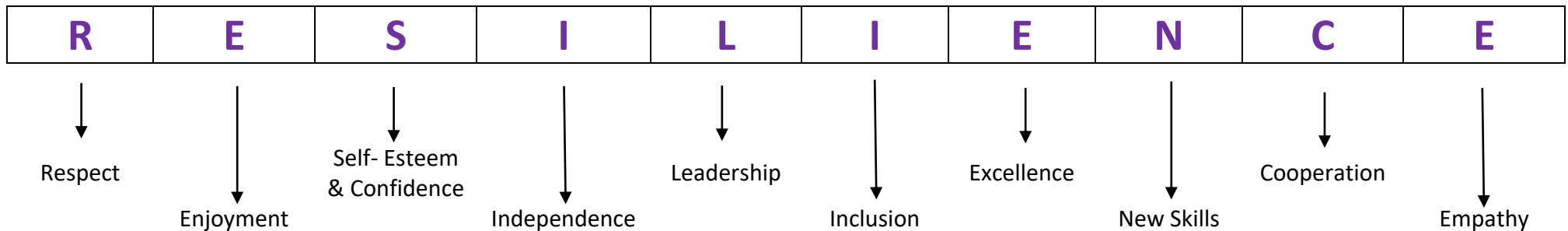


Springwood High School PE Curriculum Plan

Our vision:

To promote lifelong participation, health and well-being through the provision of recreational and competitive physical activity.

Within lessons, the Springwood PE Staff promote:



Purpose of Study

- Physical Education plays a vital role in the development of young people. A **healthy active lifestyle** provides a wide range of benefits in all aspects of life. As well as the obvious physical benefits, the subject promotes a range of social skills and encourages students to work together and develop leadership qualities.
- The Physical Education department is committed to teaching students why a healthy active lifestyle is important and offering them guidance and opportunities to follow such a lifestyle.
- Students will be taught a wide range of physical skills and activities. They will be offered opportunities to develop these skills and apply them in a range of **recreational and competitive situations**.
- Our aim is to give every student a positive experience of sport and allow them the opportunity to develop this into a **lifelong** association with physical activity.

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Key Stage 3 PE – Knowledge Rich Curriculum

Why are we teaching a knowledge-rich curriculum; how is it different?

Our knowledge-rich curriculum is purposefully sequenced with the focus being on the ‘whole learner’ and not just the physical elements of the subject. Students will develop a deep and meaningful understanding of how their own body works, values to promote resilience and physical competency in a range of activities in order to support and lead a lifelong healthy active lifestyle.

Why are we teaching this content, in this order

The aim is to provide a high-quality physical education experience that inspires students to achieve a high level of competency and enjoyment, therefore promoting lifelong participation, health and well-being.

Leading a healthy active lifestyle has become a major cross-curricular issue. The promotion of positive character traits is a core focus of our physical education teachers. Our knowledge-rich curriculum offers our pupils the opportunity to experiment, investigate, observe and to discover for themselves, what makes a healthy active lifestyle, giving them the knowledge and understanding for when they have to make health related decisions in the future.

Pupils develop knowledge on the stages and purposes of warm ups and cool downs, the function of the skeleton, identification and types of bones, muscles and joints, the immediate and long term effects of exercise on the body systems, fitness components and their testing, principles and methods of training, short diet and nutrition and the consequences of a sedentary lifestyle. They also cover a range of values to promote resilience and will be developing and applying skills and techniques, rules and tactics across a wide range of physical activities. Examples of activities include but are not limited to athletics, basketball, cricket, fitness, football, gymnastics, handball, hockey, netball, OAA, rounders and tennis.

How does our curriculum match the ambition of the National Curriculum?

Our curriculum teaches the students to understand what makes a performance effective and how to apply these principles to their own and others’ work. They should develop the 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.

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Our PE curriculum is based on the 3 pillars of:

Motor competence;

Rules, strategies and tactics, and

Healthy participation.

To develop competence, the pupils are taught to demonstrate the following knowledge:

'Know what' (declarative) - knowing what safe and successful movement looks like; the rules, conventions, regulations and strategies of the activity; health and fitness and knowing what to do to improve them.

'Know how' (procedural) - to perform safe and effective movement by the rules and conventions and how to participate in activity/sport.

Practical progression in physical education is through an understanding and the application of key knowledge, skills, movements and techniques as well as knowledge about significant tactics and rules.

As pupils move into Key stage 4, the depth of the activities and breadth is expanded to ensure pupils develop a higher level of competency as well as experiencing a wider range of activities. Knowledge is sequenced to deepen their understanding of the activities.

How does the curriculum build on that from Key Stage 2?

Our PE curriculum allows our pupils to build on and embed the physical development and skills learned in key stages 1 and 2, such as:

Locomotor skills: athletic events and team sports

Object control skills: basketball, cricket, handball, football, netball, rugby, tennis

Stability skills: - gymnastics, dance

It allows them to become more competent, confident and expert in their techniques, and apply them across the different sports and physical activities that we offer, both recreationally and competitively.

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By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject?

Physical Education plays a vital role in the development of young people. A healthy active lifestyle provides a wide range of benefits in all aspects of life. As well as developing the obvious core skills and tactical awareness through various sporting activities, we are also concerned with the development of other educational qualities such as resilience, social and communicative skills, leadership, respect, empathy, problem solving skills, along with the development of knowledge and understanding of relevant concepts through our knowledge-rich curriculum.

By the end of key stage 3, the students have been offered a broad and balanced, knowledge-rich curriculum that gives our pupils a strong academic grounding in preparation for further study of PE at GCSE:

Year 7: The stages and purposes of warm ups and cool downs, the function of the skeleton, identification and types of bones, muscles and joints.

Year 8: The immediate effects of exercise on the body systems, fitness components and their testing, and methods of training.

Year 9: Principles and thresholds of training, long term effects of exercise on the body systems, diet and nutrition, and the consequences of a sedentary lifestyle.

This knowledge is taught and applied through the practical activities offered each lesson and is assessed through two written assessments during each academic year.

Key Stage	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	7	Sporting techniques, rules, regulations & tactics through aesthetic activities, athletics, invasion games, net games, OAA & striking and fielding games.					
		Stages/principles of a warm up Stages/principles of a cool down	Name & location of voluntary muscles	Function of the skeleton and names and locations of the bones	Types of bones and their function in sport	Types of joints and their movements	Structure & function of a joint

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	8	Sporting techniques, rules, regulations & tactics through aesthetic activities, athletics, invasion games, net games, OAA & striking and fielding games.					
		Immediate effects of exercise on the musculo-skeletal system	Immediate effects of exercise on the cardio-respiratory system	Exercise intensities and the effects on heart rates	Fitness components and their practical application	Fitness tests: method, purpose and results analysis	Methods of training and the practical application
	9	Sporting techniques, rules, regulations & tactics through aesthetic activities, athletics, invasion games, net games & striking and fielding games.					
		Principles of training	Thresholds of training	Long term effects of exercise on the musculo-skeletal system	Long term effects of exercise on the cardio-respiratory system	Diet: sources and functions	Consequences of a sedentary lifestyle

Key Stage 4 Core PE

Key Stage	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	10	Sporting techniques, rules, regulations & tactics through athletics, invasion games, net games, striking and fielding games. Pupils are given greater independence to choose activities that they wish to pursue with an emphasis on post-16 participation.					
	11	Sporting techniques, rules, regulations & tactics through athletics, invasion games, net games, striking and fielding games. Pupils are given greater independence to choose activities that they wish to pursue with an emphasis on post-16 participation.					

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Examination PE

GCSE Exam Board: Edexcel

Key Stage	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	10	Musculo-skeletal systems	Cardio-respiratory systems	Physical Training	Physical Training & Personal Exercise Programme	Physical Training & Personal Exercise Programme	Movement Analysis
	11	Health, fitness & well-being	Sport psychology	Socio-cultural influences	Revision and practical moderation	Revision and practical moderation	

Examination PE

A Level Exam Board: AQA

Key Stage	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	12	Cardiovascular system	Respiratory system	Neuromuscular system	Musculo-skeletal system and analysis	Energy systems	
		Skill, skill continuums and transfer of skills	Impact of skill classification on structure of	Principles and theories of learning	Use of guidance and feedback	Memory models	

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			practice of learning				
		Emergence of globalisation of sport in the 21 st century			The impact of sport on society and society on sport		
		Filmed Competitive Physical Activity uploaded to the Google Drive		Filmed Competitive Physical Activity uploaded to the Google Drive		Filmed Competitive Physical Activity uploaded to the Google Drive	

Key stage	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	13	Diet and nutrition and their effect and physical activity and performance. Preparation and training methods in relation to	Injury prevention and the rehabilitation of injury. Biomechanical principles. Levers.	Linear motion. Angular motion. Projectile motion.	Fluid mechanics	Revision	

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		maintaining physical activity and performance.					
		Aspects of personality. Attitudes. Arousal. Anxiety.	Aggression. Motivation. Achievement Motivation theory. Social facilitation.	Group dynamics. Goal setting. Attribution theory. Self-efficacy and confidence.	Leadership. Stress management.		
		Concepts of physical activity and sport. Development of elite performers in sport.	Ethics in sport. Violence in sport.	Drugs in sport. Sport and the law.	Impact of commercialisation on physical activity and sport and the relationship between sport and the media. The role of technology in sport.		
		Filmed Competitive Physical Activity uploaded to the Google Drive	Written analysis of performance				

Expectations:

Core PE (Key stages 3 & 4)

Students are expected to bring their PE Kit to all lessons to participate as a performer, coach, official, leader or helper. If the student is excused as a performer (note from parent/carer and/or doctor), then they are expected to be involved within their PE Kit as another role assigned to them by their PE teacher. If a student does not bring their PE Kit then they will be expected to borrow the clean PE kit that is offered to them and carry out their role as best they can.

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GCSE

As part of the non-examined assessment (NEA), students must compete in 3 physical activities, as outlined in the examination specification, either 2 team activities and 1 individual or vice versa. Any activities that a student is doing in their own free time that cannot be completed at school ie show jumping, must be filmed and uploaded to the Springwood GCSE PE Google drive.

A Level

As part of the non-examined assessment (NEA), students must compete in 1 physical activity, as outlined in the examination specification. The student must collate video evidence that must be uploaded to the Springwood A Level PE Google drive on a termly basis. The 10 lessons per fortnight are all theoretical lessons – therefore all practical is completed independently by the student in their free time.