

Subject overview for: Physical Education

1. Subject overview

Students will be taught and encouraged to:

1. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [badminton, basketball, cricket, football, hockey, netball, rounders, rugby].
2. Develop their technique and improve their performance in individual sports and physical activity (for example gymnastics, dance).
3. Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
4. Analyse their performance demonstrate improvement to achieve their personal best.
5. Take part in sport and physical activity beyond the school day through extra-curricular and community clubs.

We strive to strike the balance between providing students with a breadth of activities to take part in, whilst also allowing them time to develop and secure their skills. All students in Years 7-9 will complete the same activities with more flexibility allowed in Years 10-11 to promote lifelong participation.

The structure of a typical lesson in Years 7-9 is: warm-up, skill development and then applying the skills learnt into various conditioned or small-sided game situations. This brings about the improvement in skills and the ability to outwit their opponents whilst learning techniques and tactics and developing knowledge of the rules and a respectful competitive edge through taking part in the games. A typical lesson in Years 10-11, will involve warm-up, re-cap on skills and a longer time in game situations

The schemes of work used allow students to develop key knowledge and skills and build on these, not only through the course of the scheme, but also year on year. Students who are unable to part in a lesson due to injury, are still required to bring their PE uniform to the lesson and take part as a coach, official or score keeper in order to ensure that they still engage with the curriculum.

2. Key Stage Three summary (Year 7 and Year 8) for Core PE

The rationale behind the core PE curriculum at Key Stage 3 is to develop students' knowledge, ability and enjoyment in a variety of sports. Therefore, in Years 7 and 8, students are taught many different sports. Although we teach the 'traditional' sports to boys and girls respectively in order to honour fixtures against other schools, we adopt the approach that all sport is for everyone, rather than some are only for boys, and some are only for girls. We try to sequence sports in a logical order, (eg students will be taught netball, then handball and then basketball in this specific order, as the skills and rules increase in complexity).

The Dance curriculum has been designed to give students a breadth of experience in a range of styles and exploring a variety of skills, therefore meeting the National Curriculum requirements. Beyond the National Curriculum, are the important opportunities to experience the creative process of choreography. Through creating their own dances, students are able to develop the key life skills relevant in all other subjects including teamwork, problem solving and creativity. Developing their cultural understanding and appreciation for the arts also forms as a significant part of our Dance curriculum, enabling students to develop their empathy and aesthetic understanding.

The tables below show what activities the students will learn in Years 7 and 8. They are not necessarily taught in this order to the availability of space and equipment. Each block is eight lessons long.

Endpoint for the end of KS3:

- **Motor Competence** – developed their motor competence to be effective in a range of sports. This is to include being able to perform the basic skills of the various sports in small-sided situations (through developing sound technique), being able to: change direction, pace, body position, sustain a level of performance for a prolonged period of time.
- **Rules, strategies and tactics** – a sound knowledge of the basic rules, some effective tactics in a variety of sports and use these to solve problems and outwit opponents, all in small-sided game situations
- **Healthy Participation** – students can show they can warm-up effectively for a variety of sports, understand the short and long-term effects of participation on their bodies, know how to participate in activities safely.

Year 7	
Block	
1	Badminton
2	Rugby
3	Netball
4	Football
5	Gymnastics
6	Dance
7	Hockey
8	Rounders
9	Athletics

Year 8	
Block	
1	Rugby
2	Netball
3	Football
4	Badminton
5	Dance
6	Handball
7	Hockey
8	Rounders
9	Athletics

3. Key Stage Four summary

Core PE

The Key Stage 4 curriculum aims to engage students so that they take they wish to take part in physical activity and sport for the rest of their lives.

Students learn how to be effective members of a team, apply different tactics to situations and have a range of skills that they can use to beat their opponent. This includes using the backhand drop shot to win points in badminton and the lofted drive to score runs in cricket. They also learn the rules of different sports in more detail. As in Key Stage 3, the tables below show what activities the students will learn in Years 10 and 11. They are not necessarily taught in this order to the availability of space and equipment. Each block is eight lessons long.

In year 11, the teacher will sometimes consult the group to find out what activities interest them and then tailor the lessons to meet the needs and interests of the students. However, students will still experience a range of different sports and activities.

Year 9 and Year 10	
Block	
1	Hockey
2	Badminton
3	Netball
4	Handball
5	Basketball
6	Football
7	Hockey
8	Cricket
9	Athletics

GCSE PE

Year 9: Transition year

Students learn about different body systems (musculoskeletal, cardiovascular and respiratory) and the effects of exercise on these systems. The types of fitness, in particular the components of fitness, and training methods. These are the key ideas that we will refer back to after students begin the studying GCSE content in Year 10 and 11. Knowledge of key vocabulary is developed and students complete half termly tests and a formal examination at the end of the year. All students are encouraged to take part in extra-curricular sport

Year 10 and Year 11: GCSE PE

The course is designed to be taught linearly and the topics, units and modules have been ordered to best build connections from previous learning. Learning is planned to build on key knowledge is revisited, recapped and revised in later lessons.

Exam technique and coursework elements of the course are developed in Year 10 and 11 to ensure all knowledge is taught and that information can be applied including theoretical and practical knowledge.

Assessments build in difficulty with Year 9 assessments being based testing the students' ability to recall key knowledge. As such they use verbs such as 'describe', 'state' and 'identify'. The questions are designed to ensure mastery of the key knowledge. The more complex skills of applying knowledge to different situations, analysing data and evaluating information, are developed in Year 10 and further in Year 11. Year 10 end of year assessment and Year 11 assessments use past paper questions to allow students a full understanding of what is required to score well in the final exams.

Students will learn about the sociocultural influences and issues relation to sports participation; what makes some people take part in sport and issues that prevent others from doing so. They will also learn about sports psychology principles (for example controlling arousal levels, setting targets and increasing motivation) and how physical activity can benefit health and wellbeing. Movement analysis will build on prior knowledge from Year 9. Students are encouraged and directed to attend extracurricular clubs in order to improve their practical grading. The NEA (coursework) will be started in the summer term of Year 10 and completed in Year 11. Students will complete half termly assessments throughout the year and a formal examination at the end of the year replicating the final exams. In Year 11 students complete two full papers to inform final revision requirements.

GCSE Dance

This course focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of nonverbal communication, and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities.

The practical component of the course enables students to study dance by 'doing' and the anthology of professional works will provide a springboard for the development of creative and engaging practical tasks. The study of the anthology will facilitate the development of students' skills in performance and choreography as well as broadening their knowledge and understanding of dance and ability to critically appraise dances of different styles and cultural influences.

In Year 10 students will complete the performance section of the GCSE and learn the set phrases that are assessed at the beginning of Year 11. In theory, students will learn three of the professionals works each year compiling all six before the exam paper. In Year 11 students will complete the choreography section of the GCSE and have this filmed for submission.

4. Sixth Form courses

A-Level PE

Three distinct theoretical areas run concurrently – physiology, psychology and socio-cultural themes. Concepts in each are built gradually with frequent review and connection throughout both Year 12 and Year 13 to aid knowledge retention in long term memory.

The Physiological aspect of study involves developing the understanding of how systems' structures relate to their function. This core runs through the study of all the body systems with the skeletal and muscular system being jointly taught and similarly the respiratory and cardiovascular systems. Key knowledge such as short-term responses and long-term adaptations to exercise run throughout the course. Understanding of aerobic and anaerobic respiration and activity are gradually developed as central concepts to provide a sound foundation to build on understanding of training types, training thresholds, recovery and ergogenic aids.

Within the Psychological component key skill acquisition knowledge/concepts such as learning theories and stages of learning are introduced. These are then re-visited, refined and connected during the study of other topics such as Guidance and Feedback. Themes of Motivation and Aggression are revisited and developed further in the later theme of Goal/Target setting. The recurring psychological perspectives of Trait theory and Social Learning theories of acquiring behaviours are introduced in Year 12 during the study of Personality so that key characteristics and a critical appreciation of each theory are grasped. These perspectives are subsequently revisited and used to inform more specific theories of Aggression and Leadership and Confidence in sport.

Socio-cultural themes are taught solely in Year 12, with a revision and exam preparation period built in to Year 13 to aid knowledge retention. Socio-cultural factors are learnt in chronological order as the development from pre-industrial to 21st century is key to understanding all other topics. In term 3 technology in sport is studied earlier than prescribed so that it can be utilised and applied in the development in Year 12 of the coursework project. Globalisation as a 21st century topic leads appropriately on to hosting global events.

Students also complete a coursework element in which they are graded on one practical activity and their ability to analyse the performance of someone else, analyse the strengths and areas for improvement and devise a development plan to improve the key area of weakness which they must fully justify. Students must also show a wide range of theoretical knowledge throughout this piece of work, which is performed verbally and sent to the moderator.

Throughout the course starter activities and homework are structured to aid knowledge retention with the cyclical and frequent revisiting of key knowledge to aid its embedding in long term memory. Starters and homework will typically involve application of current knowledge, knowledge from the previous two weeks and knowledge from an earlier term or indeed year.

RSL Level 3 Diploma - Dance

The RSL Level 3 Diploma course is also a vocational qualification equivalent to an A level. In this course, students continue to develop key skills in a more professional context. At the beginning of Year 12, we learn about the work of key practitioners in a greater depth of study including the background and objectives of the practitioners and their social, cultural, political and historical influences. For the first unit (Repertory Dance Performance) the students learn sections of the repertoire practically and learn to perform as an ensemble as well as a soloist. Again, going into a deeper exploration and a more informed approach than in the lower years. All units for this course bring together all of the skills that they have been developing since Year 7 and expect them to be using the same key terminology. The second unit they will complete is Applying safe dance practice, in which they will learn about anatomy and physiology. This builds on to their first core unit (Planning for a career in Performing Arts) in which they will undertake a range of work experience placements. Following this unit in the final term of Year 12, students will complete the Leading Dance unit, working with younger students to develop their skills acquired in the Careers unit.

In Year 13 the students will complete their final three units starting with Dance Technique and Performance. They will utilise all training and skills developed from Year 7 and upwards to perform more challenging dance choreography. This will then be followed by the Ensemble Dance Performance unit in which they use their knowledge and understanding of Dance relationships. The final unit they complete as part of their Diploma course is their controlled assessment (Performance Preparation unit).

5. Contribution to preparing for life in modern Britain/equalities

Cultural capital is built through appreciation of PE, the performing arts and Sport in terms of analysing and evaluating live performances and receiving feedback on their performances in lessons. The ability to take on board and act on feedback is a crucial skill for students to develop as they navigate the 21st century world. In GCSE and A-Level PE students study participation trends across different sports and in particular the gender inequalities in the prize money the males and females receive for winning the same tournaments.

Students in core PE lessons are always encouraged to strive to achieve their personal best. Students are taught to win and lose with grace, to always respect their opponents and to always play in accordance to the rules and not knowingly break the rules to gain an advantage. These traits are not only brought out in core PE lessons, but through participating in House Sport matches and school fixtures too. We are very open with the fact that students are afforded the same opportunities to take part in clubs and fixtures regardless of ability or gender. We do not refer to "Boys' Clubs" and "Girls' Clubs" but rather "Sports Clubs". Boys and girls have the same opportunities in core PE lessons due to sequences of well-planned lessons.

6. Contribution to careers provision

Through teaching core PE students get to develop the softer skills of communication, teamwork and problem solving. Career pathways are discussed in core PE in various modules and include the role of the analysts and nutritionists. Reference is made to careers in GCSE and A-Level PE when studying Sport Psychology and Movement Analysis in particular along with training methods to improve performance.

There are two trips to universities for Years 10 and 12 and Years 11 and 13 in which students complete various workshops. Time also spent discussing careers in PE and Sport and getting a first experience of them through some of the performance analysis that takes place.