Acquisition Performance in physical activity	● An understanding of the structure, functions and interrelationships between the skeletal, muscular, circulatory and respiratory systems is essential to analyse how the human body moves in sporting situations and to explain how it adapts to exercise. ● An introduction to biomechanics enables learners to understand the effects of forces and motion during practical performance. ● An understanding of skill acquisition allows learners to explain how movement skills are developed. Models, theories and concepts have been proposed to explain motor skill development and elite sporting performance. Learners will be able to critically evaluate and apply these models, theories and concepts of skill acquisition to specific sporting situations. ● Showing effective performance in physical activities requires the use of a range of skills, techniques, tactics and strategies. Learners apply their theoretical learning to physical activities in order to improve and refine how they perform.

	2	Sociocultural influences Performance in physical activity	• An understanding of the sociocultural concepts of sport and physical education is essential to have an appreciation of the role of physical activity in society. Sociocultural influences, which include regular participation and excellence in sport, have an impact on the changing nature of sport. The use of performance-enhancing drugs and violence in sport are issues that negatively affect sport. Commercialisation of sport increases the pressure on performers as sport becomes big business. An understanding of the use of technology in sport and an ability to evaluate new technology is necessary to achieve success in sport.
	3	Exam Leave	
12 CORE PE	1	Baseline Testing Basketball Football Swimming	• Fitness test is to monitor the development of the students' maximum oxygen uptake (VO2 max) • Invasion team sports, and students will use their motor skills developed in Key Stage 3 and 4 to accomplish strategies, communication and teamwork centre learning activities. • Students are required to complete a swimming course at Key Stage 5. The purpose is to clean and enhance each stroke and to build up their knowledge of water safety.
	2	Badminton Volleyball Softball	• Students will use the motor skills they learnt in Key Stages 3 & 4. They will perform these skills in net sports and strike & field sports to accomplish strategies, communication and teamwork centre learning.
	3	Basketball Dodgeball	• Students will use their motor skills learnt in Key Stages 3 & 4. They will perform these skills in invasion and target sports to accomplish strategies, communication and teamwork centre learning.
13 CORE PE	1	Baseline Testing Basketball Football Swimming	• Invasion team sports, and students will use their motor skills developed in Key Stage 3 and 4 to accomplish strategies, communication and teamwork centre learning activities. • Students are required to complete a swimming course at Key Stage 5. The purpose is to clean and enhance each stroke and to build up their knowledge of water safety.
	2	Badminton Volleyball Softball	• Students will use the motor skills they learnt in Key Stages 3 & 4. They will perform these skills in net sports and strike & field sports to accomplish strategies, communication and teamwork centre learning.
	3	Basketball Dodgeball	• Students will use their motor skills learnt in Key Stages 3 & 4. They will perform these skills in invasion and target sports to accomplish strategies, communication and teamwork centre learning.

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