

Physical Education Core KS3 and KS4 Curriculum Overview

By the end of KS3 and KS4, students should:

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| KNOW | <ul style="list-style-type: none"> The transferability of core skills, tactics and knowledge. An increasing depth of knowledge of rules in a variety of activities and can fulfil some wider roles regarding officiating and leading. How to peer and self assess their performance in a range of activities. |
| DO | <ul style="list-style-type: none"> A wide range fundamental movement skills which lead to technical development in a plethora of activities. A range of activities from different areas of the national curriculum. |
| APPRECIATE | <ul style="list-style-type: none"> A range of social skills that allow them to work as part of a team and develop their confidence. How a healthy lifestyle impacts upon physical, social and mental well being. |

Curriculum Coverage:

| | <i>Students develop:</i> | <i>Sub Topic</i> | <i>Coverage</i> |
|----------------------------|--|---|---|
| KEY STAGE 3 & 4 | Motor Competence | Through team sports and individual games, students will use tactics and strategies to gain further understanding and success. Students will develop their technique to enhance performance. | TEAM SPORTS: <ul style="list-style-type: none"> Football Rugby/ Tag Rugby Basketball Volleyball Netball Gymnastics Cricket Rounders Softball |
| | Skills and knowledge of tactics and rules | Students will reflect on previous achievements to further develop performance. Students will take part in competitive sports and activities outside school through extra-curricular and sports clubs within the community. | |
| | An understanding of healthy lifestyles | Students will complete a range of intellectual and physical challenges through the use of outdoor adventurous activities individually and in teams. | INDIVIDUAL SPORTS: <ul style="list-style-type: none"> Tennis Badminton Table Tennis Cross Country Fitness Gymnastics Trampolining Athletics Strength and Conditions |
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The Wider KS3 and KS4 Core Curriculum:

Competitions and fixtures in individual and team sports

Trips – Ski trip, PGL trip, Football and Netball trip, international competitions and fixtures

Extra Curricular offer:

- Inspire+
- Golf
- Water Polo
- Swimming
- Team Sports (see above)
- Individual sports (see above)

Physical Education GCSE KS4 Curriculum Overview

By the end of KS4, students should:

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| KNOW | <ul style="list-style-type: none"> Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. Understand how the physiological and psychological state affects performance in physical activity and sport. |
| DO | <ul style="list-style-type: none"> Complete practical assessments in three sports, by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. Develop their ability to analyse and evaluate to improve performance in physical activity and sport. |
| APPRECIATE | <ul style="list-style-type: none"> Develop an understanding of the contribution which physical activity and sport make to health, fitness and wellbeing. Understand key socio-cultural influences which can affect people's involvement in physical activity and sport. |

AQA Curriculum Coverage:

| | Topic | Sub Topic | Coverage |
|---------|---|---------------------------------|--|
| Year 10 | Paper One: The Human body and movement in physical activity and sport | Applied autonomy and physiology | <ul style="list-style-type: none"> The structure and functions of the musculoskeletal system The structure and functions of the cardio- respiratory system |
| | | Movement analysis | <ul style="list-style-type: none"> Lever systems, examples of their use in activity and the mechanical advantage they provide in movement |
| | | Physical training | <ul style="list-style-type: none"> The relationship between health and fitness and the role that exercise plays in both The components of fitness, benefits for sport and how fitness is measured and improved |
| | NEA (Coursework and Practical) | Coursework | <ul style="list-style-type: none"> Analysis and evaluation of performance to bring about improvement in one activity, through completion of written coursework |
| | | Practical sports x3 | <ul style="list-style-type: none"> Practical performance in three different physical activities in the role of play/ performer (one in a team activity, one in an individual activity and a third in either a team or an individual activity) Assessment of practical sports |
| Year 11 | Paper Two: Socio Cultural influences and well-being in physical activity and sport | Sports Psychology | <ul style="list-style-type: none"> Classification of skills (basic/complex, open/ closed) The use of goal setting and SMART targets to improve and/or optimise performance |
| | | Socio-cultural influences | <ul style="list-style-type: none"> Engagement patterns of different social groups in physical activity and sport |
| | | Health, fitness and well-being | <ul style="list-style-type: none"> Physical, emotional and social health, fitness and well-being The consequences of a sedentary lifestyle |
| | | Use of data | <ul style="list-style-type: none"> Data collection- qualitative and quantitative Presenting data (including tables and graphs) |

The Wider KS4 Curriculum:

Trips: GCSE PE careers trip
Homework expectations: Weekly homework tasks are set; these will either be research tasks, revision, or independent/group tasks.

BTEC Tech Award in Sport KS4 Curriculum Overview

By the end of KS4, students should:

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| KNOW | <ul style="list-style-type: none"> Acquire sector-specific applied knowledge and skills through vocational contexts, understanding and exploring the different types and providers of sport and physical activity. Cover the equipment and technology available for participation as part of their Key Stage 4 learning. Explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. |
| DO | <ul style="list-style-type: none"> Undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. Develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment. Develop sector-specific applied knowledge and skills through realistic vocational contexts. |
| APPRECIATE | <ul style="list-style-type: none"> Develop an understanding of the contribution which physical activity and sport make to health, fitness and wellbeing. Understand key socio-cultural influences which can affect people's involvement in physical activity and sport. |

Curriculum Coverage:

| | <i>Topic</i> | <i>Sub Topic</i> | <i>Coverage</i> |
|----------------|--|---|--|
| Year 10 | Component 1: Preparing participants to take part in sport and physical activity | Learning outcome A: Exploring types and provisions and activities for different types of participant | <ul style="list-style-type: none"> Barriers to participation Methods to address barriers Benefits of physical exercise |
| | | Learning outcome B: Examining equipment and technology required for participants to use when taking part in sport and physical activity. | <ul style="list-style-type: none"> Different types of clothing and equipment required for participation in sport and physical activity Different types of technology and their benefits to improve sport and physical activity participation and performance The limitations of using technology in sport and physical activity |
| | | Learning outcome C: Being able to prepare participants to take part in sport and physical activity | <ul style="list-style-type: none"> Planning a warm up Adapting a warm-up for different categories of participants and different types of physical activities Delivering a warm-up to prepare participants for physical activity |
| | Component 2: Taking part and improving other participants' sporting performance | Learning outcome A: Understanding how different components of fitness are used in different physical activities | <ul style="list-style-type: none"> Components of physical fitness: aerobic endurance; muscular endurance; muscular strength; speed; flexibility; body composition Components of skill-related fitness: power; agility; reaction time; balance; coordination |
| | | Learning outcome B: Being able to participate in sport and understanding the roles and responsibilities of officials | <ul style="list-style-type: none"> Techniques, strategies and fitness required for different sports: skills; strategies; isolated practice; competitive situations Officials in sport: key officials and their roles in sports competitions; responsibilities of the officials. |
| | | Learning Outcome C: Demonstrate ways to improve participants' sporting techniques | <ul style="list-style-type: none"> Planning drills and conditioned practices to develop participants' sporting skills Drills to improve sporting performance: organisation and demonstration of drills and conditioned practices to participants; supporting participants taking part in practical drills |

Curriculum Coverage continued:

| | <i>Topic</i> | <i>Sub Topic</i> | <i>Coverage</i> |
|----------------|--|--|--|
| Year 11 | Component 3: External Assessment Developing fitness to improve other participants' performance in sport and physical activity | Learning Outcome A: Explore the importance of fitness for sport performance | <ul style="list-style-type: none"> • The importance of fitness for successful participation in sport • Additional principles of training • The basic training principles of frequency, intensity and type • Exercise intensity and how it can be determined: intensity; target zones and training thresholds; The Borg Rating of Perceived Exertion (RPE) Scale; the relationship between RPE and heart rate where $RPE \times 10 = HR$ (bpm); calculate 1RM for strength and 15RM for muscular endurance; technology to measure exercise intensity |
| | | Learning Outcome B: Investigate fitness testing to determine fitness levels | <ul style="list-style-type: none"> • Importance of fitness testing and requirements for administration of each fitness test • Fitness test methods for components of physical fitness • Fitness test methods for components of skill-related fitness • Interpretation of fitness test results: comparisons to normative data; analysis and evaluation of test results; recommendations for improvements |
| | | Learning Outcome C: Investigate fitness training methods | <ul style="list-style-type: none"> • Requirements of fitness training methods • Fitness training methods for physical components of fitness • Fitness training for skill-related components of fitness • Provision for taking part in fitness training methods • The effects of long-term fitness training on the body systems |
| | | Learning Outcome D: Investigate fitness programming to improve fitness and sports performance | <ul style="list-style-type: none"> • Personal information to aid training fitness programme design • Fitness programme design • Motivational techniques for fitness programming |

The Wider KS4 BTEC Curriculum:

Attend trips to local outdoor adventurous activity centres such as PGL to further develop understand outdoor adventurous activity. Work alongside sports leaders to develop coaching skills.

BTEC Sport KS5 Curriculum Overview

By the end of KS5, students should:

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| KNOW | <ul style="list-style-type: none"> The structure and function of the musculoskeletal, cardiovascular, respiratory, and energy systems and how they respond to acute and chronic exercise. Principles of fitness training, including components of fitness, methods of training, and the physiological adaptations to training. | <ul style="list-style-type: none"> The roles, skills, and responsibilities of professionals in the sports industry and the pathways into careers or higher education in sport. Responsibilities of a leader through coaching, officiating and analysing performances within the sports industry. |
| DO | <ul style="list-style-type: none"> Acquire sector-specific applied knowledge and skills through vocational contexts Plan, deliver, and evaluate fitness training programmes for different individuals based on specific goals and health screening data. | <ul style="list-style-type: none"> Analyse and assess performance using practical sports activities, fitness tests, and coaching techniques. Create a career action plan by researching job roles, engaging in skills audits, and participating in work-related experience or simulated tasks |
| APPRECIATE | <ul style="list-style-type: none"> The importance of maintaining a healthy lifestyle and the impact of exercise on long-term health and well-being. The ethical, psychological, and social influences in sport, including motivation, anxiety, and the value of teamwork and leadership. | <ul style="list-style-type: none"> The wide variety of career opportunities in the sport and fitness sector, and how personal development and transferable skills apply beyond sport. |

Curriculum Coverage:

| | <i>Topic</i> | <i>Coverage</i> |
|----------------|---|--|
| Year 12 | Unit 1: Anatomy and Physiology | <ul style="list-style-type: none"> Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems. Learners will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance. The anatomy and physiology of each body system and their processes are very different but work together to produce movement. You will gain a full appreciation of how the body is able to take part in sport and exercise through understanding the interrelationships between these body systems. This unit will give you the detailed core knowledge required to progress to coaching and instruction in the sports industry or further study |
| | Unit 2: Fitness, Training and Programming for Health, Sport and Well-being | <ul style="list-style-type: none"> Learners explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being In this unit, you will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgements on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall well-being. Fitness training methods will be examined for each component of physical and skill-related fitness. |
| | Unit 4: Sports leadership | <ul style="list-style-type: none"> Learners study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles This unit aims to develop your confidence in a variety of different roles when leading sport. These roles range from coach, to official, to captain or personal trainer. You will be guided through the requirements of effective leadership and this will develop your knowledge and understanding of the leader's role, the key skills, qualities and characteristics. You will be required to take on the role of a leader and demonstrate the necessary range of skills for the selected leadership role independently and as part of a team, when planning and running an event. |
| | Unit 7: Practical sports performance | <ul style="list-style-type: none"> Learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports This unit develops skills which help learners improve practical performance no matter what level of ability and can lead to a number of career pathways. Gaining all-round knowledge of practical sports performance will also help progression to roles as a sports leader, coach, sports instructor or physical education teacher through further study |
| Year 13 | Unit 3: Professional Development in the Sports Industry | <ul style="list-style-type: none"> Learners explore the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities. This unit will prepare you for progression to a career in the sports industry either directly or through higher education, by developing your understanding of investigation, career planning and awareness of the skills and qualities that sports employers look for in a potential employee |
| | Unit 5: Application of Fitness testing | <ul style="list-style-type: none"> Learners gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness These activities will prepare you for a variety of careers in the sport sector, such as coaching, fitness instruction and working with elite sport performers. This unit will form a good basis for aspects of higher education study in sport and sport and exercise science-related qualifications. |
| | Unit 8: Coaching for performance | <ul style="list-style-type: none"> Learners will develop the techniques, personal knowledge and ability to deliver coaching sessions. This combination of knowledge, understanding and skills will help to prepare you for a range of careers, such as sports coach or physical education teacher, or for higher education courses in the sport and active leisure sector, supporting individual athletes or teams. |
| | Unit 22: Investigating Business | <ul style="list-style-type: none"> Learners investigate how business operates in the sport and active leisure industry and how it responds to trends and other influences to meet the needs of clients and to benefit the business. In this unit, you will investigate industry trends, changes and other developments such as technology, to explore how they can affect the performance, and ultimately the success, of businesses. You will use given data and other information to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at how to reduce the potential effects of threats and risks. |

The Wider KS5 Curriculum:

Enrichment program – Exposure to multiple new sports and competing in the local areas in Football, netball, volleyball and Badminton.
Inspire + links – Coaching, officiating and leading across Sport's events in the local area.
Visits to universities and Sports facilities

External interview experience with local companies
Experience assisting and leading in teaching in KS3 classrooms.
Access to high level gym equipment with experience coaching in this environment.