



Curriculum Overview

Physical Education

Subject Leader

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Intent

Key stage 3

The curriculum at KS3 builds on the KS3 curriculum delivered at the middle schools in both Yr 7 and Yr 8, as it follows a similar set of practical activities such as Invasion Games, Gymnastics and Athletics. At KS3 activities are studied in greater depth and students are exposed to a wider range of rules, full size equipment etc.. This forms the basis of our Yr 9 curriculum where students study these skills in a more technical and sport specific way, applying their skills and fitness to a variety of sports and activities whilst also applying their technical knowledge of the rules and tactics.

Students become fluent and confident in their knowledge and skills as these are built up and revisited across the key stage. Key vocabulary underpins all their learning and allows them to access concepts at increasing depth and challenge.

The curriculum at KS3 runs on a cumulative model of Replication, Application and Evaluation. In Year 8 students are expected to be able to replicate skills with increasingly good technique, the skills, rules and fundamental tactics of each activity. The level of these skills and tactics to be commensurate with their level of ability.

In Year 9 students are challenged to use this knowledge to develop their ability to apply the basic skills to competitive or more challenging situations. This may be in competitive games, over more challenging running terrain or to develop independent choreography skills for example. Once again, the level of challenge in their application will be commensurate with challenge appropriate to them.

In Year 9 students should be able to take their knowledge and experiences from Year 7 and 8 and begin to evaluate their own and others performances. This requires a level of understanding that cannot be achieved until significant replication and application has occurred.

The curriculum prepares students for the next stages in a number of ways. It...

- Provides students with an opportunity to develop physical literacy and a passion for sport and physical activity which will keep them healthy throughout their lifetime.
- Teaches skills such as resilience, determination and teamwork which are invaluable in all stages of life.
- Provides them with knowledge and experiences which will prepare them to study a sport related course at KS4.

The curriculum is appropriately differentiated for all students to enable them to all access the same curriculum and activities throughout the year. Differentiation in practical activities is achieved through a number of methods (change of rule, playing area, playing implement etc...) and staff are skilled in its application.

The curriculum at KS3 runs on a cumulative model of Replication, Application and Evaluation which provides a continuing level of challenge over the Key Stage. Within lessons challenge is provided through differentiation, with the most able being challenged through a wide range of extra-curricular activities.

Implementation

Key stage 3

Students are taught similar activities across the whole of key stage 3 with a focus on deepening their level of understanding and practical application over the course of the key stage.

Challenge is built over the key stage by focusing on an increased level of application and tactical awareness as students progress.

Assessment embeds learning as students are required to demonstrate practical skills and their application in a practical context.

The cross key stage nature of the curriculum means that topics are revisited and reinforced. Similar learning also carries throughout the year with information on the effects of exercise and the benefits of a warm up for example, being taught in all lessons.

The curriculum is adapted to suit all learners in a variety of ways.

Groups are set on entry which allows learners to be with peers of a similar ability. This ensures no students are allowed to dominate the lesson and that practical activities can be pitched appropriately. We have a variety of equipment which allows lessons to be easily adaptable and for us to pitch learning at an appropriate level to ensure challenge for all. For HAP students the challenge lies in extension activities like coaching and officiating which develops their ability to apply their knowledge and understanding in a different context. There is also a vast extra-curricular programme which facilitates higher levels of performance and competition.

Key vocabulary is evident and shared in all lessons to promote both communication skills but also their understanding of oracy through discussions and teamwork.

Setting is regularly reviewed in departments and across groups of subjects to ensure students are appropriately stretched and supported.

Activities like Dance and OAA have been added to the curriculum to ensure that appropriate derivations of the activities can be used to help challenge all. For example, in the OAA unit staff have access to a range of DofE orienteering equipment such as maps and compasses, as well as a range of team building equipment, meaning students can learn skills such as listening, communication and leadership skills and this can be taught in a variety of ways.

Some new activities have been added to the curriculum or are being introduced to improve inclusivity. For example, Kinball and Frisbee Golf will both be available in the summer.

Intent

Key stage 4

The curriculum builds on prior learning from KS3 by allowing students to continue with familiar activities if they choose to do so. Others are offered new activities to broaden their experiences.

Differentiation, particularly for SEND, helps all students to access the same curriculum. This is achieved by offering a range of activities and giving students choice. Lessons and activities can be differentiated through the use of competitive parameters, changing equipment and adapting the space being used.

Students are provided with a less rigorous but broader games curriculum at KS4 with the intention of building physical literacy and encouraging students to pursue physical activity into adulthood, emphasising the importance of leading an active, healthy lifestyle..

Staff focus is on engagement and activity levels. Therefore, in some activities such as health-related fitness, students are just provided with an opportunity to engage and participate. In other sports and activities which are newer, structured lessons are provided to allow students to be successful.

Implementation

Key stage 4

The cross key stage nature of the curriculum means that topics are revisited and reinforced. Similar learning also carries throughout the year with information on the effects of exercise and the benefits of a warm up for example, being taught in all lessons.

The curriculum is adapted to suit all learners in a variety of ways.

Students are given a wide variety of activities to participate in for a smaller period of around 3 weeks. Each term has two different activities in it to ensure breadth of study.

Where possible students are provided with a range of new and traditional activities to complement and maintain interest. Activities like health-related fitness, indoor games, ultimate sports, Pilates and softball are used to provide some management of anxiety and exam stress for those who wish to participate.

Allocated curriculum time for Core PE

	Y9	Y10	Y11
Fortnightly lesson allocation	4	3	4

Allocated curriculum time for GCSE PE and BTEC Sport

3 Year course	Y9	Y10	Y11
Fortnightly lesson allocation	4	4	4
2 year course			
Fortnightly lesson allocation		6	5

KS3

Term	Unit
1	Rugby, Netball,
2	Hockey, OAA/ team building
3	Dance, Football
4	Dance/ Exercise to music, OAA/ team building
5	Athletics, Tennis/ Pickleball
6	Cricket, Rounders
Overview of each term	In each activity students will learn how to replicate and apply key skills, rules and fundamental tactics with increasingly good technique and improved levels of fitness (Physical skills). They will also be able to evaluate the performance of others and provide feedback on ways that performance can be improved. Students will also learn about the various ways that the body responds to exercise, the benefits of a healthy, active lifestyle, and ways to test and improve levels of fitness (Knowledge). Students will be encouraged to carry out leadership and officiating tasks with small groups of their peers, and there will be a continual emphasis on demonstrating the personal character strengths throughout each lesson/activity (Personal). As students' progress throughout the key stage, the expectations regarding "physical", "knowledge" and "personal" development and application will increase.
	<p>Further detail on specialist areas:</p> <p><i>OAA/Team Challenges:</i> Students will learn how to successfully read simple maps and follow basic instructions with the aim of arriving at a particular point. They will be able to suggest ways of completing various tasks more quickly and efficiently and will be able to advise other groups of how to improve their performance. They will also be required to work together in teams to solve various problems and to work together to complete various tasks.</p> <p><i>Health-Related Fitness:</i> Students will learn about how the various body systems respond to exercise, and how different</p>

types of training can be used to improve fitness levels. They will also understand the different fitness tests that can be used to measure levels of fitness and be able to calculate exercise intensities using heart rate.

KS4 (Core PE)

	Unit
1	Rugby, Netball,
2	Fitness and wellbeing, Basketball,
3	Football, Hockey, Indoor games – Bench ball and Dodgeball
4	Ultimate Sports, Badminton, Just Dance
5	Athletics, Tennis/ pickleball
6	Striking and Fielding – rounders and softball, Golf, Ultimate Frisbee
Overview of each term	Students will continue to replicate, apply and evaluate basic skills, but will also be challenged to do this when performing more advanced skills, tactics and techniques. Students will also explore attacking and defending principles in more depth, and they will be expected to apply these in competitive situations to outwit opponents. There will also be more of an emphasis on students demonstrating leadership skills in small groups, and on officiating small games whilst applying more advanced rules, and students will continue to be challenged to develop both their personal skills as well as their subject knowledge. As students' progress throughout the key stage, the expectations regarding "physical", "knowledge" and "personal" development and application will increase.
	<p>Further detail on specialist areas:</p> <p><i>OAA/Team Challenges:</i> Students will learn how to successfully read maps and follow instructions with the aim of arriving at a particular point. They will also be required to work together in teams to solve more difficult problems and to work together to complete more complex tasks.</p> <p><i>Health-Related Fitness:</i> Students will learn about how the various body systems respond to exercise in more detail, and how different types of training can be used to improve specific components of fitness. They will also be able to monitor their exercise intensities using heart rate.</p> <p><i>Table Tennis:</i> Students will be challenged to perform new skills and techniques, and will be required to apply these, along with new rules and tactics, into game play to outwit an opponent.</p>

BTEC Tech Award in Sport (Level 1/2) Pearson

This qualification aims to introduce students to vocational learning. The qualification give learners the opportunity to build applied knowledge and understanding of the benefits of regular participation in sport or physical activity. The course is for those who want to acquire sector specific knowledge and skills throughout vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas: investigating provisions for sport including equipment and facilities to enhance sport, planning and delivery of sport drills and sessions and fitness for sport including fitness testing and methodology.

There are three key assessment tasks on this course:

- **Non-Examined Assessment (NEA):** coursework Component 01 (marked /60) - weighting 30%
- **Non-Examined Assessment (NEA):** coursework Component 02 (marked /60) - weighting 30%
- **Examined Assessment (EA):** 1 written exam (1 hour 30 min) - weighting 40%

In Year 11, students will begin to study the various content areas in preparation for their written exams that they will sit **at the end of Year 11**.

All content areas are covered in the coursework components and exam, and include:

Component 01 (Coursework) Preparing Participants to take Part in Sport and Physical Activity	Component 02 (Coursework) Taking Part and Improving Other Participants Sporting Performance	Component 03 (Exam) Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
A. Explore types and provision of sport B. Examine equipment and technology required for participants to use when taking part in sport and physical activity C Be able to prepare participants to take part in sport and physical activity	A Understand how different components of fitness are used in different physical abilities B Be able to participate in sport and understand the roles and responsibilities of officials C Demonstrate ways to improve participants sporting techniques	AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/ principles in relation to improving fitness in sport and exercise AO2 Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/ processes/ principles in relation to improving fitness in sport and exercise AO3 Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/ principles in relation to improving fitness in sport and exercise AO4 Make connections with concepts, facts, components of fitness, fitness tests, training methods/ processes/ principles in relation to improving fitness in sport and exercise

In Year 11, students will begin to study the content areas up until their mock exams in both November and February where they will attempt modified versions of their final exams based on course content that has been covered in lessons. Following the Easter break, attention will focus on revision and past paper practice on the content areas, where revision both in lessons and after school to prepare the students for their written exam during the Summer Term.

Supporting your child in their BTEC Sport

There are number of ways that you can support your child in their preparations towards the successful completion of the BTEC Sport course:

- Go through the course specification with them and check that they understand the key knowledge and terminology <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/sport/2022/specification-and-sample-assessments/btec-tech-award-sport-spec.pdf>
- Encourage your child to complete all coursework elements to the strict deadlines that are set, in order to not fall behind with their work. The time in college to get this done will be limited, however the time spent on this at home and attending after school sessions can be considerable.

Revision

- Encourage your child to access the online past papers to test themselves using past papers, end of topics tests and consolidating their class notes into a revision friendly format.
- Use the mark schemes to go through the answers of past paper questions with your child.

GCSE PE (9-1) AQA

This qualification aims to develop students' knowledge and understanding of the key body systems, how they impact on health, fitness and performance in sport, as well as understanding the psychological factors that can affect performers in physical activity.

There are three key assessment tasks on this course:

- **Non-Examined Assessment (NEA):** coursework (marked /25) - weighting 10%

- **Non-Examined Assessment (NEA):** practical (3 sports each marked /25) - weighting 30%
- **Examined Assessment (EA):** 2 written exams (1 hour 15 min) - weighting 60%

In Year 9-10, students will begin to study the various content areas in preparation for their written exams that they will sit at the end of Year 11. All content areas are covered in the exam, and include:

1. Applied anatomy and physiology	2. Movement Analysis	3. Physical Training
1.1 Musculo-skeletal System 1.2 Cardio-respiratory System 1.3 Anaerobic and aerobic exercise 1.4 Short- and Long-term effects of exercise	2.1 Lever systems 2.2 Planes and axis of movement	3.1 Understanding Health and Fitness 3.2 Components of Fitness 3.3 Principles of Training 3.4 How to optimise training and prevent injury 3.5 Warm up and cool down
4. Sports Psychology	5. Socio-cultural influences	6. Health, fitness and wellbeing
4.1 Skill classification 4.2 Use of goal setting and SMART targets 4.3 Information processing 4.4 Guidance and feedback 4.5 Mental preparation	5.1 Engagement patterns 5.2 Commercialisation 5.3 Ethical and socio-cultural issues	6.1 Physical, emotional and social health, fitness and wellbeing 6.2 Sedentary lifestyle 6.3 Energy use, diet, nutrition and hydration

In Year 9, students will begin to study the content areas from Paper 1. In Year 10, students will begin to study the contents areas from Paper 2 and complete their AEP coursework. In Year 11, students will continue to study the content areas from Paper 1 up until their mock exams in both November and February where they will attempt modified versions of their final exams based on course content that has been covered in lessons. Following the Easter break, attention will focus on revision and past paper practice on the content areas, where revision both in lessons and after school to prepare the students for their written exams during the Summer Term.

Supporting your child in their GCSE PE

There are number of ways that you can support your child in their preparations towards the successful completion of the GCSE PE course:

- Go through the course specification with them and check that they understand the key knowledge and terminology <https://www.aga.org.uk/subjects/physical-education/gcse/physical-education-8582/specification/subject-content>
- Collate video evidence of any off site practical sports/ activities that they may participate in outside of school.
- Encourage your child to complete all coursework elements to the strict deadlines that are set, in order to not fall behind with their work.

Revision

- Encourage your child to access the online past papers to test themselves using past papers, end of topics tests and consolidating their class notes into a revision friendly format.
- Use the mark schemes to go through the answers of past paper questions with your child.