

## Curriculum overview: Physical Education Core PE Year 7 & 8

The KS3 and KS4 curriculum has been closely matched to the DfE's National expectations and required outcomes. However, it has also been tailored to suit the aptitude, desires and circumstances of our young people to certify consistent enjoyment, engagement and progress in a positive and safe environment. The department's mission statement is to provide all of our students with a broad, varied and equitable curriculum which secures happiness, participation and a thorough understanding of the importance of leading a healthy active lifestyle as individuals approach young adulthood. The purpose of our curriculum is to inspire all students to succeed and excel in competitive sport and provide opportunities to become physically confident. In addition, we aim to provide character building opportunities and embed values such as fairness and respect.

### Key Stage 2

#### Sport and Games

- To use running, jumping, throwing and catching in isolation and in combination.
- To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- To develop flexibility, strength, technique, control and balance.
- To perform dances using a range of movement patterns.
- To take part in outdoor and adventurous activity challenges both individually and within a team.
- To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### Swimming and Water Safety

- To swim competently, confidently and proficiently over a distance of at least 25 metres.
- To use a range of strokes effectively.
- To perform safe self-rescue in different water-based situations.

### Key skills/content requirements at GCSE

- To perform a range of skills through involvement in sport and physical activity in different contexts and roles.
- To apply theoretical knowledge to practical situations.
- To have an understanding of the complexity of different areas of sport and the sports industry.
- To have an awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

	Term 1	Term 2	Term 3	Underpinning Knowledge	Key terms
<b>Year 7 &amp; 8</b>	<ul style="list-style-type: none"> <li>▪ To use a range of tactics and strategies in team sports (Netball, Basketball, Football, Handball, Rugby).</li> <li>▪ To develop their decision making skills:                             <ul style="list-style-type: none"> <li>✓ <i>When and where to pass/shoot/dribble/tackle/dodge</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ To develop their technique and improve their performance in individual sports (Dance, Gymnastics).</li> <li>▪ Within Dance and Gymnastics activities to be able to:</li> </ul>	<ul style="list-style-type: none"> <li>▪ To develop their technique and improve their performance in individual sports (Athletics)</li> <li>▪ Within Athletic activities to be able to:                             <ul style="list-style-type: none"> <li>✓ <i>Perform the correct start, finish, posture, leg action,</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ To develop theoretical knowledge and understanding of:</li> <li>▪ Components of Fitness:                             <ul style="list-style-type: none"> <li>✓ <i>know the definition</i></li> <li>✓ <i>apply practical examples where the component is</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Strength</li> <li>▪ Power</li> <li>▪ Agility</li> <li>▪ Balance</li> <li>▪ Muscular endurance</li> <li>▪ Cardiovascular endurance</li> </ul>

	<ul style="list-style-type: none"> <li>✓ <i>Which pass to make and how to make it accurately and successfully</i></li> <li>▪ To develop a tactical awareness: <ul style="list-style-type: none"> <li>✓ <i>Attacking positioning &amp; play</i></li> <li>✓ <i>Defensive positioning &amp; play</i></li> </ul> </li> <li>▪ To know the rules and regulations of the game (including refereeing/umpiring signals).</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Demonstrate body tension, extension, coordination of body parts, balance.</i></li> <li>▪ To take part in outdoor and adventurous activities that encourage teamwork, leadership and develop problem-solving skills.</li> </ul>	<p><i>arm action for track events.</i></p> <ul style="list-style-type: none"> <li>✓ <i>Perform the correct stance, grip, throwing action in a throwing event.</i></li> <li>✓ <i>Perform the approach, synchronisation of arm and leg action, take off, flight, landing in a jumping event.</i></li> <li>✓ <i>Demonstrate an understanding of the safety aspects of throwing events.</i></li> </ul> <li>▪ To have an understanding of their own and others strengths and weaknesses within performance.</li>	<p><i>particularly important in sport</i></p> <ul style="list-style-type: none"> <li>✓ <i>know suitable tests for this component</i></li> <li>▪ Muscular System: <ul style="list-style-type: none"> <li>✓ <i>know the name and location of the muscle groups in the human body</i></li> </ul> </li> <li>▪ Skeletal System: <ul style="list-style-type: none"> <li>✓ <i>know the name and location of the bones in the human body</i></li> </ul> </li> <li>▪ Methods of training: <ul style="list-style-type: none"> <li>✓ <i>understand the key components of a warm up and cool down</i></li> <li>✓ <i>know different types of training, definitions and examples</i></li> </ul> </li> </ul>	
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### GCSE PE assessment:

The course is graded using the GCSE 1-9 grading system. Assessment is made up of the following components:

- Written examination: 1 hour and 45 minutes (Fitness and Body Systems) 36% of the qualification,
- Written examination: 1 hour and 15 minutes (Health and Performance) 24% of the qualification,
- Practical assessment: internally marked and externally moderated (30% of the qualification, 10% per activity; team, individual, choice)
- PEP assessment: internally marked and externally moderated (10% of the qualification)

### Vocational (OCR Cambridge Nationals) Sports studies assessment:

The course is graded at pass, merit, distinction or distinction\*.

- 25% of the qualification is a written paper that is set and marked by OCR.
- 75% of the qualification is theory based by coursework and assignments that is OCR moderated.

## **SMSC in PE**

Our department endeavour to deliver all aspects of the spiritual, moral, social and cultural agenda and believe that physical education is the perfect vehicle for which to achieve this. The department identified a number of core values which we believe are crucial to every learner, ensuring they are a well-rounded individual with suitable qualities for life-long learning. The six core values are equality; friendship; respect; determination; courage and excellence. These values have been successfully applied to all of our lessons to develop a range of behaviours, qualities and inter-personal skills based on sporting experiences.

### **Spiritual Development in PE**

During the range of activities that students participate in, including examination physical education and extra-curricular sessions students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness

to reflect on their experiences. Key stage 3 dance and gymnastics allow students to be creative in sequences and choreography but we also encourage our students to be creative when outwitting the opposition in team game situations. Dance further allows the expression of personal, emotional and spiritual concepts. Outdoor and adventurous activities students have the opportunity to use imagination to solve problems, develop teamwork and show determination and creativity.

### **Moral Development in PE**

Physical education teaches students about rules and regulations (written and unwritten) across a variety of sports and activities, which encourages students to follow and respect codes of conduct; appreciate etiquette with handshakes before and after matches, applauding the opposition, fair play, and sportsmanship. In every lesson students abide by the rules and regulations, gaining a good understanding of rules and the consequences of breaking them, which in turn helps students, apply this understanding to their own lives. Level 3 BTEC students study a variety of laws associated with sport and beyond in Unit 3 'Assessing the Risk'. The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

### **Social Development in PE**

Students in physical education use of a range of social skills in different contexts. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. An interest and understanding of, the way communities and societies function at a variety of levels. Leadership skills underpin the units and lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills. Sports activities and teams focus upon developing students' social skills such as meeting new people, communicating with others including adults. The school games organising committee and team captains are integral to our department, liaising with everyone in the team and often having to liaise with the member of staff involved. 'Sports Relief' activities provide an excellent opportunity to volunteer for a number of fundraising events to make positive contributions to others.

### **Cultural Development in PE**

The physical education department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Our partner school in India has provided several opportunities to experience sport and wider socialisation in a different country. In dance students are given the opportunity to express different cultures through performance. The annual ski trip also gives students excellent opportunities to experience different cultures.