

Physical Education Curriculum Overview, 2021-22

<p>Why do we teach PE at Ark BDA?</p>	<p>Healthy, active lifestyle - a lifestyle which contributes positively to physical, mental, and social wellbeing, and includes regular exercise and physical activity.</p> <p>We teach PE at BDA because we want all pupils to enjoy and know the importance of being physically active, so when they leave, they have the confidence and competence to continue exercise into their adult lives. Furthermore, students benefit from the release of endorphins during and post exercise, supporting throughout their daily life at the academy. These hormones have a positive effect on pupil's wellbeing and mental health, leading more well-rounded and healthy young adults. Students need to be aware of the benefits of exercise and the positive effects it has on the body and mind.</p> <p>PE at Ark Burlington Danes develops the knowledge, skills, and capabilities necessary for emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience, and have the determination to believe that anything can be achieved. We aim to teach them values of teamwork and leadership and encourage them to develop life-long healthy habits. Pupils at Ark Burlington Danes will also be exposed to elements of competition, alongside key skills, such as teamwork and communication. We aim to develop lifelong habits and core skills that pupils can take forward into further education or careers both inside and outside of the sport world.</p>
<p>How do we deliver our Christian values in PE?</p>	<p>The PE curriculum requires students to be resilient and have faith in their own and others' abilities. When engaged in competitive situations, resilience is required. For example, during a rugby game where the team is losing, players require resilience to keep a defence line, or to 'tackle back'. Pupils at Ark Burlington Danes need to show commitment in PE lessons, and when attending extra-curricular sessions, whether they are taking part in individual or team-based sports. Within lessons, pupils will have the opportunity to have an impact on their peers' learning, being kind and courteous to others is key factor for this process to be successful. Courage is a requirement in all PE lessons at Burlington Danes. Pupils develop their courage when they are pushed outside of the comfort zone, or when they are presented with a particularly demanding task. The practical nature of the curriculum will push and challenge pupils both physically and mentally, their individual resilience will be a key contributing factor when certain barriers are present. When such barriers occur, leadership qualities, such as encouragement and co-operation will increase the chance of success and provide a platform for such qualities to be further developed. Compassion is also important, as it develops the concept of 'Sportsmanship with players and teams. We learn to work cohesively as a team and respect our teammates and opposition.</p>
<p>How do we build core skills and knowledge over time?</p>	<p>The PE curriculum has been designed so that it is broad and balanced, ensuring that all pupils can be successful across a range of different sports. Pupils will experience a variety of different activity areas which will require the adaption and development of key skills to be successful. Fundamental psychomotor skills will be incorporated into every practical lesson from primary through to KS5, ensuring adequate time is provided to further develop the child's ability and efficiency when performing such skills.</p> <p>Primary In Years 1 -6, we follow the National Curriculum for PE and we use the Rising Stars curriculum. The Rising Stars Curriculum is a Sports, Fitness and Health programme and it is a holistic approach to teaching of PE, which improves fitness, develops skills, and deepens knowledge of health and wellbeing. This works as a spiral curriculum ensuring that foundational skills are learnt and cemented before moving onto competitive sports in UKS2. Alongside the skills that are learnt, key knowledge is instilled such as sportsmanship and rule following. This ensures a solid understanding and foundation of basic skills as a solid platform for the transition from KS2 to KS3 PE. The units taught are knowledge rich and ambitious, each child experiences different sports and therefore learn different skills, from tennis and athletics to Pilates and gymnastics which are also activities covered in the secondary. Finally, PE in primary embodies the key values of Be kind (to others during the lesson), Aim High (being physically pushed), Keep Learning (new skills and practising) Be Brave (push yourself to your limit). As part of the National Curriculum, all children leaving primary school must be able to swim 25m unaided therefore, in Year 4, we take the classes to the local Leisure centre for an hour class each week. In Year 4, we have also invited an outside agency to teach cricket in the Autumn term. This was first trialled in 2019 and was put on hold due to the Covid Pandemic, it is restarting November 2021.</p> <p>Secondary In KS3 pupils are introduced to the PE curriculum where the development of their key knowledge (rules, tactics, anatomical information etc) and core skills are the primary focus (running, throwing, jumping etc). Students develop and practice the core skills in a variety of different contexts ensuring that as pupils move into KS4, their competence and confidence surrounding the key concepts are more than adequate. As students' progress through the key stage three curriculum, the skill content delivered within the activity areas are modified to increase the difficulty of the application of the core skill.</p> <p>As students enter KS4, the curriculum is refined, and students study a finer selection of practical activities whilst incorporating the anatomical key components. Core PE and examination PE share the same expectations regarding high activity levels and the promotion of a healthy active lifestyle. However, the examination classes require additional building of the application of knowledge and analysis of key theories to be successful. The evaluation of key techniques from the KS3 curriculum ensures these core skills have been 'drip-fed' since year 7, so that they are competent and knowledgeable by Year 10. The core PE classes focus on the application of key stage three skills into a variety of conditioned practices, ensuring high activity levels are apparent and key strategies and tactics are analysed.</p>

	<p>At KS5, students cover a variety of units which provide further depth from the KS4 curriculum. The units selected to be taught provide a clear pathway onto sport related university courses. We also ensure pupils have the vocational skills to access employment in the sports industry following the completion of the courses. The core analysis and evaluation skills build from the KS3/4 curriculum ensuring students can provide detailed arguments based on evidence and wider reading. Pupils are also expected to significantly increase their skills around research and methods of investigation.</p>
<p>How does the study of PE prepare students for life beyond Ark BDA?</p>	<p>Due to the breadth and quality of the PE curriculum, as students leave Ark Burlington Danes, they have the competence and confidence to attend and take part in physical activity outside of the school environment. Furthermore, pupils can make informed choices that relating to their physical health and overall wellbeing.</p> <p>When leaving BDA as a PE student, the young people have an opportunity to pursue further study surrounding the academic theories through multiple sport and fitness related degrees e.g., Sport Science. There are also opportunities to follow an apprenticeship through the 15 different sport/fitness related pathways which can lead into a career of their choice.</p>
<p>Implementation</p>	<p>Primary: KS1 and 2 will undertake 1 x 90-minute practical session each week. Here, pupils are taught in their individual classes. In years 3 and 4, pupils also participate in an additional hour-long swimming session each week. The goal by the end of these sessions is for every child to swim 25 metres unaided. Due to the current circumstances however, these sessions have been put on hold but will resume in the new year. This means that the total time for physical education in years 3 and 4 would equate to 2 hours and 30 minutes for these year groups, surpassing that of the national curriculum expectation of 2 hours a week.</p> <p>The curriculum design is based upon the ‘Champions – Rising Stars’ curriculum. This curriculum aims to upskill non-specialist teachers, appropriately integrate sports, health and fitness whilst easily assessing development and tracking progress of the students. More specifically, each half term is split up into both sports and fitness units from year 1 to year 6. However, it is important to note that as we are a growing school, our current cohort does not yet exceed year 5.</p> <p>The implementation of a spiral curriculum allows not just the repetition of skills but the depth and breadth of this knowledge to develop competency and confidence in a broad range of areas. The topics for each half term are mapped out below. They are intricately linked to secondary principles, thus providing a solid foundation. For instance, students are given a chance to develop core skills such as: throwing and catching, balance and coordination. These things along with the provision of explicit opportunities for cooperation and the building of character in line with BDA’s values and ethos, prepares them for participating successfully in team games.</p> <p>In terms of extra-curricular opportunities, pupils also have the option to take part in after school football sessions led by QPR a few times a week. These are 1 hour long.</p> <p>In primary, we aim to provide as many cross-curricular links as possible and this is embedded into our PE curriculum at every given opportunity. The aim for our students is to gain proficiency in all subject areas and so great emphasis is placed upon this principle.</p> <p>Secondary: Ks3 will undertake 2 x 55-minute-long practical sessions and KS4 will undertake 1 x 55 practical session each week. GCSE PE will undertake 2 x 55 minutes of theory lessons and 1 x 55 minutes of practical session. At KS5, students will undertake a total of 12 hours over a period of a week.</p> <p>When designing the core PE curriculum plan, it is important that students study a breadth of activities. However, the limiting factor is indoor space. This means that some parts of the curriculum are invasion games heavy. We have two indoor PE specific spaces available. The weather and time of the year also is a contributing factor. From November-February the curriculum has been designed to ensure part of their lesson occurs inside to prepare for extreme weather conditions.</p> <p>Furthermore, the curriculum design follows a rough plan set from the London Youth Games and other Borough competitions. This leads into the extra-curricular provision on offer to students after school. An example of this is the deadline set from the LYG for the basketball entries is mid-December. Therefore, for that pathway to be sufficient and students to be prepared for the extra-curricular, they need to experience basketball on the curriculum in-line with when the extra-curricular club runs.</p> <p>KS3 Core: Topics are framed with the question of ‘how can the performance of ‘x skill’ be improved’ This could be through how the skill is accurately replicated in isolation, or how the skill is applied through conditioned practices. These questions are used as they have the highest leverage over student competence and learning. Units will be structured dependent on the need of the child e.g., the start of the term pupils study a fitness-based unit, or through the unit being studies, fitness will be incorporated into the lesson. The rationale behind this is this hold the highest leverage in the year moving forward as if pupils cannot be physically active for the length of a lesson, their learning time and the quality of work will be decreased. In addition, the activity areas which are slightly more static in nature and utilize hand-eye coordination, e.g., cricket, will occur later in the year for weather conditions which effect a child’s engagement within the lesson.</p>

Although the lesson skill will be the same e.g., passing, it is the context of the application that changes. The further through the key stages' pupils travel, the more pressurized the situations become where the skill must be applied. Focus on developing each student in a wide range of activities and opportunities, using unopposed and opposed orientated tasks and conditioned games. Students to understand how to analyse their own performances and other performances in team activities using level descriptors and assessment grades and having a sense of self-evaluation of what assessment grade they are currently on. Students to be confident when participating in sport outside of school through community links or attending sports club and have the competitive nature to develop along the sporting continuum and enjoy the physical challenge.

KS4 Core:

During KS4 students are still focusing and further developing on core skills within their P.E lessons and cover the same sports as KS3. However, there are stronger development in KS4 PE of key life skills that are imbedded in the lesson such as decision making, leadership, management and problem solving. Alongside this, our KS4 PE lessons also focus on further develop individuals understanding of how to maintain a mentally and physically healthy lifestyle and the positive impact this has on them beyond their days at BDA. This is to ensure our pupils are competent and confident individuals in this area for their future health and well-being.

KS4 Examination:

The Edexcel GCSE Physical Education course will enhance and develop the knowledge, understanding, skills and values in maintaining performance in physical activities. Alongside develop the theoretical knowledge from physiological, psychological to social-cultural influences that effect involvement in physical activity and performance in sports. A systematic approach is used to deliver a range of topics, allowing pupils to gain a full understanding of each topic covered. Throughout the year, students will sit multiple mid/full topic examinations, allowing teachers to reflect on content delivered and identify gaps in knowledge in preparation of reteaching in Year 11 as the two theory papers account for 60% of the final grade. The practical element is embedded within the curriculum where the focus lies in the strengths of the pupils; each year the curriculum is revised in line with the ability of the pupils and lessons are adapted to ensure the pupils are developing and enhancing their existing practical skills (30% of final grade). The final 10% lies in their coursework; Personal exercise programme (PEP). This assesses pupil's skills to analyse and evaluate personal performance through a PEP embedding and developing their prior knowledge into an extended piece of writing. The knowledge learnt in KS4 gives students a solid foundation of success at KS5 in BTEC Sport/ Sport and exercise science.

The Level 2 OCR Cambridge National course will develop some of the existing knowledge built within KS3 practical lessons. Students will go into greater detail about anatomy and physiology and why they play an important in everyday movement and sport. Areas such as the warm-up and fitness testing are also covered in this course, giving students greater depth to areas already touched upon in KS3. The course also introduces students to a wide range of new topics, including sports nutrition and how to carry out prolonged fitness programs. Students will be able to assess and evaluate not only their own performance, but also others within the group. The course has a mix of coursework units and exam units, allowing for a balance of different learning methods, including practice, observation, analysis and evaluation. The course is taught across 4 separate units. RO41: Reducing Risk of Injury in Sport (25% Exam based), RO42: Applying the Principles of Training (25% Coursework based), RO43: Effects of physical activity on the body (25% Coursework based), RO45: Sports Nutrition. This course is designed to support pupils moving onto the BTEC or Professional pathways course in KS5.

KS5: Students opting to do sports science will be enrolled on the BTEC Sports and Exercise Science course. Sport and Exercise Science examines sports performance from several different perspectives. The course is based around investigating the principles of human performance in terms of anatomy, physiology, psychology, injury and nutrition. Learners will also develop employability skills in areas such as sports coaching and fitness training. Students will also explore and apply the concepts of research and consider how sport interacts with wider society. These themes are delivered across 2 years within 13 units of theoretical and practical study. Four of these units are assessed externally and the remaining 9 units are assessed internally through course work tasks, presentations and practical sessions.

This course runs alongside the Professional Pathways program which aims to support students and focuses on work readiness skills such as leadership skills, habits, mid set training and to empower students for life after sixth form.

Successful completion of this course will give the learner UCAS points equivalent to 3 A Levels.

Year Group	Key curriculum end point: Knowledge and skills	How does it link to future progression?
1	<p><u>1.1 Multi-Skills</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. participate in team games, developing simple tactics for attacking and defending</p> <p><u>1.2 Mighty Movers (Running)</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p><u>1.3 Skip to the Beat</u> perform dances using simple movement patterns</p> <p><u>1.4 Brilliant Ball Skills</u> They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><u>1.5 Throwing and Catching</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><u>1.6 Active Athletics</u> They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>2.1 Multi-skills 2.2 Mighty Movers (Running) 2.3 Skip to the Beat 2.4 Brilliant Ball Skills 2.6 Active Athletics 2.5 Throwing and Catching</p> <p>3.1 Multi-skills 3.2 Mighty Movers (Running) 3.3 Skip to the Beat 3.4. Brilliant Ball Skills 3.5 Throwing and Catching 3.6 Active Athletics</p> <p>4.1 Invaders 4.2 Dynamic Dance 4.3 Gym Sequences 4.4 Striking and Fielding 4.5 Nimble Nets 4.6 Young Olympians</p> <p>5.1 Invaders 5.2 Dynamic Dance 5.3 Gym Sequences 5.4 Striking and Fielding 5.5 Nimble Nets 5.6 Young Olympians</p> <p>6.1 Invaders 6.2 Dynamic Dance 6.3 Gym Sequences 6.4 Striking and Fielding 6.5 Nimble Nets 6.6 Young Olympians</p>
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	<p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><u>2.5 Throwing and Catching</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><u>2.6 Active Athletics</u> They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>5.2 Dynamic Dance 5.3 Gym Sequences 5.4 Striking and Fielding 5.5 Nimble Nets 5.6 Young Olympians</p> <p>6.1 Invaders 6.2 Dynamic Dance 6.3 Gym Sequences 6.4 Striking and Fielding 6.5 Nimble Nets 6.6 Young Olympians</p>
3	<p><u>3.1 Multi-skills</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>3.2 Mighty Movers (Running)</u> use running, jumping, throwing and catching in isolation and in combination take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>3.3 Skip to the Beat</u> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>3.4. Brilliant Ball Skills</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>3.5 Throwing and Catching</u> use running, jumping, throwing and catching in isolation and in combination take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>3.6 Active Athletics</u> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>4.1 Invaders 4.2 Dynamic Dance 4.3 Gym Sequences 4.4 Striking and Fielding 4.5 Nimble Nets 4.6 Young Olympians</p> <p>5.1 Invaders 5.2 Dynamic Dance 5.3 Gym Sequences 5.4 Striking and Fielding 5.5 Nimble Nets 5.6 Young Olympians</p> <p>6.1 Invaders 6.2 Dynamic Dance 6.3 Gym Sequences 6.4 Striking and Fielding 6.5 Nimble Nets 6.6 Young Olympians</p>
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	<p>develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns</p> <p><u>4.3 Gym Sequences</u> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns</p> <p><u>4.4 Striking and Fielding</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><u>4.5 Nimble Nets</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><u>4.6 Young Olympians</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>5.6 Young Olympians</p> <p>6.1 Invaders 6.2 Dynamic Dance 6.3 Gym Sequences 6.4 Striking and Fielding 6.5 Nimble Nets 6.6 Young Olympians</p>
5	<p><u>5.1 Invaders</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><u>5.2 Dynamic Dance</u> develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns</p> <p><u>5.3 Gym Sequences</u> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns</p> <p><u>5.4 Striking and Fielding</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><u>5.5 Nimble Nets</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><u>5.6 Young Olympians</u> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>6.1 Invaders 6.2 Dynamic Dance 6.3 Gym Sequences 6.4 Striking and Fielding 6.5 Nimble Nets 6.6 Young Olympians</p>

<p>6</p>	<p>6.1 Invaders use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>6.2 Dynamic Dance develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns</p> <p>6.3 Gym Sequences use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns</p> <p>6.4 Striking and Fielding use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>6.5 Nimble Nets use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>6.6 Young Olympians use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>By the end of year 6 students will have a solid understanding of key motor skills and a basic exposure to specific skills across a wide range of sports such as invasion games, net games, accurate replication and striking and fielding. Therefore, creating a foundational platform for their transition into year 7 where these sports are continued but at a more advanced level.</p>
<p>7</p>	<p>Ensure to fill gaps of knowledge on basic motor skills so students are at the same level of understanding by the end of year 7.</p> <p>Expose students to new sports and start to build passion and engagement in physical activity and competition through extra-curricular clubs.</p> <p>Developed a basic competency of the rules for each sport covered throughout the academic year.</p> <p>Understand and articulate some strategies and tactics within a sport to provide a sporting advantage</p> <p>Ability to explain consistently and demonstrate in isolation the steps to execution the basic skills in each sport covered.</p> <p>Start to build the importance of resilience, fair play, teamwork, leadership and importance of challenge.</p> <p>Start to expose students to basic theoretical knowledge and the ability to state with some level of explanation.</p>	<p>It is imperative that all students acquire the same knowledge and understanding of basic motor skills to provide them with the platform to access more intricate and challenging skills.</p> <p>Basic understanding of the skill and rules within each sport provides a solid base for student's progression for the next year when covering the same sports.</p> <p>Students start to learn theoretical knowledge alongside practical element to understand concepts such as a warmup and effects this has on the body.</p>
<p>8</p>	<p>Further broaden sporting experiences for students within lessons and extra-curricular activities to build on their current skill level.</p> <p>Introduce more intricate rules to the game to build on the basic understanding in year 7. With some ability to apply this understanding in game play with support.</p>	<p>When students start to understanding the basic rules and skill sets of different sports consistently in enables them to access more intricate skills and more challenging situations to deal with developing the fundamental life skills.</p>

	<p>Explain and apply tactics and strategies into a range of sports to have a good understanding of these and to manage the game with a higher level of independency.</p> <p>Build on the basic skills learnt in year 7 to ensure good level of consistency and competency in the explanation and execution phase of skills in isolation and good level of execution of the skill during pressured and game like situation.</p> <p>Build further theoretical knowledge to provide sound explanations with clarity and links to sporting examples.</p>	<p>Building on theoretical knowledge to support in their ability to explain theoretical knowledge better with the ability to link this to sporting examples supporting their understanding.</p>
9	<p>Maintain an interest in PE and understand the benefits with regards to health and well-being to ensure high levels of engagement. To encourage students to take PE as GCSE/BTEC option.</p> <p>Higher level of competency in the rules and regulations of the sports previously covered in years 7 and 8 and apply this understanding themselves without support.</p> <p>Apply tactics and strategies consistently in a variety of different sports. leadership skills and This is then further developed in year 9 by students applying more advanced skills and start to execute higher level of skill per sport</p> <p>Students to confidently and accurately explain the key teaching points for an array of basic and challenging skills within each sport covered. Demonstrate this well in both isolation and under pressured and game situations.</p> <p>Theoretical knowledge is consistent with the ability to state, explain and analyse. Start to Use GCSE terminology consistently and effectively.</p>	<p>By the end of year 9 students should feel confident and competent in a variety of sports so they can access these to increase levels of engagement and interest leading into year 10 and 11.</p> <p>By the time students reach year 9 they should be competent and confident in a variety of areas within the theoretical understanding of PE. This provides a solid platform for the students to progress into GCSE and have some understanding of key terminology such as explain, state and analyse.</p>
10	<p>Core</p> <ul style="list-style-type: none"> - Every student has a sound understanding of the rules of an array of sports covered throughout KS3 and KS4. - Should all withhold good operational understanding of different rules so they can participate safely and effectively - They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. <p>GCSE</p> <ul style="list-style-type: none"> - Students to be competent in content covered for written paper 1 on physical factors affecting performance. - Students to be able to apply this knowledge and understanding to relevant skills and techniques in physical activity and sport and analyse and evaluate performance (through engagement of the AEP coursework) - Start to feel competent in demonstrating knowledge and understanding of factors that underpin performance and involvement in physical activity (AO1). Start to build on their ability to apply knowledge and understanding of these factors. (AO2). Start to build on their ability to analyse and evaluate the factors that underpin performance and involvement in physical activity. (AO3) <p>BTEC SS</p> <ul style="list-style-type: none"> - For the exam unit (R041), pupils can demonstrate knowledge of the following areas: Risks in sport, types of sporting injuries, medical conditions, intrinsic and extrinsic factors that affect physical activity - For the coursework unit (R042), pupils can demonstrate knowledge of the following areas: The principles of training, methods of training, components of fitness, designing a training programme, evaluating a training programme - Core skills required across the 2 units are: Identification of key subject specific terms, application of knowledge through sporting examples, designing, development of our own ideas through knowledge, evaluative skills 	<p>GCSE-</p> <p>Content covered in year one is essential for students to be able to access and perform well in their coursework of the AEP. Students need to be competent and confident in.</p> <p>Core-</p> <p>That students finish year 10 with a positive experience in PE, to have a clear understanding of the rules of the sports offered and appreciation of its value with regards to their health and well-being to maintain engagement within core lessons moving into year 11.</p>

<p>11</p>	<p>Core</p> <ul style="list-style-type: none"> - Every student has a sound understanding of the rules of an array of sports covered throughout KS3 and KS4. - Should all withhold good operational understanding of different rules so they can participate safely and effectively - They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. <p>GCSE</p> <ul style="list-style-type: none"> - Students to be competent in content covered for written paper 2 of the socio-cultural issues and sport psychology. Whilst maintaining sound content knowledge on paper 1 of the physical factors affecting performance. - To be competent in demonstrating knowledge and understanding of factors that underpin performance and involvement in physical activity (AO1). To consistently apply knowledge and understanding of these factors. (AO2). Further build on their ability to analyse and evaluate the factors that underpin performance and involvement in physical activity. (AO3) <p>BTEC SS</p> <ul style="list-style-type: none"> - For the first coursework unit (Ro45), pupils can demonstrate knowledge of the following areas: food groups and types of nutrients, balanced diet, malnutrition, diets for different athletes, designing and evaluating a diet plan - For the second coursework unit (Ro43), pupils can demonstrate knowledge of the following areas: locate parts of the Musculo-skeletal and cardio-respiratory systems, explain the role of these body systems, explain the short term and long-term impacts of physical activity on these systems, design a training programme, track, and measure the results of a training programme - Core skills required across the 2 units are: Identification of key subject specific terms, application of knowledge through sporting examples, designing, development of our own ideas through knowledge, evaluative skills 	<p>GCSE/ BTEC/ Core</p> <p>The GCSE and BTEC course will provide students a solid platform to further pursue a career in sport, such as an A-level or BTEC course. This course will also develop fundamental educational skills that students will require for any further education. These include application of content, analysis, evaluation and the skill to compare and contrast information. The nature of these courses also develops essential life skills such as leadership, confidence, communication, critical thinking, decision making, feedback and time management.</p> <p>These life skills are also developed and apparent from students engaging in our core PE lessons and are applicable skills</p> <p>When students leave school, they have a holistic understanding of the impact and importance of exercise for their health and well-being. Students withhold a positive experience of physical education with an interest in maintaining some form of physical activity.</p>
<p>12</p>	<p>BTEC sport science</p> <ul style="list-style-type: none"> - In year 12, students will be introduced to the Level 3 BTEC Sports and Exercise Science. They will complete 8 units in this first year of the course. - During this time students will develop their writing skills as they complete a range of assignments requiring analytical and evaluative answers. - They will gain confidence and improve their communication skills when leading small groups and coaching for performance in Unit 6. - When completing presentations as part of their assessments, they will develop speaking and listening skills. - For the external exams, they will learn about the physiological and psychological impacts and adaptations to a sports person and be able to relate it to sporting scenarios. They will gain substantial subject knowledge and develop exam techniques in preparation to sit the two external exams. - Alongside this BTEC course, students will also complete a range of skills as part of the integrated Professional Pathways programme. - This programme helps the students to improve on 8 skills using the Skills Builder online platform tools. These skills are assessed each term and the progress of the student are mapped by the teacher. Skills include creativity, positivity, speaking, listening, problem solving, teamwork, aiming high and leadership. - By the end of year 12, student would have started to gain confidence in the subject knowledge and the range of skills necessary to successfully complete the course in Year 13. 	<p>By the end of year 12 students should be competent in the key skills required to be successful in the course with regards to both their coursework and their examined units. All units in year 1 support and build on necessary skills and knowledge that is required for units covered in year 13.</p>

13	<p><u>BTEC sport science</u></p> <ul style="list-style-type: none"> - In Year 13, students will build upon the foundation set in year 12. They will continue to develop their subject knowledge and complete a further 7 Units. - The two external Units will cover Nutrition and Anatomy and students will know the effects and adaptations of exercise on the body and how nutrition is important in maintaining and improving performance. - They will visit specialist labs at Essex University and learn and know how to administer advanced fitness testing. - For the internal assessments, student will continue to improve their written work by adding more depth and therefore demonstrating a higher level of understanding. They will further work towards improving their independent learning and interpersonal skills. - By the end of Year 13, students will complete the Professional Pathways Programme and will successfully complete the 8 skills, creativity, positivity, speaking, listening, problem solving, teamwork, aiming high and leadership. - On completion of the course students would have developed the following: Cognition and problem solving, Intrapersonal skills including working with others and communication. Interpersonal skills such as resilience and adaptability and effective writing and analytical skills. - Students will now be empowered to pursue a course at university or to embark on an apprenticeship. 	<p>Students completing this qualification will mean learners develop the transferable and higher-order skills that are highly regarded by higher education and employers. For example, communication, teamwork and leadership skills. The qualification is recognised by higher education providers as meeting admission requirements for many relevant sport science or related courses at degree level.</p>
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Core Physical Education Curriculum 2021-2022

CORE PE		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic	1.1 Multi-Skills 1.1 Boot Camp	1.2 Mighty Movers (Running) 1.2 Story Time Dance	1.3 Skip to the Beat 1.3 Groovy Gymnastics	1.4 Brilliant Ball Skills 1.4 Gymfit Circuits	1.5 Throwing and Catching 1.5 Cool Core (Strength)	1.6 Active Athletics 1.6 Fitness Frenzy
Year 2	Topic	2.2 Mighty Movers (Running) 2.2 Ugly Bug Ball Dance	2.1 Multi-skills 2.1 Boot Camp	2.3 Skip to the Beat 2.3 Groovy Gymnastics	2.4 Brilliant Ball Skills 2.4 Gymfit Circuits	2.6 Active Athletics 2.6 Fitness Frenzy	2.5 Throwing and Catching 2.5 Cool Core (Strength)
Year 3	Topic	3.6 Active Athletics 3.6 Fitness Frenzy	3.5 Throwing and Catching 3.5 Cool Core (Strength)	3.3 Skip to the Beat 3.3 Groovy Gymnastics	3.4. Brilliant Ball Skills 3.4 Gymfit Circuits	3.2 Mighty Movers (Running) 3.2 African Dance	3.1 Multi-skills 3.1 Boot Camp
Year 4	Topic	4.5 Nimble Nets 4.5 Cool Core (Pilates)	4.1 Invaders 4.1 Boot Camp	4.3 Gym Sequences 4.3 Step to the beat	4.2 Dynamic Dance	4.4 Striking and Fielding 4.4 Gymfit Circuits	4.6 Young Olympians 4.6 Fitness Frenzy

Examination Physical Education Curriculum 2021-2022

EXAMINATION SUBJECTS		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 (GCSE) (OCR)	Topic	1.1.a, 1.1.b and 1.1.b	1.1.d and 1.1.e	1.2.a, 1.2.b and 1.2.b	AEP	AEP	2.1.a,2.1.b and 2.1.c 1 sport practical
	Content	Location of major bones Functions of the skeletal system Types of synovial joint Types of movement Other components of the joint Location of the major muscle Roles of the muscle movement Levers system Planes of movement	The structure of the cardiovascular system The structure of the respiratory system Aerobic and anaerobic exercise Long term and short-term effects of the body.	Health and skill related components of fitness Applying the principles of training Optimising training Preventing injury	This component draws upon the knowledge, understanding and skills a students has learned and enables them to analyse and evaluate their own or their peers performance in one activity covered.	This component draws upon the knowledge, understanding and skills a students has learned and enables them to analyse and evaluate their own or their peers performance in one activity covered.	Physical activity and sport in the UK Participation in sport Commercialisation of sport Ethics in sport Violence in sport Drugs in sport 1 sport for practical
	Assessment	Mid topic test Do Now low stake testing	Mock exam Applied anatomy and physiology. (1-4) Aligned with ARK Do Now low stake testing	Mid Topic Test Do Now low stake testing	Applied anatomy and physiology. (1-9)Aligned with ARK Do Now low stake testing	Mid Topic Test Do Now low stake testing	Unit 1 (2019), 1 sport. Aligned with ARK Do Now low stake testing
	Topic	Ro41; Reducing the risk of injury in Sport Ro42: Applying the Principles of Training	Ro41; Reducing the risk of injury in Sport Ro42: Applying the Principles of Training	Ro41; Reducing the risk of injury in Sport Ro42: Applying the Principles of Training	Ro41; Reducing the risk of injury in Sport Ro42: Applying the Principles of Training	Ro41; Reducing the risk of injury in Sport Ro42: Applying the Principles of Training	Start prep for Year 11 units
Year 10 (BTEC Cambridge National)	Content	Ro41: Learning Outcome 1: Understand several factors which influence the risk of injury Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury Ro42: Learning Outcome 1: Know the principles of	Ro41: Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury Learning Outcome 3: Know how to respond to injuries within a sporting context Ro42: Learning Outcome 2: Know how training methods target different fitness components	Ro41: Learning Outcome 3: Know how to respond to injuries within a sporting context Learning Outcome 4: Know how to respond to common medical conditions Ro42: Learning Outcome 3: Be able to conduct fitness tests	Ro41: Re Learning Outcome 4: Know how to respond to common medical conditions Revision for exam unit begins Ro42: Learning Outcome 4: Be able to develop fitness training programmes	Revision and exam Complete final draft of coursework	Start to look at content for Year 11 coursework unit.

		training in a sporting context Learning Outcome 2: Know how training methods target different fitness components	Learning Outcome 3: Be able to conduct fitness tests	Learning Outcome 4: Be able to develop fitness training programmes	Begin final draft of coursework		
	Assessment	Ro42: Coursework Ro41: Exam	Ro42: Coursework Ro41 Exam	Ro42: Coursework Ro41 Exam	Ro42: Coursework Ro41 Exam	Ro42: Coursework Ro41 Exam	Both coursework units
Year 11 (GCSE) (Edexcel)	Topic	(C1) 1.1 Topic 1 Fitness and Body Systems	(C1) 1.2: Topic 1 Fitness and Body Systems (C2): 3.2 Socio-cultural influences	(C1) 2.2 Topic 2 Movement Analysis (C1) 3.2 Topic 1 Fitness and Body Systems	Revision	EXAM	
	Content	Structure and function of muscular-skeletal system The structure of the skeleton (classification of bones and identifying bones) Joints and movement possibilities Ligaments/tendons and muscles types The voluntary muscular system Antagonistic pairs/skeletal and muscular link	The structure of the cardiovascular system The structure of the respiratory system Aerobic and anaerobic Long- and short-term effects Commercialisation of physical activity Ethical and socio-cultural issues in sport	Planes and axes of movement Lever systems Health, fitness, performance & exercise The components of fitness Principles of training Methods of training	Revision to cover all units. Cover areas of concern as a result of units 1 and 2 exam in SPR 1 Exams.	EXAM	
	Assessment	Do Now low stake testing End topic test- knowledge gap	Do Now low stake testing End topic test- knowledge gap	Do Now low stake testing End topic test- knowledge gap			
	Topic	Ro43: Sports Nutrition Ro45: The body's response to physical activity	Ro43: Sports Nutrition Ro45: The body's response to physical activity	Ro43: Sports Nutrition Ro45: The body's response to physical activity	Ro43: Sports Nutrition Ro45: The body's response to physical activity	Ro43: Sports Nutrition Ro45: The body's response to physical activity	
Year 11 (BTEC Cambridge National)	Content	Ro43 Learning Outcome 1: Know the key components of the musculo-skeletal and cardiorespiratory systems, their functions, and roles	Ro43 Learning Outcome 2: Understand the importance of the musculo- skeletal and cardiorespiratory systems in health and fitness	Ro43 Learning Outcome 3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems	Ro43 Learning Outcome 4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems	Complete and submit final coursework draft for both units	

		<p>Learning Outcome 2: Understand the importance of the musculo-skeletal and cardiorespiratory systems in health and fitness</p> <p>R045</p> <p>Learning Outcome 1: Know about the nutrients needed for a healthy, balanced diet</p> <p>Learning Outcome 2: Understand the importance of nutrition in sport</p>	<p>Learning Outcome 3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</p> <p>R045</p> <p>Learning Outcome 2: Understand the importance of nutrition in sport</p> <p>Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation</p>	<p>Learning Outcome 4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</p> <p>R045</p> <p>Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation</p> <p>Learning Outcome 4: Be able to develop diet plans for performers</p>	<p>Begin final draft of coursework</p> <p>R045</p> <p>Learning Outcome 4: Be able to develop diet plans for performers</p> <p>Begin final draft of coursework</p>		
	Assessment	R043: Coursework R045: Coursework	R043: Coursework R045: Coursework	R043: Coursework R045: Coursework	R043: Coursework R045: Coursework	R043: Coursework R045: Coursework	
Year 12 (Sport)	Topic	<p>Unit 2: Functional Anatomy</p> <p>Unit 6: Coaching for performance and fitness</p> <p>Unit 3: Applied sport and exercise psychology</p>	<p>Unit 2: Functional Anatomy</p> <p>Unit 6: Coaching for performance and fitness</p> <p>Unit 3: Applied sport and exercise psychology</p>	<p>Unit 2: Functional Anatomy</p> <p>Unit 10: Physical activity for individual and group-based activity</p> <p>Unit 3: Applied sport and exercise psychology</p>	<p>Unit 2: Functional Anatomy</p> <p>Unit 10: Physical activity for individual and group-based activity</p> <p>Unit 3: Applied sport and exercise psychology</p>	<p>Unit 12: Sociocultural Issues in Sport and Exercise</p> <p>Unit 14: Technology in sport and exercise</p> <p>Unit 15: Sports Injury and assessment</p>	<p>Unit 12: Sociocultural Issues in Sport and Exercise</p> <p>Unit 14: Technology in sport and exercise</p> <p>Unit 15: Sports Injury and assessment</p>
	Content	<p>Unit 2: Language, structure, characteristics, and function of each anatomical system</p> <p>Unit 6: Use of technology in coaching and the methods of coaching used to enhance performance.</p> <p>Unit 3: Motivation and competitive pressures in sport</p>	<p>Unit 2: Language, structure, characteristics, and function of each anatomical system</p> <p>Unit 6: Understand practices and adaptations used to develop athletes when coaching for performance and fitness. Demonstrate coaching for performance.</p> <p>Unit 3: Self-confidence, self-efficacy, and self-esteem</p>	<p>Unit 2: The anatomical systems' effectiveness in producing sport and exercise movements and evaluate their impact on performing movements successfully</p> <p>Unit 10: Explore processes of health screening and safe practices for fitness</p> <p>Unit 3: Mindset in sport and group dynamics. Unit 10:</p>	<p>Unit 2: Make connections between anatomical systems and how they interrelate in order to carry out different exercise and sporting movements in context</p> <p>Unit 10: Explore different self and group-based exercise and fitness programs.</p> <p>Unit 3: Psychological interventions for sport. Unit10:</p>	<p>Unit 12: The social theories used to study and interpret sport and exercise in society Learners</p> <p>Unit 14: Investigate technology in sport and how it aids performance.</p> <p>Unit 15: What acute and overuse injuries are and their signs and symptoms. Physiological and psychological response to injury and rehabilitation</p>	<p>Unit 12: The historical and cultural changes, and the social and ethical issues that have impacted on sport and exercise development in the UK. The relationships between commercialism, the media, and sport and exercise</p> <p>Unit 14: Explore the use technology and the use it to analyse data. Investigate the ethics involved in using these types of technology.</p> <p>Unit 15: What the causes of sport injuries are and their association of prevention strategies. Explore the common treatments and rehabilitation methods for injured athletes.</p>

	Assessment	Low stakes testing, past paper practise for unit 2 and 3 Coursework feedback for unit 6	Low stakes testing, past paper practise for unit 2 and 3 Coursework feedback for unit 6	Low stakes testing, past paper practise for unit 2 and 3 Coursework feedback for unit 10	External exam for unit 2 and 3 Coursework feedback for unit 10	Coursework feedback for all units	Coursework feedback for all units
Year 13 (Sport and exercise science)	Topic	Unit 13: Sports Nutrition Unit 10: Physical activities for Individual and group based exercise. Unit 8: Specialist fitness training	Unit 13: Sports Nutrition Unit 1: Sport and Exercise Physiology External exam: January 2022 Unit 8: Specialist fitness training	Unit 5: Applied Research Methods in Sport and Exercise Science Unit 1: Sport and Exercise Physiology Unit 9: Research Project in Sport and Exercise Science	Unit 5: Applied Research Methods in Sport and Exercise Science Unit 4: Field and Laboratory-based Fitness Testing Unit 9: Research Project in Sport and Exercise Science	Unit 5: Applied Research Methods in Sport and Exercise Science Unit 4: Field and Laboratory-based Fitness Testing Unit 9: Research Project in Sport and Exercise Science	Final coursework completion
	Content	Unit 13: Demonstrate knowledge and understanding of nutritional principles, strategies and concepts. Apply knowledge and understanding of nutritional principles, strategies and concepts to sport and exercise performance in context Unit 10: Explore the processes of health screening prior to physical activity participation. Examine different types of exercise for individual and group-based exercise sessions. Undertake planning and instructing of individual and group-based exercise session Unit 8: Examine the fitness requirements, physical characteristics and demands of sport that contribute to effective training and performance	Unit 13: Analyse and evaluate information and data relating to an individual's needs in order to determine modifications and guidance to improve sport and exercise performance Be able to develop and adapt a nutritional programme in context and with appropriate justification Unit 1: Demonstrate, understand and apply knowledge of body systems and how they respond and adapt to exercise in different environments Unit 8: Investigate methods of training for physical and skill-related fitness C Explore the planning of fitness programming.	Unit 5: Understand the importance of research in sporting environments. Examine key issues that impact on the effectiveness and quality of research in the sport and exercise sciences Unit 1: Analyse sports performance data to interpret the body's responses and adaptations to exercise and evaluate their impact. Make connections between how the body systems work together in response to the demands of sport Unit 9: A Plan a sport or exercise science-based research project	Unit 5: Examine key issues that impact on the effectiveness and quality of research in the sport and exercise sciences. Examine the three main approaches to research in the sport and exercise sciences Unit 4: Examine the preparation required prior to sport and exercise field- and laboratory-based testing. Undertake anthropometry and somatotype testing procedures in sport Unit 9: Carry out a sport or exercise science-based research project	Unit 5: Examine the three main approaches to research in the sport and exercise sciences. Apply appropriate research methods to a selected sport and exercise sciences-based research problem Unit 4: Explore the use of field- and laboratory-based protocols in sport and exercise sciences D Explore profiling of a sports performer following a practical research design using field- and laboratory-based testing. Unit 9: Produce a sport or exercise science-based research report	Final coursework completion
	Assessment	Low stakes testing, past paper practise for unit 13 Coursework feedback for unit 8 and 10	Low stakes testing, past paper practise for unit 1 and 8. Coursework feedback for unit 8.	External exam for unit 1 Coursework feedback for unit 5 and 9.	Coursework feedback for all units	Coursework feedback for all units	Coursework feedback for all units