



Curriculum Intent

Subject PE



PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

- Enjoyment of learning
- Knowledge acquisition and recall
- Extensive vocabulary
- Effective communication through writing, speaking & listening, and use of technology
- Numeracy.
- Critical evaluation of information
- Enterprise and problem-solving
- Working with others

Implementation

Through collaborative planning of an enriching curriculum that is based around our schools STRIVE ethos, we provide pupils with the best possible foundations for success.

Outside of the curriculum, we offer a broad extra – curricular program, allowing pupils to experience competitive competition and further opportunities to enhance their skills Physically, emotionally and socially. During each learning cycle, pupils are provided with the opportunity to develop core and advanced skills, tactical awareness and have the opportunity to take on leadership opportunities and continue to develop a wealth of practical and theoretical knowledge.

Offering two pathways at Key Stage 4 allows more pupils to access our subject.

1.) Challenge

We hope to provide pupils with an ambitious, challenging, and engaging curriculum that encourages all pupils to be active for sustained periods of time and that allows all to achieve.

2.) Flourish

Enable pupils into develop into physically literate learners who flourish at each stage developing a life – long love of PE.

To develop lifelong skills such as teamwork, leadership, communication and problem solving that pupils are able to utilise in other areas of the curriculum.

3.) Resilience

Develop our pupils into curious, confident and resilient learners who can transfer these skills into other areas of their lives.

Impact.

We know that are curriculum is successful due to a number of factors;

Firstly, pupil engagement is high. Pupils are keen to learn and express positive views towards to subject.

Pupil attendance at Extra – Curricular activities is good and we have a very strong success rate at local competitions. Success in Netball in particular, has begun to shine at the school.

Uptake at KS4 is very high. Large numbers of pupils select to study our subject after KS3.

Our results are good and are above the schools average in terms of residual.

Order pupils learn sport will vary.

Taught on a carousel.

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	PSHE
Badminton	Competence Performance, Creativity Healthy active lifestyles	Range of skills; serves (F and B) Smash Drop shot Overhead clear Net shot Drive Have to officiate both singles and doubles game. Developing tactical awareness.	Allows pupils to use a range of tactics and strategies to outwit opponents. Develop skills so they are able to play competitive matches. Links to school competitions	Links to competitions Personalised opportunities to improve fitness; learning how to stay fit today and for the rest of your life.	<p>Physical</p> Personalised opportunities to improve fitness; learning how to stay fit today and for the rest of your life.
Football	Competence Performance, Creativity Healthy active lifestyles	Develop skills to outwit opponent; Passing, shooting, control, heading. Play an effective role in small sided conditioned games and 7 v7 + More emphasis on positioning and larger sided games as move through KeyStage.	Pupils are not only given the opportunity to develop skills and tactical awareness, they are also encouraged to work as part of a team. It allows pupils to develop confidence to get involved in exercise and continue to take part.	Links to football academies and local teams	<p>Emotional</p> Opportunities to develop independence, resilience, self-esteem and a growth mindset. The effects on reduced stress and anxiety disorders along with reduced effects of bullying and body confidence issues are key here

Enrichment activities

Pupils have the opportunity to take part in a range of extra – curricular events which vary throughout the school Year.

				assertive and communicate effectively. It is also imperative that students feel connected and positive about their life chances.
Rugby	Competence Performance, Creativity Healthy active lifestyles	skills necessary to outwit opponents. Passing, receiving, tackling and beating an opponent will be developed through small sided games and conditional situations. Demonstrating high quality performances and accurate replication will be assessed.	Pupils are not only given the opportunity to develop skills and tactical awareness, they are also encouraged to work as part of a team. It allows pupils to develop confidence to get involved in exercise and continue to take part.	Sport education model This allows pupils to lead elements of the course including warm – ups. This helps pupils to develop leadership, confidence and empathy.
Striking and fielding	Competence Performance, Creativity Healthy active lifestyles	Batting, bowling, fielding including; Success in each position. Effective catching. Stopping the ball on the move- long barrier- Bowling technique Tactics as a fielder and batter	Pupils are able to take part in competitive and non competitive situations to develop skills. Tactical awareness plays a bit part in these lessons.	Working as part of a new team to develop an effective outcome. Understanding the difference between other people and how they play/ compete.

	Dance	Competence Performance, Creativity Healthy active lifestyles	Develop skills and use creativity to develop a fluent dance sequence. Learn to select and develop a range of compositional principles of there own. To perform a dance sequence showing an understanding of style, artistic intention and accompaniment. Body language, concept & movement will be developed through compositional ideas. Demonstrate high quality performances, techniques and sequences.		Dances from other cultures.
	Hockey	Competence Performance, Creativity Healthy active lifestyles	Passing – push, hit, slap. receiving, shooting, tackling and beating an opponent will be developed through small sided games and conditional situations. Demonstrating some high quality performances and accurate replication will be assessed		
	Athletics	Competence Performance, Creativity Healthy active lifestyles			

Essential knowledge at KS3

Fundamentals of running, jumping, throwing and catching, kicking and striking in isolation and combination.

Playing competitive games and modified where appropriate.

Key Stage 4 PE

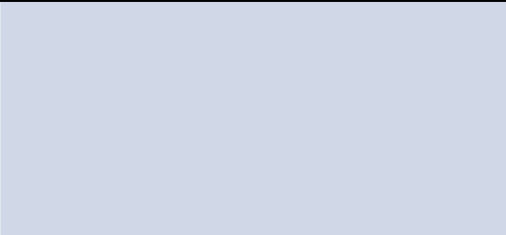
Order pupils learn sport will vary.

Taught on a carousel change every 6 weeks.

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT PSHE
Trampolining	Assessed in 4 areas; Physical Attributes	Body tension. More focus on advanced skills. Twisting out of/ into moves. 10 bounce advanced routine	Pupils need to develop the ability to outwit opponents for GCSE Assessment. They must be able to analyse performance	The focus during Ks4 is a about being physically active and learning how to stay fit today and for the rest of your life.
Badminton	Range of skills Quality of skills Decision Making	Range of skills; serves (Forehand and Backhand) Smash , Drop shot Overhead clear, Net shot Drive More analysis, playing the effective shot. Playing to outwit Have to officiate both singles and doubles game	Variety provided to allow all pupils to enjoy and succeed in the subject Links to school competitions	<ul style="list-style-type: none"> • We aim to develop resilience, working together and developing resilience. • We offer a wide variety of activities that can link to lifestyles
Football		Continue to develop skills to outwit opponent; Passing, shooting, control, heading, tackling Play an effective role in 11 v 11 game More tactical awareness.	Allows pupils to develop a good skill set and flourish creatively	

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Netball	<p>In all we will encourage competition and developing a love of life long learning.</p>	<p>Skills to outwit including; Attacking and defending effectively. 3 stages of defending Passing on the move. One handing collection. Defensive plays Set pieces Positional play.</p>		
Rugby		<p>skills necessary to outwit opponents. Passing, receiving, tackling and beating an opponent will be developed through full sided game. Tactical awareness. Demonstrating high quality performances and accurate replication will be assessed. Set pieces</p>		
Dance		<p>Technique of manoeuvres completed with high levels of:</p> <ul style="list-style-type: none"> • Aesthetics of movements – Body tension/ extension, coordination of body parts • Balance • Control of body shape • Expression Choreography of routines: • Motifs • Theme and variation • Repetition • Climax <p>A description of steps</p> <ul style="list-style-type: none"> • Counts/beats • Explanation of the stimulus selected • Development of motifs • Repetition • Phasing of the dance. <p>Posture/placement</p> <ul style="list-style-type: none"> • Alignment • Tension • Use of space, levels and flight 		

Term 3			
	Table Tennis		<p>Core skills, to include: Serving Return of serve Offensive strokes: (forehand and backhand)</p> <ul style="list-style-type: none"> • Hit • Flick • Smash <p>Defensive strokes: (forehand and backhand)</p> <ul style="list-style-type: none"> • Push/slice • Chop <p>Application of spin on strokes:</p> <ul style="list-style-type: none"> • Topspin • Backspin <p>Teamwork and communication with partner (doubles only)</p> <p>Advanced Offensive strokes: (forehand only)</p> <ul style="list-style-type: none"> • Loop • Counter-hit <p>Defensive strokes: (forehand only)</p> <ul style="list-style-type: none"> • Block • Lob <p>Application of spin on strokes:</p> <ul style="list-style-type: none"> • Sidespin • Corkspin <p>Footwork and positioning</p> <p>Assessed in Decision making.</p>



Allows pupils to develop a good skill set and flourish creatively.

Pupils need to develop the ability to outwit opponents for GCSE Assessment.

They must be able to analyse performance

Variety provided to allow all pupils to enjoy and succeed in the subject. Variety and High quality curriculum that allows pupils to develop into lifelong learners.

Links to school competitions

Essential skills

Demonstrate and apply relevant skills and techniques in 3 chosen activities.

Demonstrate and apply the necessary skills to increasingly demanding competitive sporting situations.

Analyse and evaluate the performance of themselves and other when competing in sport or physical activity

YEAR 10 GCSE

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE
Term 1	Applied Anatomy & physiology	<ul style="list-style-type: none"> Structure and function of skeletal system S & f of muscular system Movement analysis Cardio Vascular and respiratory Systems Effects of exercise on the body systems 	<p>Continued to develop skills to work as part of a team but in a more theoretical context.</p> <p>Ability to link principles to practical examples</p> <p>Develop ability to recall basic information.</p> <p>Develop ability to recall definitions and key terms.</p>	<p>Begin with areas that follow directly on from KS3 practical. Some terms are familiar to pupils e.g names of bones. The topics begin with simple skills such as labelling.</p> <p>Students begin with the fundamentals for the course. Including how the body moves. Allow development for more in depth and more difficult concepts to grasp.</p>
Term 2	Applied Anatomy an Physiology cont.	<ul style="list-style-type: none"> Aerobic and anaerobic respiration. Heart rate, Types of blood pressure and pathways Tidal volume, Breathing rate, Gaseous exchange. 	<p>Develop ability to describe key elements.</p> <p>Interpreting data and graphs.</p>	

Term 2 cont	<p>Physical Training</p> <ul style="list-style-type: none"> • Components of fitness • Applying the principles of training • Preventing injury in physical activity and training. • Identify hazards 		<p>Link the theoretical content to practical situations.</p> <p>Describe pathways of blood and O₂.</p> <p>Explain the pathway of blood and how it adapts with exercise</p>	
Term 3		<ul style="list-style-type: none"> • Definition and test for 10 components of fitness. • Know the 4 principles of training <p>AEP – Controlled assessment</p> <p>The Analysing and Evaluating Performance (AEP) task</p> <p>Analyse their ability/ fitness in a sport of their choice.</p>	<p>Learners will assess the physical fitness/strengths/weaknesses of the performer being analysed using tests for the different components of fitness.</p>	

- . analyse the importance of the different components of fitness for the activity
- b. give an overview of the key skills in the activity
- c. assess the strengths/weaknesses of the performer being analysed in the activity.

analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role

- b. **classify the skill** on the difficulty and environmental continua.

Assess why

Produce an action plan (not to be implemented)

to improve an aspect of the performance of the performer being analysed in the chosen activity.

- which skill or component of fitness you are improving

- **justifications for the skill** or component of fitness you have chosen to improve

- drills and practices to show how you intend

to improve the skill or component of fitness chosen, including: risk assessment, coaching points, principles of training and SMART goal setting

- relevant understanding of the element chosen

YEAR 10 - GCSE

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>Socio – cultural influences.</p> <p>Sports psychology</p>	<ul style="list-style-type: none"> • Engagement patterns of different social groups in Physical activity and sport. • Strategies to increase participation • Commercialisation of physical activity and sport • Influence of media on PA and Sport • Understand the Golden triangle. • Influence of sponsorship. • Ethical and Socio – cultural issues in PA and Sport • Sportmanship; gamesmanship; deviance • Performance enhancing Drugs 	<ul style="list-style-type: none"> • Be able to make direct comparisons between situations and effects on Participation • Speaking skills. As a group and in front of the class. • Debating skills - Ability to give a balanced argument. 	<p>This topic demands a more in depth knowledge. It requires students to assess working patterns and discuss reasons for these patterns.</p> <p>It develops knowledge away from practical skills that students normally associate with sport and requires students to have knowledge about sport in the world around them.</p> <p>Areas of mental health and discrimination are discussed requiring pupils to have a higher level of maturity than Year 9.</p>	

Term 1

T e r m 2	Sports psychology cont.	<ul style="list-style-type: none"> • Characteristics of skilful movement and classification of skills • Description of motor skills • Characterising movements with a range of examples • Know the difficulty continuum and environmental continuum • Examples and justification. • Goal setting • SMART targets • Mental preparation • Types of guidance (4) and feedback (6) 		<p>All these elements are directly related to the AEP (controlled assessment)</p> <p>Element of the course.</p> <p>Teaching this element of the course directly leads on to the next</p>	
	Health fitness & well being				

AEP –
Coursework

(Retrieval
practice
continues
throughout)

- Introduction – who what
- Overview of ability, skills experience.
- Movement analysis

Ability to achieve accurate and valid results)
Ability to represent data.

Analyse data and produce a conclusion.

Evaluate own performance.
Justify recommendations

Allows pupils to draw up knowledge they have learnt over the process of the course.

Pupils have the opportunity to reflect upon their own performance and ability and suggest change.

YEAR 11- GCSE PE

YEAR 11- GCSE PE					
	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPEME NT
Term 1	<p>Aep – Coursework continued.</p> <p>Revision for mock exam</p>	<ul style="list-style-type: none"> • analyse aspects of personal performance in a practical activity • evaluate the strengths and weaknesses of the performance • produce an action plan which aims to improve the quality 	<ul style="list-style-type: none"> • Literacy skills. • Mathematics skills – analysing graphs, interpreting data. • Ability to draw upon comparisons and conclusion. • Skills link with science investigations. 	<p>Coursework allows an amalgamation of the learned content over the past few year. It allows pupils the opportunity to develop/ showcases their ability to write extended pieces of writing and analyse data</p>	
Term 2	<p>Revision of all topics and Intervention paper 1</p> <p>Intervention paper 1</p> <p>D.T.T</p>	<ul style="list-style-type: none"> • Areas that have proved to be of weakness during previous exams and mock paper. • Revision • Past papers • Areas of weakness/ misconception 	<ul style="list-style-type: none"> • Revision skills 	<p>Pupils have the opportunity to recap and revisit work covered over previous years. They are able to sample numerous past papers and develop an understanding of what is required by each question.</p>	
Term 3	<p>Exams. – Continued revision</p>	<p>Continued revision on areas of weakness.</p>		<p>Pupils can make informed choices based on Mocks and class tests to select areas that require further development. They can schedule their revision based on this.</p>	

YEAR 10 Sports studies

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 1	R052 – Developing sports skills Begin L01 L02 L04	<ul style="list-style-type: none"> Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity 	<ul style="list-style-type: none"> Performance of skills and techniques Creativity Use of tactics Decision making Team work Communication Ability to overcome barriers and maintain performance 	One of two compulsory modules. This area builds on skills taught within KS3.	
Term 2	R052 Continue with L04 Complete L03	<ul style="list-style-type: none"> Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity Know the rules of a team and individual sport Be able to officiate in a sporting activity 	<ul style="list-style-type: none"> Awareness of role within a team how to apply rules and regulations relevant to the activity (e.g. reference to NGB rule books) the importance of consistency (e.g. making sure rules are applied consistently in a variety of situations) the importance of accuracy (e.g. applying rules correctly) The use of signals (e.g. whistles/flags/gestures – how, when, why) How to communicate decisions (e.g. with other officials, performers and the audience) The importance of positioning (e.g. to gain the best view to make decisions, not obstruct activity). 	It is the least demanding of all the modules in terms of academic writing with pupils being able to grasp the concepts with more ease.	

Term 2 continued	Revision for mock			
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Term 3	<p>R051 – externally assessed exam</p>	<p>Contemporary Issues in sport</p> <p>Understanding user groups</p> <p>Understanding barriers to participation</p> <p>Solutions to barriers</p> <p>Factors which can impact upon popularity of sports</p> <p>Trends in sport</p> <p>Growth of emerging sports</p>	<p>Understanding of other cultures</p> <p>Promotion of values and ethical behaviour through sport. Develop ability to understand the demands of the exam – key exam command words</p> <p>State, Describe, explain, justify, compare.</p>	<p>2nd of compulsory units.</p> <p>This is the most academically demanding unit.</p> <p>This can be repeated twice.</p> <p>Pupils will sit the exam in January and June – Year 10</p>	<p>Understanding of other cultures and sports other cultures may play and why.</p> <p>How hosting events can effect pupils of different backgrounds.</p>
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YEAR 11- Sports studies

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT + PSHE
Term 1	<p>R055 – working in the sports industry</p> <ul style="list-style-type: none"> Know the areas of employment within the sports industry Know the skills and knowledge required to work within the sports industry Be able to apply for jobs within the sports industry Understand the impacts that the sports industry has on the UK 	<ul style="list-style-type: none"> Different areas of employment within the sports industry, Administration/organisation advertising and marketing coaching/leading/instructing facilities finance government media national governing body retail professional sport sport development sports events sport-related gambling sport science 	<p>Literacy Numeracy Technology Ability to Write CV Communication</p> <p>Where and how to apply for jobs,</p> <p>Proof reading</p> <p>Target setting</p>	<p>Allowing pupils to develop their knowledge of careers within sport.</p> <p>Also guides them on where to look for jobs and how to apply for them.</p>	<p>Understanding the skills that are required for different careers.</p> <p>Money matters</p>

Term 3	<p>R056 – Developing skills in Outdoor activities</p> <p>Know about different types of outdoor activities and their provision</p> <p>Understand the importance of taking part in outdoor activities</p> <p>Be able to plan an outdoor activity</p> <p>Be able to demonstrate knowledge and skills during an outdoor activity.</p>	<p>The definition of an outdoor activity</p> <p>Examples of outdoor activities</p> <p>Provisions of outdoor activities in the UK</p> <p>Benefits.</p> <p>Skill development</p> <p>Planning an outdoor activities</p> <p>Assessing hazards</p> <p>Care and equipment</p> <p>Safe practice</p> <p>Decision making</p> <p>Team building</p> <p>Promblem solving</p>	<p>Safe practice</p> <p>Decision making</p> <p>Team building</p> <p>Problem solving</p> <p>Planning an event.</p> <p>Monitoring and evaluating performance/ environment.</p>	<p>Weather dictates when this unit is completed.</p> <p>Due to the safety nature of the unit, a good level of maturity is required.</p> <p>This is a topic that the pupils enjoy. It allows opportunity for them to learn outside of the classroom and develop skills that cannot be taught whilst sitting at a desk.</p>	<p>This is a new unit for this academic year. The success of this will determine whether we continue or change the unit next year.</p>
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YEAR 10 – sports studies – 2020 – 2021

YEAR 10 – sports studies – 2020 – 2021				
Topic area				
Year 10	<p>Term 1 –</p> <p>R051 – Exam preparation exam Jan – Cancelled</p> <p>Term 2</p> <p>R056 – Outdoor ed – with exam retrieval</p> <p>Term 3</p> <p>R056 – with exam retrieval</p>			
Year 11	<p>Term 1 – Complete R056 Nov submission Exam revision</p> <p>Term 2 Exam Jan Submit Practical Start R054</p> <p>Term 3 Submit R054 – June Exam retake - June</p>			