

Curriculum overview: Physical Education (GCSE)

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

Content studied in Key Stage 2

Sport & Games

Adding in the range of sports (Net and wall games, athletics, dance, striking and fielding, invasion games) experienced and skills.

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- 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.

Swimming and water safety

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

Key skills/content requirements at GCSE

- Theoretical knowledge of:
 - Applied anatomy and physiology Physical training
 - Socio-cultural influences Sports Psychology Health, fitness and well-being
- Practical activity assessment in 1 team sport, 1 individual sport and 1 sport of choice.
- Analysing and Evaluating Performance (AEP)

Curriculum Overview

	Term 1	Term 2	Term 3	Portable Content	Key Terms
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<p>Year 9</p>	<ul style="list-style-type: none"> ▪ To know the name and location of the bones in the human body. ▪ To understand and apply examples of how the skeleton provides or allows. ▪ To know the definitions of a synovial joint. ▪ To know the types of movement and know the roles of the components of a joint. ▪ To know the three classes of levers, planes of movement and axis of rotation. ▪ To know the name and location of the muscled groups in the human body. ▪ To know the roles of muscles in movement. ▪ To know the risks and prevention of injury ✓ <i>19 Bones in the human body</i> ✓ <i>The 6 functions of the skeletal system.</i> ✓ <i>2 types of hinge joints and 2 types of ball and socket joint.</i> ✓ <i>Articulating bones.</i> ✓ <i>6 types of movement</i> ✓ <i>The roles of ligaments, Cartilage and Tendons.</i> ✓ <i>1st, 2nd, 3rd class leers, mechanical advantage, Planes of movement and axis of rotation.</i> ✓ <i>Muscles and sporting examples</i> ✓ <i>Agonist, Antagonist and Fixator.</i> ✓ <i>The risks of injury and potential hazards</i> 	<ul style="list-style-type: none"> ▪ To know the Components of fitness. ▪ To know the suitable fitness tests and be able to apply to sporting examples. ▪ To know the principles of training. ▪ To know and explain Optimising training and apply these elements to personal exercise/training programmes. ✓ 10 components of fitness, fitness tests and sporting examples. ✓ The definitions of the principles of training. ✓ The elements of FITT. ✓ The components of a warm up and cool down and explain the benefits. 	<ul style="list-style-type: none"> ▪ To know the structure and function of the Cardiovascular system ▪ To know the structure and function of the respiratory system ▪ To know the definitions and be able to apply practical examples of aerobic and anaerobic exercise. ▪ To know the short term and long term effects of exercise on the body systems ✓ The double circulatory system ✓ Types of blood vessels ✓ The pathway of blood around the body ✓ Heart rate, Stroke volume and Cardiac output and the role of red blood cells ✓ The pathway of air through the respiratory system ✓ The role of the respiratory muscles in breathing ✓ Breathing rate, tidal volume and minute ventilation ✓ Gaseous exchange ✓ Aerobic and Anaerobic exercise. 	<ul style="list-style-type: none"> ▪ To develop theoretical knowledge and understanding of: ▪ Components of Fitness: ✓ <i>know the definition</i> ✓ <i>apply practical examples where the component is particularly important in sport</i> ✓ <i>know suitable tests for this component</i> ▪ Muscular System: ✓ <i>know the name and location of the muscle groups in the human body</i> ▪ Skeletal System: ✓ <i>know the name and location of the bones in the human body</i> ▪ Methods of training: ✓ <i>understand the key components of a warm up and cool down</i> ✓ <i>know different types of training, definitions and examples</i> ▪ The principles of training ✓ <i>Progressive</i> 	<ul style="list-style-type: none"> ▪ Muscular ▪ Skeletal ▪ Cardiovascular ▪ Respiratory ▪ Principles of training ▪ Optimising training ▪ Aerobic ▪ Anaerobic ▪ Levers ▪ Planes ▪ Axes ▪ Movement ▪ Intensity ▪ Component's ▪ Principles ▪ Training ▪ Injury
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Year 10	<ul style="list-style-type: none"> ▪ To know the current trends in participation in sport ▪ To understand how different factors can affect participation. ▪ To know and understand strategies which can be used to improve participation ▪ To develop knowledge and understanding of the commercialisation of physical activity and sport including sponsorship, along with the influences of the media with examples showing the positive and negative effects on participation and performance in physical activities and sports. ✓ Physical activity and sport in the UK ✓ Participation in physical activity ✓ Commercialisation in sport 	<ul style="list-style-type: none"> ▪ To develop knowledge and understanding of ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. ▪ To know the effects of drugs in sport and the reasons why sports performers use drugs will be understood along with the reasons for player violence with practical examples in physical activities and sports. ▪ To develop knowledge of the psychological factors that can affect performers. ▪ To develop understanding of how movement skills are learned and performed in physical activities and sports. ▪ To know the characteristics and classification of skilful movement, along with the 	<ul style="list-style-type: none"> ▪ To develop knowledge of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. ▪ To know about the physical, emotional and social benefits as well as the consequences of a sedentary lifestyle. ▪ To develop knowledge of diet and nutrition and to understand the main components of a balanced diet, including the effects of these components and hydration on performers using a range of examples from physical activities and sports. ✓ Health, fitness and well-being ✓ Health benefits of 	<ul style="list-style-type: none"> ▪ Strategies ▪ Participation ▪ Promotion ▪ Provision ▪ Participation ▪ Commercialisation ▪ Sponsorship ▪ Influence ▪ Socio-cultural ▪ Ethics ▪ Violence ▪ Deviance ▪ Gamesmanship ▪ Sportsmanship ▪ Characteristics ▪ Classification ▪ Psychology ▪ Guidance ▪ Feedback ▪ Skill ▪ Health ▪ Diet ▪ Nutrition ▪ Preparation ▪ Engagement 	

		<p>role of goal setting and mental preparation.</p> <ul style="list-style-type: none"> ▪ To understand guidance and feedback that affects the learning and performance of movement skills. <ul style="list-style-type: none"> ✓ Ethics in sport ✓ Drugs in sport ✓ Violence in sport ✓ Characteristics of skilful movement ✓ Classification of skills ✓ Goal setting ✓ Mental preparation ✓ Types of guidance and types of feedback 	<p>physical activity and consequences of a sedentary lifestyle; physical, emotional and social.</p> <ul style="list-style-type: none"> ✓ To know the definition of a Balanced diet and know the components of a balanced diet. 	<ul style="list-style-type: none"> ✓ <i>Water</i> ✓ <i>Vitamins</i> ✓ <i>Minerals</i> ✓ <i>Fibre</i> ▪ Food sources ▪ Dietary requirements ▪ Dietary supplements ✓ <i>Fatty acids</i> ✓ <i>Amino acids</i> ✓ <i>Multi-vitamins</i> ✓ <i>Protein Powders</i> ✓ <i>Herbal remedies</i> ✓ <i>Creatine</i> 	
Year 11	<ul style="list-style-type: none"> ▪ To be able to refine practical skills ▪ To complete (AEP) Analysing and evaluating performance assessment 	<ul style="list-style-type: none"> ▪ To develop and refine practical skills ▪ To execute skills during competitive play ▪ To execute certain complete situations and game play ▪ To be able to perform ▪ To evaluate performance ▪ To identify strengths and weaknesses of own self-performance. ✓ Team skills/games ✓ Individual skills/games 	<ul style="list-style-type: none"> ▪ To develop and refine practical skills ▪ To execute skills during competitive play ▪ To execute certain complete situations and game play ▪ To be able to perform ▪ To evaluate performance ▪ To identify strengths and weaknesses of own self-performance. ✓ Team skills/games ✓ Individual skills/games 	<ul style="list-style-type: none"> ▪ To develop and refine knowledge of the Physiological factors in sport and the sociocultural factors affecting sport. 	<ul style="list-style-type: none"> ▪ Muscular ▪ Skeletal ▪ Cardiovascular ▪ Respiratory ▪ Principles of training ▪ Optimising training ▪ Aerobic ▪ Anaerobic ▪ Levers ▪ Planes ▪ Axes ▪ Movement ▪ Intensity ▪ Component's ▪ Principles ▪ Training ▪ Injury ▪ Strategies ▪ Participation ▪ Promotion ▪ Provision ▪ Participation

					<ul style="list-style-type: none"> ▪ Commercialisation ▪ Sponsorship ▪ Influence ▪ Socio-cultural ▪ Ethics ▪ Violence ▪ Deviance ▪ Gamesmanship ▪ Sportsmanship ▪ Characteristics ▪ Classification ▪ Psychology ▪ Guidance ▪ Feedback ▪ Skill ▪ Health ▪ Diet ▪ Nutrition ▪ Preparation ▪ Engagement
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GCSE Physical education external assessment:

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

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

SMSC in PE

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

Spiritual Development in PE

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

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

Moral Development in PE

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

Social Development in PE

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

Cultural Development in PE

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