

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.

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/Ten
	KS3/KS4 Fit/Hock		KS3/KS4 Ath
	KS4 Dodgeball		

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

Key Stage 3	7	Netball Football	Football Rugby	Dance Basketball	Fitness Hockey	Table Tennis Gymnastics	Trampolining Rounders	Cricket Tennis	Athletics
	8	Netball Football	Football Rugby	Dance Basketball	Fitness Hockey	Table Tennis Gymnastics	Trampolining Rounders	Cricket Tennis	Athletics
	9	Netball Football	Football Rugby	Dance Basketball	Fitness Hockey	Table Tennis Trampolining	Trampolining Rounders	Cricket Tennis	Athletics
	9 CN AT	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.								
Key Stage 4	10 CO RE	Girls Trampolining Netball Table Tennis Fitness	Boys Football Fitness Basketball	Girls Netball Fitness Dance Hockey	Boys Dodgeball Hockey Rugby	Girls Hockey Trampolining Table Tennis Football	Boys Fitness Football	Girls Athletics Cricket Rounders Tennis	Boys Athletics Cricket Rounders Tennis
	10 CN AT	R181 Task 1	R181 Task 2	R181 Task 3	R181 Task 4	R181 Task 5	R182 Task 1		
	11 CO RE	Girls Trampolining Netball Table Tennis	Boys Football Fitness Basketball	Girls Fitness Dance Hockey	Boys Dodgeball Hockey Rugby	Intervention sessions	REVISION	GCSE EXAMS	
	11 CN AT	R182 Task 2	R182 Task 3	Examination unit R180 - Reducing the risk of sports injuries and dealing with common medical conditions				GCSE EXAMS	
<p>CNAT:</p> <p>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.</p> <p>Core PE:</p> <p>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.</p>									

	Body systems: Unit 1 Body Systems and the Effects of Physical Activity											
Key Stage 5	12	LO1	LO2	L03	L04	L05	REVISION	FINAL EXAM	Start Yr13: *Psychology * Injury * Sport organisation			
	Unit 2 - Leadership Sports coaching & Leadership- coursework unit with practical assessment of leadership / coaching tasks											
	12	TASK 1 P1 P2 P3 P4 M1		TASK 4 P5 M2		TASK 2 P6/7/8 M4		TASK 3 P9/10/11 M5 D2		Intro to Unit 3	Intro to Unit 17	Intro to Unit 19
		Unit 19: Sport & Exercise Psychology - Assessed via coursework tasks										
	13	TASK 1 P1 M1		TASK 2 P2 M2 D1		TASK 3 P3 P4 M3		TASK 4 P5 M4 D2		TASK 5 P6 P7 M5		
		Unit 17: Sports Injury & rehabilitation - Assessed via coursework tasks										
		TASK 1 P1 P2 P3 P4 M1 M2 D1			TASK 2 P6 P7 M3			TASK 3 P8 P9 P10 M4 D2				
		Unit 3: Sport Organisation & Sport development										
	L01		L02		L03		L04					
By the end of KS5, learners will have developed a detailed understanding of key areas such as body systems, leadership, sports organisations, sports psychology and injuries /rehabilitation. Through studying a range of sport and exercise topics, the learners will develop a comprehensive understanding of how the body responds to exercise; how to plan and lead sporting activities; how injuries can occur and ways to ensure full rehabilitation; how exercise psychology can affect the performer and how sport is organised. Learners will also develop their ability to analyse and evaluate alongside problem-solve and communicate effectively through a diverse range of learning and assessment tasks.												

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	Team Games: <i>Netball</i> <i>Hockey</i> <i>Rugby</i> <i>Cricket</i> <i>Basketball</i> <i>Tennis</i> <i>Football</i> <i>Rounders</i> <i>Table Tennis</i> Individual activities: <i>Gymnastics Athletics</i> <i>Trampolining</i> Dance Fitness	<ul style="list-style-type: none"> * Use a range of simple tactics / strategies to overcome opponent * Able to choose the correct tactics / strategies within team & individual games * Be able to state simple rule violations 	<ul style="list-style-type: none"> * Perform simple techniques * Develop simple techniques to improve performance * Able to select correct technique in specific situations 	<ul style="list-style-type: none"> * Perform dances following various dance techniques / styles * Create own patterns and formations within dances * Understand simple techniques of cannon, unison, mirror & matching 	<ul style="list-style-type: none"> * Identifying positive and negative factors of performance * Be able to make simple analysis of performance against previous attainment * Ask questions about how to improve * Be able to evaluate athletic scores and compare to award scheme criteria * Able to explain fitness score and HR data * Be able to explain how the body responds to exercise 	<ul style="list-style-type: none"> * Take part in competitive sport * Use information displayed in PE area to access community sport / clubs

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

	Topics	KS4 – National curriculum Skills				
	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
Year 10	Team Games: Netball Rugby Hockey Basketball Football Rounders Basketball Cricket Table Tennis Tennis Dodgeball Individual activities: Athletics Trampolining Dance Fitness	* Use a range of more advanced tactics / strategies to overcome opponent * Able to identify and apply correct tactics / strategies within team & individual games * Understand and explain how strategies and tactics can aid/enhance performance * Able to explain rule violations in numerous sports	* Develop & perform more advanced techniques to improve performance * Able to select and apply the correct technique in specific situations to improve performance	* Perform dances following various dance techniques * Create own patterns and formations within dances * Understand advanced techniques of street dance and movement	* Identifying and analyse positive and negative factors of performance * Able to analyse WWW / EBI for self and others * Identify and implement strategies Improve * Be able to evaluate athletic scores and compare to award scheme criteria * Able to analyse fitness scores and fitness data & explain the LT /ST effects of exercise on the body	* Take part in competitive sport * Use information displayed in PE area to access community sport / clubs
Year 11	Team Games: Netball Rugby Hockey Basketball Football Rounders Basketball Cricket Table Tennis Tennis Dodgeball Individual activities: Athletics Trampolining Dance Fitness					

SKILLS / KNOWLEDGE PROGRESSION BY THEMES – THEORY PE

Year 9 CNAT	<p><u>Body systems</u></p> <ul style="list-style-type: none"> • Acquiring knowledge of all body systems • Independent learning – researching the mechanical working of the body • Resilience – ability to apply knowledge of human body to everyday life • Creativity – planning & creating own designs to illustrate the different body systems • Strong work ethic - Independent learning to complete pass, merit and distinction tasks to the highest standards • Computer Skills – producing a high standard of work that is sound in SPAG 	<p><u>Fitness</u></p> <ul style="list-style-type: none"> • Acquiring knowledge of fitness components, training principles, training methods and fitness tests • Initiative – to carry out own research on fitness components needed for specific sports and plan tests to evaluate these • Creativity – planning & creating own fitness test plan to use to train a specific performer • Resilience – ability to push themselves within fitness testing and training methods • Analysis – ability to analyse fitness results and compare to normative data 	<p><u>Injuries</u></p> <ul style="list-style-type: none"> • Acquiring knowledge on types of injuries, how they may occur and how to prevent/treat them • Application of knowledge - to apply knowledge to decide what treatment could be used for various injuries • Decision making skills - to make clear decisions about what course of action is required when an incident happens • Problem solving skills - to decide upon which cause of action will be most successful for various injuries • Strong work ethic - independent learning to complete pass, merit and distinction tasks to the highest standards
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Unit R181 – Applying the principles of training– Coursework

- **Acquiring knowledge** of fitness components, training principles, training methods, fitness testing and physical preparation.
- **Independent learning / organisational skills** – managing and meeting deadlines
- **Creativity** – plan & design a training plan
- **Initiative** – to carry out own research and read around the topics using a variety of sources i.e. text books, fitness diaries / plans
- **Problem solve** the barriers to support their client's training plan
- **Teamwork** - to work together to test fitness components
- **Strong work ethic** - independent learning to complete pass, merit and distinction tasks to the highest standards
- **Computer Skills** – producing a high standard of coursework that is sound in SPAG

Unit R182 –The body's response to physical activity and how technology informs this

- **Acquiring knowledge** of body systems / and the response to activity
- **Independent learning / organisational skills** – managing and meeting deadlines
- **Creativity** – plan & design coursework
- **Initiative** – 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
- **Problem solve** – how to identify physical changes and relate these to chosen sport
- **Teamwork** - to work together to fitness components collecting data for body responses
- **Strong work ethic** - independent learning to complete pass, merit and distinction tasks to the highest standards
- **Computer Skills** – producing a high standard of coursework that is sound in SPAG

Year 11	<p><u>Unit R182 –The body’s response to physical activity and how technology informs this</u></p> <ul style="list-style-type: none"> • Acquiring knowledge of body systems / and the response to activity • Independent learning / organisational skills – managing and meeting deadlines • Creativity – plan & design coursework • Initiative – 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 • Problem solve – how to identify physical changes and relate these to chosen sport • Teamwork - to work together to fitness components collecting data for body responses • Strong work ethic - independent learning to complete pass, merit and distinction tasks to the highest standards <p>Computer Skills – producing a high standard of coursework that is sound in SPAG</p>	<p><u>Unit R180 – Reducing the risk of sport injuries - Examination</u></p> <ul style="list-style-type: none"> • Acquiring knowledge on the factors that can effect injuries in sport: Intrinsic / extrinsic factors, warm up & cool downs, injuries & treatment and medical conditions (Asthma, Diabetes & Epilepsy) <p>Decision making skills to make clear decisions about how to treat specific injuries</p> <ul style="list-style-type: none"> • Strong work ethic - Independent learning to complete pass, merit and distinction tasks to the highest standards • Problem solving skills to explain the factors that can cause injuries and apply strategies to prevent / treat injuries. • Application of knowledge to apply knowledge to longer answer questions.
Year 12	<p><u>Unit 1 – Body systems and the effects of exercise Examination</u></p> <ul style="list-style-type: none"> • Acquiring knowledge - of all body systems and the effects of exercise • Analysis - of a range of graphical data regarding human body responses • To describe - a range of human movements / processes in the variety of body systems • Strong work ethic - Independent learning to complete pass, merit and distinction tasks to the highest standards • Application of knowledge - to apply knowledge to longer answer questions. • Exam technique - to be able to gain marks in the higher marking bands. 	<p><u>Unit 2 – Sports coaching and activity leadership - Coursework</u></p> <ul style="list-style-type: none"> • Acquiring knowledge - of how to become a successful leader • Creativity – plan & design leadership sessions • Initiative – to carry out own research to plan successful leadership sessions • Independent learning / organisational skills – managing and meeting deadlines • Analysis – the ability to analyse own success within the leadership role • Problem solve - the barriers to support students in their classes/sessions with additional needs • Strong work ethic / Computer skills - independent learning to complete pass, merit and distinction tasks to a high standard. Producing a high standard of coursework that is sound in SPAG

Unit 3 – Sports organisation and development – Examination

- **Identify** - the roles and responsibilities of a range of sporting organisations
- **Explain** - the importance that these roles in terms of participation, impact, health and equality
- **Describe** - policies, procedures and legislations of different sports organisations
- **Discuss** - the effects of these organisations/ campaigns upon various social groups and why these groups have been prioritised
- **Strong work ethic** - Independent learning to complete pass, merit and distinction tasks to the highest standards
- **Application of knowledge** - to apply knowledge to longer answer questions.
- **Exam technique** - to be able to gain marks in the higher marking bands.

Unit 17 – Sports injuries & rehabilitation - Coursework

- **Organisation skills** - for meeting coursework deadlines
- **Strong work ethic** - independent learning to complete pass, merit and distinction tasks to a high standard
- **Computer Skills** – producing a high standard of coursework that is sound in SPAG
- **Identify** - a range of sports injuries in terms of prevention and rehabilitation
- **Explain** how rehabilitation can be used to improve performance
- **Discuss** – what techniques are most successful
- **Evaluate** - the advantages and disadvantages to each method in its effectiveness to resolving various sporting injuries

Unit 19 – Sport and Exercise Psychological - Coursework

- **Organisation skills** - for meeting coursework deadlines
- **Strong work ethic** - independent learning to complete pass, merit and distinction tasks to a high standard
- **Computer Skills** – producing a high standard of coursework that is sound in SPAG
- **Identify** - a range of psychological theorists and their theories
- **Explain** - how psychological theories can explain why sports performance can be hindered or enhanced
- **Discuss** - how exercise can be used to overcome mental health issues
- **Evaluate** - the advantages and disadvantages to each psychological method in its effectiveness to improving sport performance

PE: WIDER CURRICULUM

	KS3	KS4	KS5
Visits	Football, Netball, Hockey & Cricket Rugby development day, Bi-annual Football tour to Spain & Netball tour to France	Basketball, Netball, Football & Cricket Bi-annual Football tour to Spain & Netball tour to France	Basketball trip, Netball trip, Football trip, Cricket trip
Competitions	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), Trampolining, South Lincs Athletics trials; County & regional, Athletics track & field Cup, South Lincs Athletics Championships, Sports Day, Rounders tournaments, Rugby tournament, Swimming Gala, Tennis tournament, County & regional gymnastic competitions, Golf & Dance, SEN sports development and competitions (Kin ball / Boccia)		Netball =South Lincs tournament & friendly fixtures Football = friendly fixtures
In House	<u>Lunch & After school teams / clubs</u> = Boys & Girls Rugby, Football, Netball, Basketball, Fitness, Athletics, Hockey, Trampolining, Table Tennis, Rounders, Cricket & Tennis <u>Individualised Activities</u> = Dance workshop, Year 9 & 10 Sports leaders linked with local Primary schools England Netball coaching session (7-9) Winter and summer Inter house competitions(7-9)		Football, Netball & charity Dodgeball
Other	Discussion of current related news articles Lunch & after school intervention / Easter & May holiday revision sessions SEN intervention group during am registration in the fitness suite <i>See separate Curriculum Intervention & SMSC Audits for contributions from PE too detailed to list here</i>		