



# Physical Education



## **Curriculum Intent**

Our Physical Education (PE) curriculum aims to provide a broad and balanced program that enables every student to fulfil their potential, enhancing their physical fitness, and developing them holistically as well-rounded sportspersons whilst meeting the National Curriculum. We create an inclusive and stimulating environment where students can experience a wide range of PE and sport opportunities while recalling and building on prior knowledge to lay a foundation for lifelong engagement in physical activity.

## Implementation - - - KS3 Core

Optimal categories of knowledge and skills run through our curriculum of different sports. In order for students to adequately retain and understand new information, they must connect it to information that they already knew. Therefore, our curriculum is sequenced in a way where students will cover a number of different sports across the year and also reconnect with those sports over the key stage, building on previous learning. All students will have an opportunity to experience all of the different sports we have on offer.

|                    | Boys  | Girls  | Mixed  |
|--------------------|---|--|--|
| <b>Half Term 1</b> | Year 7 - Baseline Testing<br>Basketball<br>Football | Year 7 - Baseline Testing<br>Netball<br>Football | Year 7 - Baseline Testing<br>Dance<br>Table Tennis |
| <b>Half Term 2</b> | Dance/Gymnastics<br>Cross Country                   | Cross Country<br>Dance/Gymnastics                | Badminton<br>Basketball                            |
| <b>Half Term 3</b> | Badminton<br>Netball                                | Basketball<br>Table Tennis                       | Fitness<br>Netball                                 |
| <b>Half Term 4</b> | Fitness<br>Table Tennis                             | Badminton<br>Fitness                             | Cross Country<br>Football                          |
| <b>Half Term 5</b> | Athletics<br>Cricket                                | Athletics<br>Cricket                             | Athletics<br>Cricket                               |
| <b>Half Term 6</b> | Orienteering<br>Tennis/Pickleball<br>Rounders       | Orienteering<br>Tennis/Pickleball<br>Rounders    | Orienteering<br>Tennis/Pickleball<br>Rounders      |

## Implementation - - - KS4 Core

Optimal categories of knowledge and skills continue to run through our curriculum in KS4 with a focus on the promotion of a healthy and active lifestyle through physical activity engagement. Activities are performed with competition or recreation in mind. Students can opt to follow a sequence of continued skill development into competitive scenarios or they can choose to take a more holistic approach to recreational involvement in sport and physical activity.

|             | CNAT/GCSE             | Leadership (Y10)          | Recreational Sports             |
|-------------|-----------------------|---------------------------|---------------------------------|
| Half Term 1 | Badminton             | Knowledge Development     | Recreational Games (Engagement) |
| Half Term 2 |                       | Practical Leadership      | Recreational Sport (Teamwork)   |
| Half Term 3 | Table Tennis          | Recreational Multi Sports | Recreational Multi Sports       |
| Half Term 4 |                       | Recreational Multi Sports | Recreational Multi Sports       |
| Half Term 5 | Athletics             | Athletics                 | Athletics                       |
| Half Term 6 | Cricket<br>Pickleball | Y10 Orienteering          | Recreational Summer Games       |

## Implementation - - - KS4 Cambridge National Sport Studies

Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport

|                  | R184  | R185   | R187 |
|------------------|---|--|------|
| Y11<br>Term<br>1 | TA5: The use of technology in sport<br><br>Revision<br><br>Mock | TA3: Organising and planning a sports activity session<br><br>TA4: Leading a sports activity session<br><br>TA5: Reviewing your own performance in planning and leading of a sports activity session |      |
| Y11<br>Term<br>2 | Revision<br><br>Mock  | Coursework Resubmission  |      |
| Y11<br>Term<br>3 | Exam  |  |      |

## Implementation - - - KS4 GCSE PE

The examined components will provide the knowledge and understanding which underpin the non-exam assessment (NEA). The NEA within this specification allows learners to explore a range of activities in the role of performer, including both team and individual activities. Learners will also analyse and evaluate performance in a chosen activity as part of their NEA. This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology.

|                           | Paper 1   | Paper 2  | Practical   |
|---------------------------|---|--|---|
| <b>Y10<br/>Term<br/>1</b> | 1.1.a. The structure and function of the skeletal system<br><br>1.1.b. The structure and function of the muscular system          | 2.1.a. Engagement patterns of different social groups<br><br>2.1.b. Commercialisation of physical activity and sport | Football<br><br>Netball<br><br>Badminton                          |
| <b>Y10<br/>Term<br/>2</b> | 1.1.c. Movement analysis<br><br>1.2.a. Components of fitness  | 2.1.c. Ethical and socio-cultural issues<br><br>2.3 Health, fitness and well-being                                   | Basketball<br><br>Table Tennis<br><br>Dance                       |
| <b>Y10<br/>Term<br/>3</b> | 1.2.b. Applying the principles of training<br><br>Analysing and Evaluating Performance  | 2.3 Health, fitness and well-being<br><br>Fitness Testing<br><br>Analysing and Evaluating Performance                | Athletics<br><br>Striking & Fielding                              |
| <b>Y11<br/>Term<br/>1</b> | 1.2.c. Preventing injury in physical activity and training<br><br>1.1.d. The cardiovascular and respiratory systems<br><br>MOCK 1 | 2.2 Sports psychology<br><br>Analysis and Evaluation Performance<br><br>MOCK 1                                       | Football<br><br>Netball<br><br>Badminton                          |
| <b>Y11<br/>Term<br/>2</b> | 1.1.e. Effects of exercise<br><br>Revision<br><br>MOCK 2  | Analysis and Evaluation Performance<br><br>Revision<br><br>MOCK 2  | Basketball<br><br>Table Tennis<br><br>Dance<br><br>PRACTICAL MOCK |
| <b>Y11<br/>Term<br/>3</b> | Exam Practice   | Exam Practice  | Examination Sports<br><br>Practical Moderation                    |

## Impact

In KS3, students are assessed each term on development of skills, physical attributes and decision making.

Lessons will provide opportunities to work on those different areas with opportunities to analyse and assess where they are and what they need to do to improve.

Verbal feedback will be provided to students at each data drop, discussing what they are doing well and what they need to further develop.

In KS4, there is no formal assessment in core PE but students are assessed on their attitude to learning.

In Sport Studies, students are assessed in the following way:

- Unit R184 - Externally assessed exam (40%)
- Unit R185 - Internally assessed coursework (40%)
- Unit R187 - Internally assessed coursework (20%)

In GCSE PE, students are assessed in the following way:

- 01 Physical factors affecting performance
  - *Written exam (30%)*
- 02 Socio-cultural issues and sports psychology
  - *Written exam (30%)*
- 04 Practical Performances
  - *Non-exam assessment (30%)*
- 05 Analysis and Evaluation of Performance
  - *Non-exam assessment (10%)*