

Subject Name: PE

Department Vision & Ethos

### INTENT

It is our intent to encourage, promote and develop physically literate students.

Trustworthy & Honourable	<p>Playing within the rules of sports and activities.</p> <p>Demonstrating sportsmanship in lessons, extracurricular activities and fixtures.</p> <p>Participating in a variety of activities in differing environments.</p> <p>Being valued members of the school teams, showing commitment and dedication to both training and fixtures.</p>
Positive & Resilient	<p>Taking on board feedback from students about are lessons to keep them engaged.</p> <p>Creating a positive environment for the students by being positive ourselves, energetic, encouraging and motivational teachers.</p> <p>Offering a mixed curriculum for are students ... especially mixed classes where traditional sports may not always work.</p> <p>Ensuing the students have time for competition, enabling them to apply tactics and learn how to win and lose.</p> <p>Ensuring the lessons are challenging for students (individually and as a class)</p> <p>To pick teams students work in so they can work with new and different people.</p>
Competitive & Driven	<p>Aiming to improve themselves in every area, each and every lesson.</p> <p>Pushing themselves to go to the next step in their learning and being able to bridge any gaps in their learning.</p> <p>Challenging themselves to be the best they can.</p> <p>The drive to achieve excellence in everything that they do.</p>
Courteous & Compassionate	<p>To maintain silence within the corridors when walking out and from lessons, so not to disrupt other lessons around the school.</p> <p>To be courteous within practical lessons to ensure kit/equipment is organized and prepared.</p> <p>To show compassion by helping others who are finding situations challenging – through coaching, umpiring etc.</p> <p>To speak and to treat peers and teachers/referees with respect at all times.</p>
Aspirational & Self-Motivated	<p>In PE we aim to educate our students so that they feel confident and competent to participate in physical activity in life beyond school.</p> <p>We encourage pupils to maintain aspiration and motivation throughout their lessons, regularly setting them short term goals/targets to work towards during practical activities.</p> <p>We strive to include breadth and creativity in our curriculum, delivering a variety of physical activities whilst assisting students to achieve their very best both physically and mentally.</p> <p>We offer a variety of extracurricular clubs for students, encouraging them to engage in physical activity in their own time. This helps students to develop their understanding of what it means to lead a healthy active lifestyle and motivates them to achieve that goal.</p>

## IMPLEMENTATION

How the curriculum is implemented

CURRICULUM OVERVIEW												
	HT1		HT2		HT3		HT4		HT5		HT6	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<b>Year 7</b>												
<b>Boys</b>	<u>Football</u>	Control Passing Dribbling Shooting Tackling Heading	<u>Rugby</u>	Passing Tackling Rucking Defending	<u>Fitness</u>	Continuous Circuit Interval Fartlek	<u>Basketball</u>	Dribbling Passing Catching Shooting	<u>Cricket + Athletics</u>	Catching Throwing Long-barrier 'Batting; Bowling	<u>Athletics + Tennis</u>	Forehand Backhand Volley Serve Smash
<b>Girls</b>	<u>Netball</u>	Passing Shooting Footwork Positioning	<u>Football</u>	Control Passing Dribbling Shooting Tackling Heading	<u>Fitness</u>	Continuous Circuit Interval Fartlek	<u>Trampolining + Hockey</u>	Shapes Seat Front Back Passing (H) Dribbling Shooting Tackling	<u>Athletics + Tennis</u>	Sprinting Middle/long distance Long Jump Triple Jump Relay	<u>Tennis + Rounders</u>	Catching Throwing Striking Bowling
<b>Year 8</b>												
<b>Boys</b>	<u>Football</u>	Control Passing Dribbling Shooting Tackling Heading Set plays Offsides	<u>Rugby</u>	Passing Tackling Rucking Defending Kicking Scrumming	<u>Fitness</u>	Continuous Circuit Interval Fartlek	<u>Basketball</u>	Dribbling Passing Catching Shooting Lay-ups Tactics Rules	<u>Cricket + Athletics</u>	Catching Throwing Long-barrier Front Foot Back Foot Bowling	<u>Athletics + Tennis</u>	Forehand Backhand Volley Serve Singles Doubles Smash
<b>Girls</b>	<u>Netball</u>	Passing Shooting Footwork Positioning Ruling	<u>Basketball</u>	Dribbling Passing Catching Shooting Lay ups Ruling	<u>Fitness</u>	Continuous Circuit Interval Fartlek	<u>Trampolining + Hockey</u>	Shapes Seat Front Back Twists/turns  Passing (H)	<u>Athletics + Tennis</u>	Sprinting Middle/long distance Long Jump Triple Jump Javelin Relay	<u>Tennis + Rounders</u>	Catching Throwing Striking Bowling Base play Ruling

								Dribbling Shooting Tackling				
<b>Year 9 (GCSE – Year 1)</b>												
	<u>Physical Training</u>	Health and Fitness Components Fitness tests	<u>Physical Training</u>	Training methods Principles Seasons Warm up/cool down.	<u>Sport Psychology</u>	Skill Goals Info processing Guidance Feedback Arousal Aggression Personality	<u>Anatomy and Physiology</u>	Muscular, Skeletal, Cardio Systems.	<u>Anatomy and Physiology</u>	Respiratory system Exercise Recovery	<u>Movement – Analysis + Performance</u> <u>Analysis – Coursework</u>	Movements Levers Planes Axes  Strengths Weakness
<b>Year 10 (GCSE – Year 2)</b>												
	<u>Performance Analysis - Coursework</u>	Evaluation	<u>Sport Society</u>	Participation Commercialisation Media Sponsorship Technology Ethics	<u>Health and Fitness</u>	Well-being Fitness Sedentary lifestyles Obesity Somatotypes Diet	<u>Health and Fitness + Use of Data</u>	Quantitative Qualitative Graphs	<u>Revision</u>	Paper 1	<u>Revision</u>	Paper 2
<b>Year 11</b>												
Boys	<u>Football</u>	Control Passing Dribbling Shooting Tackling Heading Set plays Offside Tactics Leadership	<u>Rugby</u>	Passing Tackling Rucking Defending Kicking Scrumming Mauling Line outs Game influence Leadership	<u>Fitness</u>	Continuous Circuit Interval Fartlek	<u>Basketball</u>	Dribbling Passing Catching Shooting Lay-ups Tactics Rules Leadership Coaching	<u>Cricket + Athletics</u>	Catching Throwing Long-barrier Front Foot Back Foot Pace/Spin - Bowling Sweeping Tactics Leadership		
Girls	<u>Netball</u>	Passing Shooting Footwork Positioning Ruling Leadership	<u>Badminton + Rugby</u>	Serves Clears Drop shot Smash shot Footwork Singles Positioning Doubles	<u>Fitness + Football</u>	Continuous Circuit Interval Fartlek Control Passing Dribbling Shooting Tackling Heading	<u>Trampolining</u>	Shapes Seat Front Back Twists/turns Links Somersaults Routine	<u>Rounders' + Athletics</u>	Sprinting Middle/long distance Long Jump Triple Jump Javelin Discus Shot Relay		
<b>Year 12 (A-Level)</b>												

	<u>Anatomy and Physiology + Sport Society</u>	Muscular and Skeletal Systems	<u>Anatomy and Physiology + Sport Society</u>	Cardiorespiratory and Cardiovascular systems	<u>Anatomy and Physiology</u>	Neuromuscular System	<u>Exercise Physiology + Skill Acquisition</u>	Diet + Training method.	<u>Sports Psychology</u>	Personality Attitudes Arousal Anxiety	<u>Sport Psychology</u>	Aggression Motivation Social Facilitation.
<b>Year 13 (A-Level)</b>												
	<u>Performance Analysis - Coursework</u>	Physiological Technical	<u>Performance Analysis - Coursework</u>	PDP Evaluation and Review	<u>Scientific Principles</u>	Energy systems Injury Biomechanics	<u>Psychological and Social Principles of PE</u>	Memory Attribution Confidence Leadership	<u>Psychological and Social Principles of PE</u>	Commercialization Ethics Deviance Sport and the Media	<u>Revision</u>	

## IMPACT

What can be expected by the end of each key stage (for KS4 this will be the end of course)

### **By the end KS3...**

Students should have built on and developed the fundamental skills learnt in key stage 2, becoming more competent, confident and expert in their techniques and applied them throughout a variety of sports and physical activities.

Students should have developed an interest and confidence to get involved in physical activity outside of school.

Students should understand the long term health benefits of physical activity.

### **By the end of KS4....**

Students should have a good understanding of the human body and how the body's physical systems ensure proper functioning in day to day life and when participating in physical activity.

Students will understand how to maintain a healthy active lifestyle and the importance of physical activity on well-being (physical, mental, emotional and social).

Students will have the capability to create, organize and develop a personal fitness programme specific to themselves.

Students will also understand how to minimize the potential onset of health risks on in later life.

Students will have a desire to take part in lifelong physical activity.

**By the end of KS5.....**

Students will have developed the understanding on how the human body works during rest and under exercise.

Students will reflect on their capabilities within their chosen sport identifying strengths and weaknesses within their performance, and having the understanding on how to improve their weaknesses.