

# PHYSICAL EDUCATION – CURRICULUM INTENT

## ASPIRE – CHALLENGE – ACHIEVE

The Physical Education department aims to produce confident, resilient and enthusiastic sports students. The wide range of topics allows the students to develop key skills that can be transferred into different activity areas, throughout all key stages which is further enhanced by our vast extra-curricular programme. The curriculum allows students to develop an understanding of the world they live in in terms of communication, sportsmanship, teamwork, cooperation, etiquette and fair play. Our ethos of ‘*Sport for all*’ provides opportunities for all students to participate in a wide variety of activities and extra-curricular activities which helps to develop skills, confidence and self-esteem.

Schemes of work aim to enrich and promote a lifelong enjoyment of sport as well as developing an understanding of the need for healthy lifestyles which include physical, social and mental well-being. Cross-curricular links are provided throughout each Key Stage. In KS3, learners are given the opportunity to secure the foundation of Physical Education knowledge and implement skills that are important for developing and maintaining a healthy lifestyle. KS4 and 5 aim to further develop these skills and allow learners to develop a deeper understanding of Physical Education. They are also given the opportunity to prepare for higher education through the promotion of independence and leadership.

In Physical Education we strive to improve students’ extended writing skills through vocational courses. This equips them better to more successfully complete long answer questions in examination units. Through independent working, students are encouraged to constantly develop a wider vocabulary, linked to sporting and scientific concepts supported by teacher feedback.

### PE: WIDER CURRICULUM

	KS3	KS4
<b>Visits</b>	Football, Netball, Cricket, Golf	Football, Netball, Cricket
<b>Competitions</b>	Boys Football (League & Cup), Girls Football tournament, Cross Country (League, Cup & County), Hockey, Indoor Hockey tournaments, Futsal tournament, Basketball league & tournament, Netball tournaments (League fixtures & County), South Lincs Athletics trials; County & regional, Athletics track & field Cup, South Lincs Athletics Championships, Sports Day, Rounders tournaments, Rugby tournament, County & regional gymnastic competitions, Golf & SEN competitions (Kin ball / Boccia)	
<b>In House</b>	<u>Lunch &amp; After school teams / clubs</u> = Boys & Girls Football, Netball, Basketball, Athletics, Rounders, Cricket & Golf. Inter house competitions (7-9)	
<b>Other</b>	Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention &amp; SMSC Audits for contributions from PE too detailed to list here</i>	

# PHYSICAL EDUCATION– CURRICULUM MAP

**Key =** Matching colours denote links between topics either in content or skills across Key Stages

KS3/KS4 Net/Foot	KS3/KS4 TT/Gym
KS3/KS4 Rugby/foot	KS3/KS4 Tramp/Rou
KS3/KS4 BB/Dance	KS3/KS4 Cri/Bad
KS3/KS4 Fit/Hock	KS3/KS4 Ath
KS4 Dodgeball	

Injuries	Leadership
Fitness and Training	Sport Organisation
Body Systems	
Psychology in sport	

<b>Key Stage 3</b>	<b>7</b>	Netball Football	Football Basketball	Gymnastics Orienteering	Volleyball Rugby	Basketball Football	Table Tennis Fitness	Dance Trampolinin g	Athletics Orienteerin g
	<b>8</b>	Netball Football	Football Basketball	Gymnastics Orienteering	Volleyball Rugby	Basketball Football	Table Tennis Fitness	Table Tennis Trampolinin g	Athletics Orienteerin g
	<b>9</b>	Netball Football	Football Basketball	Gymnastics Orienteering	Volleyball Rugby	Basketball Football	Table Tennis Fitness	Table Tennis Trampolinin g	Athletics Orienteerin g
	<b>9 CN AT</b>	Skeletal system	Muscular system	Respiratory system	Cardio- vascular system	Fitness & training	Fitness testing	Sporting injuries	Injury prevention

*By the end of KS3 learners will have developed their skills in a variety of sports. They will also develop their ability to plan, evaluate and analyse performance. Learners will be able to use a range of tactics and strategies in a variety of games. Learners will develop their knowledge and understanding of a variety of sporting activities and explain how the body responds to exercise. Learners will also develop skills, such as: teamwork; cooperation; communication; problem solving and officiating.*

<b>Key Stage 4</b>	<b>10 CO RE</b>	Girls Trampolining Netball Table Tennis Fitness	Boys Football Basketball	Girls Netball Fitness Dance	Boys Football Basketball	Girls Badminton Trampolining Football	Boys Rugby Table Tennis	Girls Basketball Trampolinin g	Boys Table Tennis Fitness	
	<b>10 CN AT</b>	R181 Task 1	R181 Task 2	R181 Task 3	R181 Task 4	R181 Task 5	R182 Task 1			
	<b>11 CO RE</b>	Girls Netball Table Tennis Fitness Rounds	Boys Football Basketball	Girls Trampolining Football Badminton Basketball	Boys Football Basketball	Intervention sessions	REVISION	GCSE EXAMS		
	<b>11 CN AT</b>	R182 Task 2	R182 Task 3	Examination unit R180 - Reducing the risk of sports injuries and dealing with common medical conditions				GCSE EXAMS		

## Body systems: Unit 1 Body Systems and the Effects of Physical Activity

*CNAT: By the end of KS4 learners will have developed their ability to plan, evaluate and analyse sports performance via a variety of fitness testing and training methods. They will also develop the knowledge and understanding of how the body systems work. Learners will also develop skills, such as monitoring and analysing their own performance, time management and problem solving and research techniques through a practical and skills approach to learning and assessment.*

Core PE

*By the end of KS4 learners will have developed their skills in a variety of sports. Learners will also develop their ability to plan, evaluate and analyse performance. They will further develop their knowledge and understanding of sporting activities and be able to select and apply the correct tactics and strategies needed. Learners will also develop skills, such as: teamwork; cooperation; communication; problem solving and officiating.*

## PHYSICAL EDUCATION: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

Topics		KS3 – National Curriculum - Skills				
Key Themes	Use a range of tactics & strategies to overcome opponents through team or individual games	Develop technique to improve performance in other competitive sports	Perform dances using advanced dance techniques within a range of dance styles & forms	Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best	Take part in competitive sports and activities outside school through community links / sports clubs	
Year 7	<p><b>Team Games:</b></p> <p>Netball Rugby Cricket Basketball Football Rounders Table Tennis</p> <p><b>Individual activities:</b></p> <p>Athletics Gymnastics Trampolining Dance Fitness</p>	<ul style="list-style-type: none"> <li>* Use a range of simple tactics / strategies to overcome opponent</li> <li>* Able to choice the correct tactics / strategies within team &amp; individual games</li> <li>* Be able to state simple rule violations</li> </ul>	<ul style="list-style-type: none"> <li>* Perform simple techniques</li> <li>* Develop simple techniques to improve performance</li> <li>* Able to select correct technique in specific situations</li> </ul>	<ul style="list-style-type: none"> <li>* Perform dances following various dance techniques / styles</li> <li>* Create own patterns and formations within dances</li> <li>* Understand simple techniques of cannon, unison, mirror &amp; matching</li> </ul>	<ul style="list-style-type: none"> <li>* Identifying positive and negative factors of performance</li> <li>* Be able to make simple analysis of performance against previous attainment</li> <li>* Ask questions about how to improve</li> <li>* Be able to evaluate athletic scores and compare to award scheme criteria</li> <li>* Able to explain fitness score and HR data</li> <li>* Be able to explain how the body responds to exercise</li> </ul>	<ul style="list-style-type: none"> <li>* Take part in competitive sport</li> <li>* Use information displayed in PE area to access community sport / clubs</li> </ul>

<p style="text-align: center;"><b>Year 8</b></p>	<p><b>Team Games:</b>  Netball  Rugby  Cricket  Basketball  Football  Rounders  Table Tennis</p> <p><b>Individual activities:</b>  Gymnastics  Athletics  Trampolining  Dance  Fitness</p>	<ul style="list-style-type: none"> <li>* Use a range of tactics / strategies to overcome opponent</li> <li>* Able to choose the correct tactics / strategies within team &amp; individual games</li> <li>* Be able to state simple rule violations</li> </ul>	<ul style="list-style-type: none"> <li>* Develop &amp; perform simple techniques to improve performance</li> <li>* Able to select correct technique in specific situation to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>* Perform dances following various dance techniques</li> <li>* Create own patterns and formations within dances</li> <li>* Understand simple techniques and shape formation</li> </ul>	<ul style="list-style-type: none"> <li>* Identifying positive and negative factors of performance</li> <li>* Able to analyse WWW / EBI</li> <li>* Ask specific questions about how to improve</li> <li>* Be able to evaluate athletic scores and compare to award scheme criteria</li> <li>* Able to analyse fitness scores and HR data &amp; explain how the body responds to exercise</li> </ul>	<ul style="list-style-type: none"> <li>* Take part in competitive sport</li> <li>* Use information displayed in PE area to access community sport / clubs</li> </ul>
<p style="text-align: center;"><b>Year 9</b></p>	<p><b>Team Games:</b>  Netball  Rugby  Basketball  Football  Rounders  Basketball  Cricket  Table Tennis</p> <p><b>Individual activities:</b>  Gymnastics  Athletics  Trampolining  Dance  Fitness</p>	<ul style="list-style-type: none"> <li>* Use a range of tactics / strategies to overcome opponent</li> <li>* Able to choose correct tactics / strategies within team &amp; individual games</li> <li>* Understand how strategies and tactics can aid performance</li> <li>* Be able to identify various rule violations</li> </ul>	<ul style="list-style-type: none"> <li>* Develop &amp; perform more advanced techniques to improve performance</li> <li>* Able to select correct technique in specific situation to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>* Perform dances following various dance techniques</li> <li>* Create own patterns and formations within dances</li> <li>* Understand more advanced techniques and shape patterns/movement</li> </ul>	<ul style="list-style-type: none"> <li>* Identifying positive and negative factors of performance</li> <li>* Able to analyse own &amp; others performance with WWW / EBI</li> <li>* Identify strategies to improve</li> <li>* Be able to evaluate athletic scores and compare to award scheme criteria</li> <li>* Able to analyse fitness scores and HR / recovery rate data &amp; explain how the body responds to exercise</li> </ul>	<ul style="list-style-type: none"> <li>* Take part in competitive sport</li> <li>* Use information displayed in PE area to access community sport / clubs</li> </ul>

## KS4 – National curriculum Skills

Topics						
	Key topics / Themes	Use & develop a variety of tactics & strategies to overcome opponents through team or individual games	Develop technique to improve performance in other competitive sports	Perform dances using advanced dance techniques within a range of dance styles & forms	Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best	To continue to take part in competitive sport and activities outside school through community links / sports clubs
<b>Year 10</b>	<p><b>Team Games:</b>  <i>Netball      Rugby</i>  <i>Football      Basketball</i>  <i>Rounders      Cricket</i>  <i>Table Tennis</i>  <i>Dodgeball</i></p> <p><b>Individual activities:</b>  <i>Athletics</i>  <i>Trampolining</i>  <b>Dance</b>  <b>Fitness</b></p>	<p>* Use a range of more advanced tactics / strategies to overcome opponent</p> <p>* Able to identify and apply correct tactics / strategies within team &amp; individual games</p>	<p>* Develop &amp; perform more advanced techniques to improve performance</p> <p>* Able to select and apply the correct technique in specific situations to improve performance</p>	<p>* Perform dances following various dance techniques</p> <p>* Create own patterns and formations within dances</p> <p>* Understand advanced techniques of street dance and movement</p>	<p>* Identifying and analyse positive and negative factors of performance</p> <p>* Able to analyse WWW / EBI for self and others</p> <p>* Identify and implement strategies Improve</p>	<p>* Take part in competitive sport</p> <p>* Use information displayed in PE area to access community sport / clubs</p>
<b>Year 11</b>	<p><b>Team Games:</b>  <i>Netball      Rugby</i>  <i>Basketball</i>  <i>Football      Rounders</i>  <i>Basketball</i>  <i>Table Tennis Dodgeball</i></p> <p><b>Individual activities:</b>  <i>Athletics</i>  <i>Trampolining</i>  <b>Dance</b>  <b>Fitness</b></p>	<p>* Understand and explain how strategies and tactics can aid/enhance performance</p> <p>* Able to explain rule violations in numerous sports</p>			<p>* Be able to evaluate athletic scores and compare to award scheme criteria</p> <p>* Able to analyse fitness scores and fitness data &amp; explain the LT /ST effects of exercise on the body</p>	

## SKILLS / KNOWLEDGE PROGRESSION BY THEMES – THEORY PE

Year 9 CNAT	<p style="text-align: center;"><u>Body systems</u></p> <ul style="list-style-type: none"> <li>• <b>Acquiring knowledge</b> of all body systems</li> <li>• <b>Independent learning</b> – researching the mechanical working of the body</li> <li>• <b>Resilience</b> – ability to apply knowledge of human body to everyday life</li> <li>• <b>Creativity</b> – planning &amp; creating own designs to illustrate the different body systems</li> <li>• <b>Strong work ethic</b> - Independent learning to complete pass, merit and distinction tasks to the highest standards</li> <li>• <b>Computer Skills</b> – producing a high standard of work that is sound in SPAG</li> </ul>	<p style="text-align: center;"><u>Fitness</u></p> <ul style="list-style-type: none"> <li>• <b>Acquiring knowledge</b> of fitness components, training principles, training methods and fitness tests</li> <li>• <b>Initiative</b> – to carry out own research on fitness components needed for specific sports and plan tests to evaluate these</li> <li>• <b>Creativity</b> – planning &amp; creating own fitness test plan to use to train a specific performer</li> <li>• <b>Resilience</b> – ability to push themselves within fitness testing and training methods</li> <li>• <b>Analysis</b> – ability to analyse fitness results and compare to normative data</li> </ul>	<p style="text-align: center;"><u>Injuries</u></p> <ul style="list-style-type: none"> <li>• <b>Acquiring knowledge</b> on types of injuries, how they may occur and how to prevent/treat them</li> <li>• <b>Application of knowledge</b> - to apply knowledge to decide what treatment could be used for various injuries</li> <li>• <b>Decision making skills</b> - to make clear decisions about what course of action is required when an incident happens</li> <li>• <b>Problem solving skills</b> - to decide upon which cause of action will be most successful for various injuries</li> <li>• <b>Strong work ethic</b> - independent learning to complete pass, merit and distinction tasks to the highest standards</li> </ul>
-------------	--	--	---

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 10</b></p>	<p style="text-align: center;"><b><u>Unit R181 – Applying the principles of training– Coursework</u></b></p> <ul style="list-style-type: none"> <li>• <b>Acquiring knowledge</b> of fitness components, training principles, training methods, fitness testing and physical preparation.</li> <li>• <b>Independent learning / organisational skills</b> – managing and meeting deadlines</li> <li>• <b>Creativity</b> – plan &amp; design a training plan</li> <li>• <b>Initiative</b> – to carry out own research and read around the topics using a variety of sources i.e. text books, fitness diaries / plans</li> <li>• <b>Problem solve</b> the barriers to support their client’s training plan</li> <li>• <b>Teamwork</b> - to work together to test fitness components</li> <li>• <b>Strong work ethic</b> - independent learning to complete pass, merit and distinction tasks to the highest standards</li> <li>• <b>Computer Skills</b> – producing a high standard of coursework that is sound in SPAG</li> </ul>	<p style="text-align: center;"><b><u>Unit R182 –The body’s response to physical activity and how technology informs this</u></b></p> <ul style="list-style-type: none"> <li>• <b>Acquiring knowledge</b> of body systems / and the response to activity</li> <li>• <b>Independent learning / organisational skills</b> – managing and meeting deadlines</li> <li>• <b>Creativity</b> – plan &amp; design coursework</li> <li>• <b>Initiative</b> – to carry out own research and read around the topics using a variety of sources i.e. text books, fitness requirements / plans / skills for OCR directed sports choices</li> <li>• <b>Problem solve</b> – how to identify physical changes and relate these to chosen sport</li> <li>• <b>Teamwork</b> - to work together to fitness components collecting data for body responses</li> <li>• <b>Strong work ethic</b> - independent learning to complete pass, merit and distinction tasks to the highest standards</li> <li>• <b>Computer Skills</b> – producing a high standard of coursework that is sound in SPAG</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 11</b></p>	<p style="text-align: center;"><b><u>Unit R182 –The body’s response to physical activity and how technology informs this</u></b></p> <ul style="list-style-type: none"> <li>• <b>Acquiring knowledge</b> of body systems / and the response to activity</li> <li>• <b>Independent learning / organisational skills</b> – managing and meeting deadlines</li> <li>• <b>Creativity</b> – plan &amp; design coursework</li> <li>• <b>Initiative</b> – to carry out own research and read around the topics using a variety of sources i.e. text books, fitness requirements / plans / skills for OCR directed sports choices</li> <li>• <b>Problem solve</b> – how to identify physical changes and relate these to chosen sport</li> <li>• <b>Teamwork</b> - to work together to fitness components collecting data for body responses</li> <li>• <b>Strong work ethic</b> - independent learning to complete pass, merit and distinction tasks to the highest standards</li> </ul> <p><b>Computer Skills</b> – producing a high standard of coursework that is sound in SPAG</p>	<p style="text-align: center;"><b><u>Unit R180 – Reducing the risk of sport injuries - Examination</u></b></p> <ul style="list-style-type: none"> <li>• <b>Acquiring knowledge</b> on the factors that can effect injuries in sport: Intrinsic / extrinsic factors, warm up &amp; cool downs, injuries &amp; treatment and medical conditions (Asthma, Diabetes &amp; Epilepsy)</li> </ul> <p><b>Decision making skills</b> to make clear decisions about how to treat specific injuries</p> <ul style="list-style-type: none"> <li>• <b>Strong work ethic</b> - Independent learning to complete pass, merit and distinction tasks to the highest standards</li> <li>• <b>Problem solving skills</b> to explain the factors that can cause injuries and apply strategies to prevent / treat injuries.</li> <li>• <b>Application of knowledge</b> to apply knowledge to longer answer questions.</li> </ul>