

KS3 Long Term Curriculum Plan: Physical Education

Curriculum Aim:
 The National Curriculum for physical education aims to ensure that all pupils:

- **Develop competence to excel in a broad range of physical activities.** By offering a range of different physical activities across the key stage, students are exposed to developing skills and strategies to overcome different scenarios
- **Are physically active for sustained periods of time.** Our push for increased activity time in lessons ties in with our activity trackers and the need for students to move
- **Engage in competitive sports and activities.** We include games and conditioned game practices so that students can integrate the learned skills and strategies into a game setting
- **Lead healthy, active lives.** We promote active lifestyles through offering extra curricular opportunities and alerting students to prospective pathways for engaging in physical activity beyond school.

In Physical Education, students will develop their knowledge of a range of different activities, through the 4 corner model. The 4 corner model focuses on developing the following areas are...

- **Technical/Tactical-** The ability to perform the different skills required for the sport/physical activity
- **Physical-** The relevant Components of Fitness needed to be developed for that sport/ physical activity
- **Psychological-** The development of the performer's state of mind when completing their sport/physical activity. We are looking to develop a positivity around sporting experiences to encourage a lifelong love of sport and physical activity.
- **Social-** The development of social skills which are required for that sport/ physical activity. We would like to promote participation in physical activity in our curriculum and beyond.

Link to prior learning:
 At Key stage 2, students will have developed the ability to complete fundamental physical skills and have been exposed to competitive sporting activities. Students will have also completed physical activity for a sustained period of time. They should have completed units of work on Athletics, Gymnastics, Dance and competitive sports

Rationale of sequencing:
 We have focussed on the 4 corner model as a vehicle to develop students more holistically. We feel there is a real importance on developing technical and tactical demands of the different sports, but we also wanted to recognise all of the elements required to be successful in achieving a healthy and active lifestyle. As such, we have included all 4 corners into all of our teaching so that students are more rounded in their approach to sport and exercise.
 Students will revisit topics to build on previous years as they progress through the years. We have placed Dance in yr 7 with the progression to Gymnastics and Trampoline in year 9. We have done so to ensure the embedding of ideas of holding body positions before exposing them to the complexity of trampolining.

	Focus / Topic	Knowledge & Skills (from NC/Programmes of Study)	Assessment
Carousel 1	Dance/ Gymnastics	<p>Technical/Tactical- Actions, Focus, Dynamics, Projection, Timing. Physical- Flexibility, coordination, alignment, spotting, balance, strength. Psychological- Creativity- choreography, confidence, trust. Social- Partner work/group work, appreciation sessions, contact work, relationships, space</p> <p>In Year 7, students will explore the topic of Dance. They will cover basic shapes and learn about basic dance concepts, including canon, unison and motif. They will look at different formations and choreograph a section of music, as well as learning a set dance routine.</p> <p>In Year 8, students will build on the knowledge gained from their Dance scheme of work, and apply basic body shapes, such as Tuck, Pike and Straddle to a range of different apparatus including floor and Vaulting.</p> <p>In Year 9, students will build on previous learning and apply the same principles to learning how to apply these skills to a trampoline. Students will learn how to accurately replicate trampolining moves, such as Seat Drop, Front drop and Back drops</p>	<p>Students are assessed through teacher observation and class discussion of the following aspects for each activity:</p> <ul style="list-style-type: none"> • the ability to perform skills in a closed environment • the ability to perform skills in game situations. • the ability to adapt skills and implement tactics according to the changes in environment. • understanding of rules and regulations.
Carousel 2	Badminton	<p>Technical/Tactical- Service, overhead clear, drop shot, smash/drive - Playing to space. Physical- Balance, agility, coordination, power, reaction time. Psychological- Positive approach to play, concentration especially when fatiguing. Social- Working independently, peer coaching, communicating rules</p> <p>In Year 7, students will become familiar with making contact with the shuttle, using under arm and overarm techniques. They will learn about the laws relating to service and the different techniques of service.</p>	

		<p>In Year 8, students will develop a further understanding of accurate completion of the 3 major types of Badminton shots, and make decisions about how to implement the shots into the game setting.</p> <p>In Year 9 students will develop their game understanding and be able to start using different strategies to win points in a game setting. Students will look to develop their own strengths and areas of development, as well as starting to exploit weaknesses of their opponents.</p>
Carousel 3	Football	<p>Technical/Tactical- Passing, Receiving, Dribbling, Finishing - Making decisions under pressure</p> <p>Physical- Speed, Agility, Power, Reaction time.</p> <p>Psychological- Positive approach to play, Concentration,.</p> <p>Social- Team work, Managing success and failure</p> <p>In year 7 the basic skills are initially looked at e.g. short passing, long passing, control. There is a focus on ball mastery. Games are conditioned to enhance the basic skills looked at.</p> <p>In year 8 the basic skills and ball mastery are revisited and developed into small sided game situations. Conditioned games are still used to increase the knowledge and improve the decision making processes. Skills are adapted in order to meet the demands of the ever changing environment.</p> <p>In year 9 students are given more ownership and opportunities to develop on their own specific strengths and areas of development. Tactics are discussed and practices are brought in to enhance those. Students are pushed to focus on different types of finishing and specific play e.g. crossing from wide areas.</p>
Carousel 4	Netball	<p>Technical/Tactical- Passing, footwork, shooting, positional play, marking, defending, decision making, dodging.</p> <p>Physical- Agility, balance, coordination.</p> <p>Psychological- Positive approach to play, Concentration,.</p> <p>Social- Teamwork, Managing success and failure</p> <p>In year 7, the basic rules and tactics are introduced. Initial development of passing, shooting, footwork and positions. A Lot of practices are in isolation. There is a gradual build up of rules within the game situations.</p> <p>In year 8 there is more of a focus on tactics. The basic skills are revisited and through this tactics are brought in e.g. the 3 types of dodging. Defending is looked at with regards to marking opponents. Overall movement and spacing in game situations are looked at in more depth throughout the unit.</p> <p>In year 9 there is a development of set plays and tactics within the game situations. There is a big focus on in game play and development of positions, defending and attacking.</p>
Summer 1	Striking and Fielding	<p>Technical/Tactical- Bowling, batting, fielding, ball familiarisation, barriers, throwing accuracy</p> <p>Physical- Speed, Agility, Power</p> <p>Psychological- Positive approach to play, Concentration.</p> <p>Social- Teamwork, Managing success and failure</p> <p>In year 7, students are introduced to basic throwing, catching, fielding and batting techniques. Students will be exposed to a variety of different games to develop these skills, such as Rounders and Cricket variations</p> <p>In year 8, there is a more detailed approach to specific shots and types of bowl, so that students can adapt their performance to meet the demands of their environment.</p> <p>In Year 9, students will apply the skills learned to more gameplay situations, where they can work on different strategies to be successful against their opponents.</p>
Summer 2	Athletics	<p>Technical/Tactical- Jumps, throws, springing technique and pacing.</p> <p>Physical- Speed, Agility, Power</p> <p>Psychological- Positive approach to play, Concentration.</p> <p>Social- Teamwork, Managing success and failure</p> <p>In Year 7 we demonstrate basic techniques as a way of introducing Athletics in a safe, clear setting.</p> <p>In Year 8, we build on the knowledge gained to add run-ups to events, and explore different techniques to complete the skill.</p>

	<p>In Year 9, students are challenged to build on previous best to improve their overall technique in each aspect of running, throwing and jumping.</p>	
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Further Information

Students will spend one half term on each sporting activity. They will follow a carousel and complete a range of 6 activities across the academic year.

Students will also participate in an inter form event each half term, where they will compete against other forms in a contrasting sporting competition.

Students are expected to wear full Chace PE kit to all PE lessons. Appropriate footwear will be advised by their subject teacher. In the event that a student forgets their kit, spare kit will be provided.

If a student forgets their kit 3 times within a term they will be issued with a 30 minute detention.

No jewellery is allowed to be worn during PE lessons, all long hair must be tied back and finger nails must be an appropriate length.

Students will spend one lesson per sport completing a DIRT lesson (what does dirt stand for?). During this time, students will work on a specific area of their performance and try to develop this into their overall performance.

KS4 CURRICULUM: Physical Education

Curriculum Aim:

The National Curriculum for physical education aims to ensure that all pupils:

- **Develop competence to excel in a broad range of physical activities.** By offering a range of different physical activities across the key stage, students are exposed to developing skills and strategies to overcome different scenarios
- **Are physically active for sustained periods of time.** Our push for increased activity time in lessons ties in with our activity trackers and the need for students to move
- **Engage in competitive sports and activities** We include games and conditioned game practices so that students can integrate the learned skills and strategies into a game setting
- **Lead healthy, active lives.** We promote active lifestyles through offering extra curricular opportunities and alerting students to prospective pathways for engaging in physical activity beyond school.

In Years 10 and 11, students will continue their route from key stage 3 Physical Education. Students will continue to develop their knowledge of a range of different activities, through the 4 corner model. The 4 corner model focuses on developing the following areas are...

- **Technical/Tactical-** The ability to perform the different skills required for the sport/physical activity
- **Physical-** The relevant Components of Fitness needed to be developed for that sport/ physical activity
- **Psychological-** The development of the performers state of mind when completing their sport/physical activity. We are looking to develop a positivity around sporting experiences to encourage a lifelong love of sport and physical activity.
- **Social-** The development of social skills which are required for that sport/ physical activity. We would like to promote participation of physical activity in our curriculum and beyond.

Link to prior learning:

The main difference between key stage 3 and 4 is the duration of each unit of work. We have reduced the time spent on each sporting activity to 3 week blocks. We believe this keeps tempo up and increases the number of sporting experiences our students may be exposed to.

Students will learn the basic skills needed to participate in the sports during key stage 3. In Key stage 4, students will be given more game scenarios to implement these skills into. Adaptations of these skills will be seen according to the varied environment.

Rationale of sequencing:

We have focussed on the 4 corner model as a vehicle to develop students more holistically. We feel there is a real importance on developing technical and tactical demands of the different sports to recognise all of the elements required to be successful in achieving a healthy and active lifestyle. As such, we have included all 4 corners into all of our teaching so that students are more round to sport and exercise.

Students will revisit topics to build on previous years as they progress through the years. We have placed Dance in yr 7 with the progression to Gymnastics and Trampolining in year 9. We have done so to ensure the embedding of ideas of holding body positions before exposing them to the complexity of trampolining.

	Focus / Topic	Knowledge & Skills	Assessment
	Trampolining	<p>Technical/Tactical- Actions, Focus, Dynamics, Projection, Timing Physical- Flexibility, coordination, alignment, spotting, balance, strength Psychological- Creativity- choreography, confidence, trust Social- Partner work/group work, appreciation sessions, contact work, relationships, space</p>	<p>Students are assessed through teacher observation and class discussion of the following aspects for each activity:</p> <ul style="list-style-type: none"> ● the ability to perform skills in a closed environment ● the ability to perform skills in game situations. ● the ability to adapt skills and implement tactics according to the changes in environment. ● understanding of rules and regulations.
	Badminton	<p>Technical/Tactical- Service, overhead clear, drop shot, smash/drive - Playing to space Physical- Balance, agility, co-ordination, power, reaction time Psychological- Positive approach to play, concentration especially when fatiguing Social- Working independently, peer coaching, communicating rules</p>	
	Football	<p>Technical/Tactical- Passing, Receiving, Dribbling, Finishing - Making decisions under pressure Physical- Speed, Agility, Power, Reaction time Psychological- Positive approach to play, Concentration, Social- Team work, Managing success and failure</p>	
	Netball	<p>Technical/Tactical- Passing, footwork, shooting, positional play, marking, defending, decision making, dodging Physical- Agility, balance, coordination Psychological- Positive approach to play, Concentration, Social- Team work, Managing success and failure</p>	
	Rugby	<p>Technical/Tactical- Ball handling, Passing, Penetration, Supporting in attack, Tackling safely, Transition of play, Rules of the game Physical- Speed, Agility, Coordination, Reaction time, Strength, Power Psychological- Confidence in contact, Resilience, Decision making, Focus and attention Social- Teamwork, Leadership, Organisation, Motivating others, managing success and failure</p>	
	Striking and Fielding	<p>Technical/Tactical- Passing, Receiving, Dribbling, Finishing Physical- Speed, Agility, Power Psychological- Positive approach to play, Concentration, Social- Team work, Managing success and failure</p>	
	Athletics	<p>Technical/Tactical- Jumps, throws, springing technique and pacing. Physical- Speed, Agility, Power Psychological- Positive approach to play, Concentration. Social- Teamwork, Managing success and failure</p>	
	Basketball	<p>Technical/Tactical- Passing, Receiving, Dribbling, Scoring- (Shooting, Lay-Ups) Physical- Speed, Agility, Power, Reaction time Psychological- Positive approach to play, Concentration, Social- Team work, Managing success and failure</p>	

		Basketball is not covered in Key stage 3 pe, so students will learn the basic skills. We have found that there is exposure, due to previous experiences of Netball and EC Basketball, which helps with developing new skills.	
	Handball	<p>Technical/Tactical- Passing, Receiving, Dribbling, Scoring- (Shooting)</p> <p>Physical- Speed, Agility, Power, Reaction time</p> <p>Psychological- Positive approach to play, Concentration,</p> <p>Social- Team work, Managing success and failure</p> <p>Handball is not covered in Key stage 3 pe, so students will learn the basic skills. We have found that there is exposure, due to previous experiences of Netball and basic ball handling, which helps with developing new skills.</p>	

Further Information

Students will spend three week periods on each sporting activity. They will follow a carousel and complete a range of activities across the academic year.

Students will also participate in an inter form event each half term, where they will compete against other forms in a contrasting sporting competition.

Students are expected to wear full Chace PE kit to all PE lessons. Appropriate footwear will be advised by their subject teacher. In the event that a student forgets their kit, spare kit will be provided.

If a student forgets their kit 3 times within a term they will be issued with a 30 minute detention.

No jewellery is allowed to be worn during PE lessons, all long hair must be tied back and finger nails must be an appropriate length.

Students will spend one lesson per sport completing a DIRT lesson (what does dirt stand for?). During this time, students will work on a specific area of their performance and try to develop this into their overall performance.

KS4 CURRICULUM: Btec Level 2 Tech Award in Sport

Curriculum Aim:

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

Link to prior learning:

We cover a range of different physical activities and sports to offer a broad and balanced introduction to a range of sports. We also cover basic information relating to components of fitness and applying them to practical settings to prepare students for applying this knowledge to practical settings.

Rationale of sequencing:

Assessment windows are preset with Pearson. Component 3 must be sat as the final component of the course. We feel that completing Component 1 first allows students to build confidence in sports leadership experiences before producing a more detailed session plan delivery during component 2.

	Focus / Topic	Knowledge & Skills	Assessment
Year 1 Autumn 1	Component 1- Preparing participants to take part in sport and physical activity	Benefits of taking part in Sport, physical activity and outdoor activities, Recommendations for selecting appropriate activities Different types of provisions in the sports industry Barriers to participation Overcoming barriers to participation	Written report- To be written with reference to a case study
Year 1 Autumn 2		Technology in sport Clothing and equipment required for participation in sport and physical activities Limitations of the use of technology in sport and physical activity	Google Slides presentation
Year 1 Spring 1		Planning a warm up Stages of the warm up Effects of exercise on the musculoskeletal system Effects of exercise on the cardiorespiratory system Stretches and Mobilisers	Session plan write up Justification write up Video footage of warm up session delivery
Year 1 Spring 2		Sports specific elements Session design Justification of session plan design	<u>ALL ASSESSMENTS FOR COMPONENT 1 TO BE COMPLETED IN MARCH/APRIL of Yr 10</u>

Year 1 Summer 1/2	Component 2- Taking part and Improving other participants sporting performance	Components of Fitness Physical related components of fitness Skill related components of fitness Definitions Applying components to different sports	Written report to explain components to apply to a given sport/ physical activity/ outdoor activity
		Performing skills in isolation Performing skills in conditioned practice Performance in game situations	Video footage of personal sports performance
Year 2 Autumn 1		Rules and Regulations Pitch dimensions Start/ Restart of play Timings Scoring systems Basic Rules Regulations of equipment Roles and responsibilities of officials (including disciplinary procedures) Health and safety considerations Use of technology	Google slides presentation to explain rules and regulations in a chosen sport
		Session design Exploring appropriate skills and practices to meet the demands of the participants Use of STEP principle to aid session design Justification of session design Coaching and leadership skills	Written report which includes a session plan Justification of session plan Video footage of a coaching session <u>ALL ASSESSMENTS TO BE COMPLETED IN NOVEMBER OF YR11</u>
Year 2 Spring 1/2	Component 3- Developing Fitness to improve other participants performance in sport and physical activity	Components of Fitness Basic Principles of Training Additional Principles of Training Exercise intensities Training zones	A 90 minute exam <u>ASSESSMENT IS SAT IN THE SAME EXAM WINDOW OF GCSE EXAMS IN YR11</u>
Year 2 Autumn 1		Reasons for fitness testing Pre-test procedures Reliability, validity and practicality of fitness testing Types of fitness tests Interpretation of fitness test results	
Year 2 Summer 1/2		Training methods Advantages and disadvantages of training methods Provisions Long-term effects of training on the different body systems	

		Fitness training programme design Types of motivation Goal setting - SMARTER targets	
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Further Information

Students will be expected to bring full chance pe kit to all lessons.
Students will be required to meet strict deadlines when coursework tasks are set.
Unit 1 will be externally assessed in the form of an online exam.
The remaining 3 units will be internally assessed in line with Pearson regulations.

KS5 CURRICULUM: BTEC National in Sport

Overview
 This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, development in the sports industry and sports leadership. It enables students to develop and apply their knowledge, while also developing a range of relevant practical, communication and technical skills.

Curriculum Aim:
 This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

Link to prior learning:
 Most students will continue their studies from the Level 2 BTEC First Award in Sport. As such, they will be more comfortable with the format of the BTEC course and the expectations associated with this.
 In some instances, students have no prior knowledge of the course. We ask that these students read up on their human biology work from Key stage 4 Science and also to invite them to extend their reading to better understand the systems of the body, such as the musculoskeletal system and the cardiorespiratory system

Rationale of sequencing:
 We have front loaded the course to ensure that students will sit the online exam in Year 12. This enables students to revisit the course if they need to resit in Year 11. We start with the Sports Performer in Action unit, to welcome students to the theoretical elements of the course. We have found that doing so has enabled students to be more comfortable with the components of fitness elements needed for the exam. In Practical sport, we start with Badminton, so that they can become accustomed to the structure of the written work, before being asked to apply it to their second sport in Year 11.

	Focus / Topic	Knowledge & Skills	Assessment
Year 1 Autumn 1	Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing Unit 1: Anatomy and Physiology	Positive and Negative Lifestyle factors and their effects on health and wellbeing. Lifestyle modification techniques Structure, function, responses to exercise, adaptations from exercise and additional factors affecting the skeletal and muscular systems	w/b 30 September (Scenarios based on Question 1 & 2 of exam) Starter quiz each lesson and end of unit mocks
Year 1 Autumn 2	Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing Unit 1: Anatomy and Physiology	Health screening and monitoring processes and interpreting the results for health. Structure, function, responses to exercise, adaptations from exercise and additional factors affecting the cardiovascular system	w/b 11 November (Scenarios based on Question 1, 2 & 3 of exam) Starter quiz each lesson and end of unit mocks
Year 1 Spring 1	Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing Unit 1: Anatomy and Physiology	Components of a balanced diet and nutritional strategies for training programmes Structure, function, responses to exercise, adaptations from exercise and additional factors affecting the respiratory system	w/b 3 February (Scenarios based on Question 1, 2, 3 & 4 of exam) Starter quiz each lesson and end of unit mocks
Year 1 Spring 2	Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing Unit 1: Anatomy and Physiology	Understanding training programme design for sports development Structure, function, responses to exercise, adaptations from exercise and additional factors affecting energy systems. Interrelationships between systems consolidated.	w/b 24 February (Scenarios based on Question 1, 2, 3, 4 & 5 of exam) Starter quiz each lesson and end of unit mocks

Year 1 Summer 1	Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing Unit 1: Anatomy and Physiology	Exam Preparation/Revision After exams, students will spend time on building their CV, in relation to accessing external sports courses, such as the FA Playmaker course	Unit 1 and 2: External ex
Year 1 Summer 2	Unit 5: Application of Fitness Testing Unit 3: Professional development in the sports industry	Reliability, Validity, Practicality, suitability and ethical issues of fitness testing Scope and provision of the sports industry, factors affecting sport, jobs in the industry, Sectors in the industry, types of employment, career pathways, job descriptions and specifications, legislation, CPD, skills audits and career action planning.	Assignment 1 (Validity and reliability of Tests) - due in w/b 7 september 2020 Assignments 1 (careers in sport) - due w/b 7 September 2020
Year 2 Autumn 1	Unit 5: Application of Fitness Testing Unit 3: Professional development in the sports industry	Fitness testing to assess components of physical fitness and skill-related fitness, Applying for a job, interview and career pathway specific skills,	Assignment 2 (Fitness testing) - class presentation - w/b 9 November 2020 Assignment 2a - Applying for a job in the sports industry
Year 2 Autumn 2	Unit 5: Application of Fitness Testing Unit 3: Professional development in the sports industry	Students demonstrate understanding by leading fitness tests. Interview practice and practical coursework, break down of videos.	Assignment 2 (Fitness testing) - Video assessment through out. Assignment 2b - Applying for a job in the sports industry
Year 2 Spring 1	Unit 5: Application of Fitness Testing Unit 3: Professional development in the sports industry	Fitness profiling and feedback to a selected sports performer Evaluation of testing methods Reflection on the recruitment and selection process and of their individual performance.	Resit Unit1 & 2 if needed (January) Assignment 3 (Fitness profiling & evaluation) - Due w/b19 April 2021 Assignment 2c - Applying for a job in the sports industry reflection

Further Information

Students will be expected to bring full chace pe kit to all lessons.

Students will be required to meet strict deadlines when coursework tasks are set.

Unit 1 and Unit 2 will be externally assessed in the form of a written exam in May of year 12. (Opportunity for 2 resits in year 13)

The remaining 2 units will be internally assessed in line with Pearson regulations.

Key stage 3- Alternate

<p>Carousel</p>	<p>Rugby</p>	<p>Technical/Tactical- Ball handling, Passing, Penetration, Supporting in attack, Tackling safely, Transition of play, Rules Physical- Speed, Agility, Coordination, Reaction time, Strength, Power Psychological- Confidence in contact, Resilience, Decision making, Focus and attention Social- Teamwork, Leadership, Organisation, Motivating others, managing success and failure In year 7 students focus on tag rugby work, ball handling, passing and moving with the ball. The basic rules are introduced such as backwards passing and scoring systems. In year 8 students are introduced to contact through basic tacking technique, rucking and mauling. Students are exposed to Rugby League experiences and then Rugby Union practices towards the end of the unit. Games are generally small sided with basic rules. In year 9 students revisit the work done in year 8 with more focus on game play and basic tactics. There is more detail introduced regarding the rules.</p>
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