

Physical Education-Aims/Intent

P.E follows the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study

Students build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Students understand what makes a performance effective and how to apply these principles to their own and others' work, developing confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

The aims in Physical Education are that students will be taught:

1. To use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example: badminton, basketball, cricket, football, netball, rounders, rugby, dodgeball and tennis].
2. To develop their technique and improve their performance in other competitive sports [for example: athletics, table tennis and gymnastics].
3. To develop their levels of fitness and gain the knowledge as to why fitness is important and what they can do to improve their fitness over time.
4. To take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
5. To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
6. To take part in competitive sports and activities outside of school through community links or sports clubs.
7. To understand what it means to be a sportsperson and the career paths open to them.
8. To read and develop specific technical vocabulary which is specific to each sport or concept.
9. All learners (including EAL/SEND and M.A.) to make strong progress throughout the year.

How cultural capital is enhanced through Physical Education:

Personal Development

Careers in sport and physical activity, and information of further and higher education.

Developing confidence through coaching peers, and building of self-esteem through progress in physical activities and sense of wellbeing.

Social Development

All PE lessons encourage varied social interaction across different groups. Pupils have opportunities to work as teams in lessons and these also encourage the social side of sporting endeavour, e.g. sports day.

Physical Development

Challenge of physical endeavour in all lessons and activities. Opportunities for leadership which promotes healthy lifestyles. Learning in exam based PE about healthy lifestyles and training principles

Spiritual Development

Co-operation, etiquette, team-work, fair-play; these values are promoted in all practical PE lessons, including extracurricular opportunities. Respect for others' beliefs when fasting is promoted.

Cultural Development

Continued promotion of being effective individuals in a sporting context; particularly in extra-curricular provision. Highlighting to students when main or high profile sporting events are taking place.

Moral Development

Implementing the values of sportsmanship and respect within PE.

How students vocabulary is developed through Physical Education:

- Students show an understanding of key words and vocabulary through their peer teaching of skills and activities.
- Students are encouraged to use technical language within examination classroom lessons and are

able to explain their meaning.

- Key words and vocabulary lists are given to students when completing BTEC examination units.

<https://filestore.aqa.org.uk/resources/pe/AQA-8582-VOCAB.PDF>

<https://www.aqa.org.uk/resources/physical-education-and-sport/as-and-a-level/physical-education/teach/subject-specific-vocabulary>

Implementation

Core PE:

Key Stage 3:

Students develop their thinking skills to plan tactics and strategies for use in a variety of situations. They develop their skills in games, gymnastics and athletics, as well as looking at different aspects of fitness. Students are encouraged to work as part of a team through various problem-solving tasks, developing key qualities such as trust, communication and perseverance. They will focus on how to lead a healthy balanced lifestyle through everyday tasks. Within Key Stage 3, all students will have the opportunity to learn and be active within a variety of 18 different sporting activities over the two years.

All students continue to follow an active programme with the focus still on promoting healthy, active lifestyles. They will take on different roles within sports and activities, such as a coach, official and organiser. More of an emphasis is put onto the student to select the sporting pathways that they wish to participate in, in order for high levels of engagement and enjoyment.

BTEC Tech Edexcel Specification

Key Stage 4:

In Y9/10/Y11, students have the option of choosing to study Physical Education in more depth and gaining a qualification in this subject. Currently, students opting for Physical Education in Year 9 follow the BTEC Tech Award in Sport, Activity and Fitness. This qualification links the theory and practical work and will cover topics such as injuries in sport, evolution of technology in sport, leadership and fitness testing. Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their prior KS3 knowledge developing and mastering their skills and understanding.

OCR Specification

Key Stage 5:

In Y12/13, students study an OCR Physical Education programme which covers topics such as Anatomy and Physiology, Skill Acquisition, Biomechanics, Sports Psychology and Sport and Society. On top of this students are also assessed in one practical sport in both years and they have to complete a verbal assessment evaluating the performance of another student in their chosen sport. Students are assessed throughout the year, using peer and self-assessment and set success criteria that is shared with the students in each lesson, based on taught content. Students also take part in practical workshops so that they are familiar with anatomy and how the body works through endurance and performance. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Impact

Through the study of Physical Education our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' folders show they can use a range of technical language and know how the body reacts during exercise. Discussions with students illustrate that they can explain and explore their own understanding of the disciplines of sport. Through monitoring teacher's long term sequencing/planning and students' work it will be clear that student's knowledge, understanding of all forms of sport and their cultural capital have been considerably enhanced.

Students know what it means to maintain a healthy balanced lifestyle. Students develop teamwork skills that support other areas of the curriculum. Physical Education helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations. Students know the career pathways open to them in sports.

We run many after school clubs and events including: rugby/badminton/football/netball/rounders/cricket. At CHA we compete in local, county and national competitions. We also have the opportunity to visit the Performance Lab at Bucks New University, which allows students to understand the stress and strains on the body through physical activity and performance. This year we are starting to introduce rewards trips for students who excel within PE towards the end of the academic year.

Long term planning - Subject: Physical Education

AGE-STAGE	TOPICS (Spilt up into half terms for KS3 and split into terms KS4/5) <i>However edit as you wish</i>					
Year 7	Netball / Rugby/ HRE/ Gymnastics	Netball / Rugby/ HRE/ Gymnastics	Netball / Rugby/ HRE/ Gymnastics	Netball / Rugby/ HRE/ Gymnastics	Athletics	Rounders / Tennis/ Cricket
Year 8	Basketball / Football / Handball / Gymnastics	Basketball / Football / Handball / Gymnastics	Basketball / Football / Handball / Gymnastics	Basketball / Football / Handball / Gymnastics	Athletics	Rounders / Tennis/ Cricket
Year 9	HRE/ Badminton / Netball / Rugby	HRE/ Badminton / Netball / Rugby	HRE/ Badminton / Netball / Rugby	HRE/ Badminton / Netball / Rugby	Athletics	Rounders / Tennis/ Cricket / Softball
Year 10	Football / Volleyball/ Pickleball/ End zone	Football / Volleyball/ Pickleball/ End zone	Football / Volleyball/ Pickleball/ End zone	Football / Volleyball/ Pickleball/ End zone	Athletics	Rounders / Tennis/ Cricket / Softball
GCSE Y9	Community Sports Leadership		Community Sports Leadership		GCSE Unit 4 – Sports Psychology	
GCSE Y10	GCSE Unit 5 – Socio-cultural influences		GCSE Unit 6– Health, Fitness and Well-being		GCSE Unit 1 – Applied Anatomy and Physiology	

GCSE Y11	GCSE Unit 3 – Physical training NEA - Analysis and Evaluation	GCSE Unit 2- Movement Analysis	Revision
A-Level Y12	Paper 1 Section A: Applied Anatomy and Physiology Section B: Skill acquisition Section C Sport and Society		
A-level Y13	Paper 2 Section A: Exercise Physiology and Biomechanics Section B: Sport Psychology Section C: Sport and Society and Technology		

KS4 GCSE Exam Content

UNIT 1 – Applied Anatomy and Physiology

UNIT 2 – Movement Analysis

UNIT 3- Physical Training

KS3 Linked Concepts Covered:

Football, Rugby, HRE, Netball

KS3 Linked Concepts Covered:

Athletics, Tennis, Gymnastics

KS3 Linked Concepts Covered:

HRE

Key Ideas:

Structure and function of the Cardiorespiratory System
Structure and function of the Musculoskeletal System
Understand training intensities
Understand process of recovery (EPOC)
Understand immediate, short-term and long-term effects of exercise

Key Ideas:

Lever
Mechanical advantage
Planes and Axes of movement

Key Ideas:

Components of Fitness
Fitness Testing
Interpreting Fitness Data
Methods of Training
Principles of training
Maximum Heart Rate
Training seasons
Warm ups and Cool Downs

NC/Sequenced Links:

Recap Information in Year 10
Injury Prevention & Rehabilitation [Year 13]
Applied Anatomy & Physiology [Year 12]

NC/Sequenced Links:

Recap Information in Year 10

NC/Sequenced Links:

Recap Information in Year 10

Assessment:

In class assessments
Feb/June Exams

KS4 BTEC Content: Component 1

	Unit 4 – Sports Psychology	UNIT 5 – Socio-cultural influences	Unit 6 – Health and Fitness Unit 7 – Use of Data
	<u>KS3 Linked Concepts Covered:</u> Athletics Award Extra-curricular fixtures and clubs	<u>KS3 Linked Concepts Covered:</u> KS3 extra curricular clubs	<u>KS3 Linked Concepts Covered:</u> HRE, Gymnastics
	<u>Key Ideas:</u> Classification of Skill Types of Goal SMART targets Information processing model Types of guidance, feedback and motivation Arousal and Inverted U theory Types of Aggression Personality types	<u>Key Ideas:</u> Engagement patterns Factors that affect participation Commercialisation Positive and negative impacts of Sponsorship and technology Player conduct PEDs Positive and negative effects of spectators	<u>Key Ideas:</u> Consequences of Sedentary lifestyle Obesity and how it affects performance Body types Balanced diet Role of Macro and micro-nutrients Types of Data and how to analyse and evaluate data How to collect and present data
	NC/Sequenced Links:	NC/Sequenced Links: Modern Technology in Sport [Year 13]	NC/Sequenced Links:
	<u>Assessment:</u> Classwork/Q&A Final Written Assessment		

A Level Year 12

Skill Acquisition

Exercise Physiology

Biomechanics

KS4 Linked Concepts Covered:

AQA GCSE PE content

KS4 Linked Concepts Covered:

AQA GCSE PE content

KS3 Linked Concepts Covered:

Potential Link to KS3 Science and AQA GCSE PE

Key Ideas: Year 12

Diet & Nutrition
Energy Intake, Expenditure & Balance in Physical Activity & Performance
Ergogenic Aids: Pharmacological, Physiological, Cooling, Nutritional
Hydration
Training Programme Designs
Types of Training
Training Zones
Components of Fitness
Impacts of Training on Lifestyle Diseases

Key Ideas: Year 12

Biomechanical Principles
Newtons Law of Motion
Calculations
Vertical & Horizontal Forces
Free Body Diagrams
Analysis of Biomechanics via Technology
Centre of Mass & Stability
Lever Systems

Key Ideas: Year 13

Memory Models

Key Ideas: Year 13

Acute and Chronic Injuries
Chronic Injuries Resulting from Continuous Stress to the Body
Injury Prevention
Warm Up/Cool Down Effectiveness
Responding to Injuries & Medical Conditions in Sport
Rehabilitation of Injury

Key Ideas: Year 13

Linear Motion including Graphs
Angular Motion
Principal Axes of Rotation
Fluid Mechanics & Projectile Motion including Diagrams
Spin & Magnus Force

Assessment:

In Class Assessments & Q&A
Summer Exams
Link to NEA Assessment

A Level Year 13			
Applied Anatomy & Physiology		Sports Psychology	Sport & Society
<u>KS4 Linked Concepts</u> AQA GCSE PE content		<u>KS4 Linked Concepts Covered:</u> AQA GCSE PE content	<u>KS3 Linked Concepts Covered:</u> AQA GCSE PE content
<u>Key Ideas: Year 12</u> The Cardiovascular system The Respiratory system The Neuromuscular system The Musculoskeletal system and analysis of movement		<u>Key Ideas: Year 12</u> Personality & Traits Social Learning Interactionist Approach to Personality Attitudes & Behaviour Methods to Change Attitudes Attitudes Associated with PE & Sport Motivation Arousal Anxiety Aggression in Sport Social Facilitation Groups & Teams Goal Setting	<u>Key Ideas: Year 12</u> Social/Cultural Factors in Pre-Industrial Britain Social/Cultural Factors in Post 1850 Industrial Britain Social/Cultural Factors in the 20 th Century Contemporary Factors of Shaping Sport in the 20 th Century Globalisation of Sport The Modern Olympic Games Political Exploitation of the Olympic Games Hosting Global Sporting Events
<u>Key Ideas: Year 13</u> Energy for Exercise & Energy Systems The Recovery Process Environmental Effects on the Body Systems		<u>Key Ideas: Year 13</u> Attribution in Sport Confidence & Self-Efficacy in Sport including Models Leadership in Sport Theories of Leadership Stress & Causes Stress/Anxiety Management	<u>Key Ideas: Year 13</u> Drugs & Doping in Sport Violence in Sport Gambling in Sport Commercialisation & Media in Sport & Impacts Routes into Sporting Excellence in the UK Modern Technology in Sport
<u>Assessment:</u> In Class Assessments & Q&A Summer Exams Link to NEA Assessment			