Ian Ramsey CE Academy: Physical Education Curriculum Progression Model

Curriculum What we study. Why study it. Why study it now.

What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the intent is the curriculum. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working

Physical education at Ian Ramsey aims to develop the physical, social, and emotional well-being of our pupils within a Christian learning environment. In Years 7, 8 and 9 pupils will focus on improving their well-being through engaging in a broad spectrum of sports and physical activities. Development of physical literacy is key, with pupils being assessed on both individual skills, teamwork capabilities and effort applied in lesson. Pupils will also explore themes which will run through the overall programme. The themes in Year 7 are the importance of being physically active and preparing for physical activity.

Designing

How we teach the curriculum

How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it is being taught this way.

What we expect from the curriculum

How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider assessments we use, when we use them and how and why we assess

Assessment for Learning is used

in all lessons to provide evidence

determine where pupils are in

their learning and how to

| Boys | | | | | | | | Pupils are grouped in PE | | |
|------|---------------------------------------|---|---------------------------------------|--------------------------|---|------------------------------------|---|---------------------------------------|--|---|
| | What: Rugby | What: Volleyball | What: Trampoline | What: Football | What: Fitness | What: Tennis | What: Athletics | | What: Cricket | according to their physical |
| | strategies and tactics to overcome | techniques in other sports leading to competence across a | techniques allowing pupils to improve | the skills, tactics, and | active for sustained periods of time. Lead | the skills, tactics, and | What: Pupils develop their performance, ana consider how to achieve | lyse improvement and | strategies in a | ability as well as considering their self-esteem, confidence, and ability to work with others. Pupils then follow a learning journey to meet their needs |
| | often an unfamiliar activity to most | Why now: Studying volleyball offers an alternative ball handling activity but | · · | pupils will have | link different types of fitness to a range of sports and show an understanding of what it is to be fit. | a game pupils may have had limited | Why now: Summer sindividual skill and perf link to fitness unit previ | ormance. This will also ously taught. | Why now: A striking, and fielding game is introduced to punils | whilst experiencing an engaging and challenging curriculum that allows all pupils to achieve optimum success across a broad spectrum of physical activities. Year 7 lessons primarily focus on |
| | | | | | Girls | | | | | skill acquisition and applying |
| | What: Trampoline | What: Netball | What: Basketball | What: Rugby | What: Volleyball | What: Athletics | What: Tennis | What: Athletics | What: Rounders | these skills to a competitive |

ear 7 lessons primarily focus on kill acquisition and applying these skills to a competitive situation. All pupils will learn how to prepare for exercise and the importance of leading a heathy active lifestyle. Extracurricular opportunities are linked to the curriculum so that pupils can choose to pursue activities in their own time once they have been introduced through their PE lessons.

for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there. **Formative Assessment** This provides information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to

Delivering

continue to develop their knowledge and skills within the subject. This will include: Questioning Effective teacher feedback (written and verbal) Peer feedback

Pupil self-assessment

Summative Assessment

to improve learning overall.

This is also used at key points in each year to evaluation pupils' achievement. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus

Curriculum overview Teacher intervention Concept/Unit overview Moderation & standardisation Lesson overview – targeted to End of unit assessment nunil needs (differentiation) **SUBJECT** Teacher intervention Teacher intervention **CURRICULAR** CYCLE Key skills/knowledge tasks Key skills/knowledge tasks (differentiated) (differentiated) Teacher intervention Teacher intervention Key skills/knowledge tasks (differentiation) Teacher intervention

What: Netball What: Basketball What: Volleyball What: Athletics **What: Tennis** What: Athletics **What: Rounders** What: Rugby

What: Developing the What: Pupils develop techniques allowing the skills, tactics, and pupils to improve strategies in performance in other competitive net game sports to games. situation

Why

skills.

sportsmanship.

techniques

games.

gymnastic

activity

Self

involves

assessment

practiced here.

An

to

games

What: Trampoline

What: Developing the

improve performance

in other sports to

Why now: Teaching a

skill and body control.

and

and

based

which

peer

are

individual

Why now: Teaching

pupils a gymnastic

based activity which

skill and body control.

What: Basketball

What: Use a range of

tactics and strategies

overcoming different

opponents in direct

competition through

team and individual

now:

transferable skills of

passing, ball control

games.

Why

introduction

and teamwork.

invasion

looking

involves

individual

Setting

and individual games. introducing netball continuation early embeds core nvasion pupils Emphasis or look teamwork transferable skills of

What: Use a range of

strategies and tactics

opponents in direct

competition via team

passing, ball control

What: Developing the

skills, tactics, and

competitive situation.

Why now: Rugby is

often an unfamiliar

to

them to join the team

or attend practice.

most

will inspire

in

and teamwork

What: Rugby

strategies

activity

pupils,

overcome

games,

Why now: Rugby is often an unfamiliar activity to most pupils, will inspire them to join the team or attend practice.

overcome

What: Use a range of

strategies and tactics

opponents in direct

competition via team

and individual games.

What: Volleyball

sports leading

broad

activities

Why now:

alternative

context.

in a net

What: Developing the

technique in other

competence across a

volleyball offers an

handling activity but

range

of

ball

game

Studying

Why now: Studying volleyball offers ar alternative handling activity but in a net context.

What: Pupils develop

techniques in other

sports leading to

competence across a

range

broad

activities.

Why now: Summer sport which looks at individual skill and performance. This links to fitness unit previously studied.

What: Rounders

Why now: Striking

and fielding activity

enables new skills to

be acquired, whilst

focusing on elements

of teamwork and

strategy.

What: Pupils develop

technique to improve

their performance,

analyse improvement

and consider how to

personal

achieve

Why now: Introduces a game pupils may have had limited experience of

What: Pupils develop

the skills, tactics, and

competitive net game

What: Athletics

performance.

What: Developing the

in

strategies

situation.

Why now: Summer performance.

achieve

Why now: Striking sport which looks at and fielding activity enables new skills to individual skill and This be acquired, whilst links to fitness unit focusing on elements previously studied. of teamwork and strategy.

What: Pupils develop

technique to improve

their performance,

analyse improvement

and consider how to

Planning

What: Softball What: Cricket What: Developing the What: Use a range of skills, tactics, and strategies in

tactics and strategies overcoming different competitive situation. opponents in direct competition through team and individual games.

What: Use a range of

strategies and tactics

opponents in direct

competition via team

and individual games

Why now: Build on striking and fielding skills learnt in cricket and transfer these to a different sport.

Mixed Group What: Fitness

Why now: Pupils can

link different types of

fitness to a range of

sports and show an

understanding

what it is to be fit.

What: Be physically What: Use a range of active for sustained periods of time. Lead a healthy active life.

tactics and strategies technique to improve overcoming different performance opponents in direct analysing progress to competition through achieve persona team and individual best.

> Why now: Summer Why now: A striking, sport which looks at and fielding game is introduced to pupils

individual skill and as a sport they may This links to fitness unit have learnt at KS2, previously studied. building on prior learning.

OVERVIEW

CURRICULUM

| | | | | | Boys | | | | | In Year 8 pupils will re visit | Assessment for Learning is used |
|--------|---|--|---|---|--|--|--|--|---|---|--|
| | What: Rugby | What: Trampolining | What: Basketball | What: Football | What: Fitness | What: Softball | What: Athletics | What: Cricket | What: Athletics | some of the activities they | in all lessons to provide evidence |
| | What: Developing the skills, tactics, and strategies in a competitive situation. | What: Developing the techniques and improve performance in other sports to games. | What: Use a range of tactics and strategies overcoming different opponents in direct competition through team and individual games. | What: Pupils develop the skills, tactics, and strategies in a competitive situation. | What: Understand and apply the long-term health benefits of physical activity. | What: Use a range of tactics and strategies, overcoming different opponents in direct competition through team and individual games. | What: Developing the technique to improve performance through analysing progress to achieve personal best. | What: Developing the skills, tactics, and strategies in a competitive situation. | What: Developing the technique to improve performance through analysing progress to achieve personal best. | An understanding of health and fitness will be taught | decide where pupils are in their learning, where they need to go and how best to get there. Formative Assessment This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and chills within the subject. This will |
| - | Why now: Rugby is often an unfamiliar activity to most pupils, will inspire them to join the team or attend practice. | Why now: Teaching a gymnastic based activity which involves individual skill and body control. Skills learnt in Y7 are built upon here. | Why now: An introduction to invasion games looking at transferable skills of passing, ball control and teamwork. | Why now: Building upon skills learnt in Y7 and applying these in various game situations and transferring game play from rugby to football. | Why now: An introduction to fitness testing, methods of training and understanding of how to increase fitness. | Why now: Building upon striking and | Why now: Building on prior experience in Y7 and applying the correct technique to running, throwing, and jumping activities and then comparing performance to the achievement in Y7. | more complex skills | Why now: Pupils will continue working through the different events started in the first half-term, recording results and analysing technique. | | |
| | | | | | Girls | | | | | throughout all lessons with | include: |
| | What: Trampolining | What: Netball | What: Rugby | What: Volleyball | What: Fitness | What: Athletics | What: Tennis | What: Athletics | What: Cricket | reference made to heart rate | Questioning |
| - | What: Developing the techniques and improve performance in other sports to games. | What: Developing the skills, tactics, and strategies in a competitive situation. | What: Developing the skills, tactics, and strategies in a competitive situation. | What: Developing the technique in other sports leading to competence across a broad range of activities. | What: Understand and apply the long-term health benefits of physical activity. | What: Developing the technique to improve performance through analysing progress to achieve personal best. | What: Developing the skills, tactics, and strategies in a competitive situation. | What: Developing the technique to improve performance through analysing progress to achieve personal best. | What: Developing the skills, tactics, and strategies in a competitive situation. | and the effects of exercise on the body. Team work and the ability to work constructively with others will also be embedded in all invasion games activities with various opportunities to demonstrate progress in small sided drills and games. | Effective teacher feedback (written and verbal) Peer feedback Pupil self-assessment Summative Assessment This is also used at key points in |
| YEAR 8 | Why now: Teaching a gymnastic based activity which involves individual skill and body control. Skills learnt in Y7 are built upon here. | | Why now: Building upon skills learnt in Y7 and applying these in various game situations, applying tactics and strategies. | , | Why now: An introduction to fitness testing, methods of training and understanding of how to increase fitness. | Why now: Building on prior experience in Y7 and applying the correct technique to running, throwing, and jumping activities and then comparing performance to the achievement in Y7. | Why now: Tennis courts available and introduces a game pupils may have had limited experience of. | Why now: Pupils to continue working through the different events they started in the first half term, recording results and analysing technique. | Why now: A striking, and fielding game is introduced to pupils as a sport they may have learnt at KS2, building on prior learning. | | |
| | | | | | Mixed Group | | | | | | |
| | What: Basketball | What: Orienteering | What: Trampolining | What: Fitness | What: Invasion games | What: Tennis | What: Athletics | What: Rounders | What: Softball | | |
| | What: Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. | What: To take part in outdoor adventure activities presenting both intellectual and physical challenges, encouraging pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. | technique and improve performance in other sports to games. | of physical activity. | skills, tactics, and | | What: Developing the technique to improve performance through analysing progress to achieve personal best. | tactics and strategies | · · | Teacher intervention Moderation & standardisation End of unit assessment (differentiation) Teacher intervention Key skills/knowledge tasks (differentiated) | Concept/Unit overview Lesson overview — targeted to pupil needs ECT Teacher intervention |
| | Why now: An introduction to this invasion game looking at transferable skills of passing, ball control and teamwork. | Why now: An introduction to map reading, compass | 0, | introduction to fitness testing, | range of different sports to develop multi skills and the | courts available and introduces a net- | Why now: Building on prior experience in Y7 and applying the correct technique to running, throwing, and jumping activities and then comparing performance to the achievement in Y7. | the striking and fielding techniques learnt in Y7 and apply complex technique for improved performance, with an | Why now: Transfer striking a fielding skill learnt in rounders to a different activity. Developing strengths and weaknesses and looking at roles within the team to increase effectiveness within the game. | Teacher intervention Mid-term assessment (differentiation) Teacher in | Teacher intervention Key skills/knowledge tasks (differentiated) ntervention |

| What: Trampolining What: BB Leadership What: Rugby What: Football officiating What: Develop the technique and improve performance in other sports to games. What: solve lop the technique in other sports to games. What: To develop in other sports to games. What: Develop the technique in other sports to games. What: To develop in other sports to games. What: Develop the technique in other sports to games. What: Develop the technique in other sports to games. What: Develop the technique in other sports leading to competitive situation. What: Develop the technique in other sports to games. What: Develop the technique in other sports leading to competitive nation. What: Develop the technique to improve performance through analysing progress to achieve personal best. What: Develop the technique in other sports leading to competitive nation. What: Develop the technique in other sports leading to competitive nation. What: Develop the technique in other sports leading to competitive nation. What: Develop the technique in other sports leading to competitive nation. What: Develop the technique in other sports leading to competitive nation. What: Develop the technique in other sports leading to competitive nation. What: Develop the technique in other sports leading to competitive nation. What: Develop the technique in other sports leading to competitive nation. What: Develop the technique in other skills, tactics, and strategies in a competitive nation. What: Develop the technique in other skills, tactics, and strategies in a competitive nation. What: Develop the technique in other skills, tactics, and strategies in a competitive nation. What: Develop the technique in other skills, tactics, and strategies in a competitive nation. What: Develop the technique in other skills, tactics, and strategies in a competitive nation. What: Develop the technique in other skills, tactics, and strategies in a competitive nation. What: Develop the technique in other skills. What: Develop the technique in other ski | vide evidence for and teachers to pils are in their they need to go get there. |
|--|--|
| What: Develop the technique and improve performance in other sports to games. What: Develop the technique and improve performance in other sports to games. Officiating What: Develop the technique in other sports to games. Officiating What: Develop in the technique in other sports to games. What: Develop in the technique in other sports to games. What: Develop in the technique in other sports to achieve personal strategies in a competitive nange of production. Officiating What: Develop in the technique in other sports leading to competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in a competitive nandysing progress to achieve personal strategies in achieve personal st | pils are in their they need to go get there. |
| What: Develop the technique and improve performance in other sports to games. What: Develop the technique and improve performance in other sports to games. What: Develop in the technique and improve performance in other sports to games. What: Develop in the technique in other sports to games. What: Develop in the technique in other sports to games. What: Develop in the technique in other skills, tactics, and strategies in a competitive situation. What: Develop in the technique in other sports leading to competitive analysing progress to analysing progress to games. What: Develop the technique in other skills, tactics, and strategies in a competitive name of the performance through analysing progress to games. What: Develop in the technique in other strategies in a competitive name of the performance through analysing progress to games. What: Develop in the technique in other strategies in a competitive name of the performance through analysing progress to poponents in direct than performer. What: Develop ing the technique in other strategies in a competitive name of the performance through analysing progress to poponents in direct than performer. What: Develop the technique in other skills, tactics, and strategies in a competitive name of the performance through analysing progress to competitive name of the technique in other strategies in a competitive name of the technique in other strategies in a competitive name of the technique in other strategies in a competitive name of the technique in other strategies in a competitive name of the technique in other strategies in a competitive name of the technique in other strategies in a competitive name of the technique in other strategies in a competitive name of the technique in other strategies in a competitive name of the technique in other tactics and strategies in a competitive name of the technique in other strategies in a competitive name of the technique in other tactics and strategies in a competitive name of the technique in other tactics and st | they need to go get there. |
| technique and improve performance in other sports to games. technique and improve performance in other sports to games. technique and improve performance in other sports to games. technique and improve performance in other sports to games. roles in sport other technique in other sports leading to competitive net game situation. technique in other skills, tactics, and strategies in a competitive net game situation. technique in other sports leading to competitive net game situation. technique in other sports leading to competitive net game situation. to overcome opponents in direct broad range of achieve personal situation. the opportunity to take on situation and technique in other strategies in a competitive net game of achieve personal situation. The opportunity to take on the strategies in a competitive net game of achieve personal situation. The opportunity to take on the strategies in a competitive net game of achieve personal situation. The opportunity to take on the strategies in a competitive net game of achieve personal situation. The opportunity to take on the strategies in a competitive net game of achieve personal situation. The opportunity to take on the strategies in a competitive net game of achieve personal situation. The opportunity to take on the strategies in a competitive net game of achieve personal situation. The opportunity to take on the strategies in a competitive net game of achieve personal situation. The opportunity to take on the strategies in a competitive net game of achieve personal situation. The opportunity to take on the strategies in a competitive net game of achieve personal situation. The opportunity to take on the strategies in a competitive net game of achieve personal situation. | get there. |
| in other sports to games. Strategies in a competitive situation. Strategies in a competitive net game broad range of achieve personal situation. Strategies in a sports leading to performance through strategies in a competitive net game broad range of achieve personal situation. Strategies in a sports leading to performance through competitive net game broad range of achieve personal situation. Strategies in a sports leading to overcome competitive net game broad range of achieve personal situation. Strategies in a sports leading to overcome competitive net game broad range of achieve personal situation. Strategies in a sports leading to overcome competitive net game broad range of achieve personal situation. Strategies in a sports leading to overcome competitive net game broad range of achieve personal situation. | ment |
| games. broad range of achieve personal situation. broad range of achieve personal situation. broad range of achieve personal situation. broad range of competitive fit game to impetitive fit game to impe | |
| Formative Assess | |
| | to provide |
| 11113 13 4366 | |
| Why now: Skills Why now: Pupils will Why now: Building Why now: Pupils will Why now: Pupils will Why now: Building Why n | |
| learnt in Y8 are built look at leadership upon skills learnt in look in depth at the upon skills learnt in sport which looks at courts available and sport which looks at upon striking and know, understand | - |
| upon here. An skills, learn how to Y8 and applying these rules of football and y8 using volleyball as individual skill and pupils can build upon individual skill and fielding skills learnt in Pupils will also learn how This is used by I | |
| emphasis on linking deliver a warmup and in various game how to take control of an alternative ball performance. Can link skills previously performance. Can Y8 whilst applying physical activity can and the pupil to skills together and plan and deliver small situations, applying a game, officiating handling activity but to fitness unit learnt in Y8 and link to fitness unit tactics and a range of improves their amortional pupils are in the | |
| devices the state of the state | _ |
| converse of moves to linear wellbeing and the new to continue | • |
| perform a routine. to play a competitive match. knowledge and subject. This will | |
| Girls active. Activities such as Questioning | nciude. |
| What Nothell What Trampolining What Davide What Davide What Citate What Citate What Condens What | cher feedback |
| What: To develop in What: Develop the What: use a range of What: Develop the What: Develop the What: Developing the What: Developing the What: Developing the What: Developing the What: Use a range of What: To use a range pupils to take ownership (written and | |
| roles in sport other techniques and tactics and strategies technique in other and apply the long-skills, tactics, and technique to improve tactics and strategies of tactics and over their own fitness • Peer feedback | k |
| than performer. Improve performance to overcome sports leading to term health benefits strategies in a performance through to overcome strategies to whilst introducing them to performance through to overcome strategies to whilst introducing them to performance through the overcome strategies to ov | |
| in other sports to opponents in direct competence across a of physical activity. competitive net game analysing progress to opponents in direct opponents in direct progress to opponents progress to opponents in direct progress to opponents progress to opponents in direct progress to opponents progress to | essinent |
| garnes. Competition through broad range of situation. Situation through in direct competition through a hoversize for situation. | sment |
| team and individual activities. best. team and individual through team games. games. team and individual through team games. or circuit training, which This is also used | |
| Why now: Pupils will Why now: Skills Why now: A Why now: Building Why now: An Why now: Tennis Why now: Building Why now: Develop Why now: Building will equip them with the each year to every description. | |
| look at leadership learnt in Y8 are built continuation of this upon skills learnt in introduction to courts available and on prior experience in the striking and upon basic skills to become active achievement. The | |
| skills, learn how to upon here. An invasion game year 8 using volleyball fitness testing, pupils can build upon Y8 to apply correct fielding techniques learnt in year 8 to become detive | • |
| | ification of areas |
| plan and deliver small skills together and transferable skills of handling activity but and understanding of learnt in year 8 and throwing, and complex technique complex skills and requiring additing activities and transferable skills of handling activity but and understanding of learnt in year 8 and throwing, and complex technique complex skills and requiring additing activities and throwing activities activities and throwing activities activities and throwing activities activities activities and throwing activities activities activities activities and throwing activities activ | onal focus to |
| coaching sessions to developing a passing, ball control in a net game peers. coaching sessions to developing a passing, ball control in a net game peers. develop their ability jumping activities and peers peers. develop their ability jumping activities and peers peers. Warmups will include improve learning peers performance, with an peers peers. | overall. |
| norform a routing | |
| achieved in Y8 teamwork strategy | |
| and how to outwit and sanctions to start to | |
| opposing team. introduce some GCSE and | |
| Mixed Group OCR content to pupils who | |
| What: Basketball What: Invasion What: Trampolining What: Fitness What: Netball What: Rounders What: Athletics What: Cricket What: Softball may be considering taking | |
| Games (leadership) (lead & officiate) examination PE at KS4. | |
| What: Use a range of What: To develop in What: Develop the What: Understand What: To develop in What: use a range of What: Developing the What: To use a range of What: Use a ran | |
| tactics and strategies roles in sport other technique and and apply the long-roles in sport other tactics and strategies technique to improve of tactics and strategies | |
| to overcome than performer. improve performance term health benefits than performer. to overcome performance through strategies to to overcome opponents in direct in other sports to of physical activity. | worvious |
| competition through games. | overview |
| team and individual hest. through team games, team games. | overview – targeted to |
| games | pupil needs |
| Why now: A Why now: Pupils will Why now: Skills Why now: An Why now: Pupils will Why now: Develop Why now: Building Why | eacher intervention |
| continuation of this look at leadership learnt in Y8 are built introduction to look at leadership striking and fielding on prior experience in upon striking and | |
| | kills/knowledge tasks (differentiated) |
| transferable skills of unlan and deliver small skills together and and understanding of plan and deliver small complex skills and tactics and a range of | |
| passing hall control coaching sessions to developing a how to increase coaching sessions to and improve jumping activities and strategies to outwit | intervention |
| and teamwork peers, sequence of moves to fitness, peers, performance. An comparing opposition, Mid-term assessment difference of moves to fitness. | wledge tasks tiated) |
| perform a routine. emphasis on performance to that Teacher intervention | |
| positional play. achieved in Y8. | |

Ian Ramsey CE Academy: GCSE PE Curriculum Progression Model

Curriculum What we study. Why study it. Why study it now.

What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the intent is the curriculum. The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.

The GCSE PE aims to develop pupil's theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance. This GCSE in Physical Education will equip pupils with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in a range of physical activities. It also introduces pupil's to a range of potential further study pathways to continue to after their lan Ramsey journey is complete, such as sports psychology, physiotherapy, coaching and teaching, diet and nutrition, sports sciences or working in the leisure industry. GCSE PE aims to build upon pupil's existing physical skills whilst allowing them to develop their ability to analyse, evaluate and utilise data they can collect through applying the knowledge they acquire within the course.

How we teach the curriculum

What we expect from curriculum

How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have the way we are and justify decisions they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?

Delivering

The GCSE Course is taught through | Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.

Formative Assessment

This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:

- Questioning
- Effective teacher feedback (written and verbal)
- Peer feedback
- Pupil self-assessment

Summative Assessment

This is also used at key points in each year to evaluation pupils' achievement. We use Key Assessment Tasks at the end of each unit as well as two more formal assessment throughout each year. They allow a holistic view of pupils' progress and support the identification of areas requiring additional focus to improve learning

Alternating between the two papers allows for an ongoing progress check across the two papers from the end of vear 10.

in, rather than just talked about. Key skills are taught and embedded Curriculum overview Teacher intervention Concept/Unit overview Lesson overview - targeted to End of unit assessment pupil needs **SUBJECT** Teacher intervention Teacher intervention **CURRICULAR** CYCLE Key skills/knowledge tasks (differentiated) (differentiated) Key skills/knowledge tasks Mid-term assess

Teacher intervention

What: Physical, emotional, and social health, fitness, and well-being

Physical health: how increasing physical ability improves fitness, how it improves health/reduce

- risks. Emotional health: taking part in physical activity can improve emotional and psychological health.
- Social health: taking part in physical activity can improve social health.
- Explore the impact of fitness on well-being: positive and negative health effects.

Why now: An introduction to key concepts of what is health and fitness to act as foundation knowledge.

What: Respiratory system

Why

What:

pupils explore factors and apply this to performance across a range of sports.

Explore the components

of respiratory system

Explore structure of

alveoli to enable gas

process of gas exchange.

the

the

and

systems

and their role.

exchange and

Explore how

cardiovascular

work together.

respiratory

understanding of health,

now:

and improve their fitness in readiness for the NEA unit. **What: Movement Analysis**

together their knowledge concepts of a healthy pupils investigate how to monitor and understanding from the previous units to plan

participate and evaluate PEP. What: Sport psychology

systems and their impact.

- Relationship between commercialisation, the media and physical activity.
- the media.
- of sporting behaviour.
- and consequences of, deviance at elite level.

- Explore levers and their Explore classification of use in physical activity. a range of sports skills.
 - Explore application of Explore the body's lever systems and the impact knowledge of practice on performance. and skill classification to develop a range of skills. Explore movement

What:

- patterns using body Explore types feedback to optimise performance.
 - Interpret and analyse graphical data.

How we make learning memorable

and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in around how and why it's being taught this wav.

Setting

What:

What:

Lifestyle choices: diet, activity level, work, rest, and sleep balance.

What: The consequences of

a sedentary lifestyle.

- The impact of lifestyle choices on health, fitness, and well-being.
- Sedentary lifestyle and its consequences.
- The role and importance of macronutrients.
- The role and importance of micronutrients, water and fibre for performers and players in physical activities and sports.

With

What:

Collection as well as the interpretation of data from fitness test results. Planning using the

What: Fitness benefits for

Designing

- principles of training. Factors to consider when deciding the most appropriate training methods and intensities
- Use of training methods for specific components of fitness.

Why now: Building on the

and sports

for different activities

What:

Programme (PEP)

Keep a record of fitness Understand levels using one structure, use and their classification. recognised fitness test

What: Personal Exercise What: Skeletal system

What:

- Analyse pre-PEP fitness test results to determine and justify their choices.
- Use methods of analysis to explain chosen the component(s) of fitness to improve/optimise.
- Select and justify one method of training, principles.
- Analyse data gathered and evaluate it.

Why now: Pupils will draw

Why now: First unit of anatomy and physiology. Pupils develop knowledge and understanding of body

Interpret movement

possibilities at joints

Explore the role of

ligaments and tendons,

and their relevance to

participation in physical

Explore injury to the

activity and sport.

skeletal system.

on

dependant

classification.

What: Socio-cultural effects on physical activity.

What:

- Explore the advantages and disadvantages of commercialisation and
- Explore different types
- Explore the reasons for,

Why now: Introduces the concepts of factors affecting sport in society. Deviance requires knowledge of the body systems to understand the health consequences.

both theoretical and practical based sessions. We aim to deliver as much of the course through practical experience as is possible as all learning must be linked back to practical performance.

skeletal system. A few the units have cross curricular Explore characteristics links with other subjects, such as of fast and slow twitch science, and build on our KS3 fibre their muscle programme equipping pupils well impact. for the practical element of the Explore how the skeletal course which is worth 30%. and muscular systems

What: Muscular system

Explore location and

role of the muscular

system to work with the

activity and sport

muscular system.

with

conjunction

muscular system.

What:

bones

joint

work together to allow Our teaching approach is a mixture participation in physical of guided discovery, independent learning, reciprocal learning as well Explore injury to the as teacher led lessons. Once units have been taught in the classroom we will often go and reinforce that Why now: Builds on the role learning in the practical setting, for of the skeletal system by example methods of training are looking at how it works in best remembered once participated

> throughout the course in terms of how to structure exam answers We follow the structure of PEA which is make a point, provide an explanation then back that up with a practical example. This structure is also utilised within the PEF coursework.

Moderation & standardisation

(differentiation)

and

0

ear

What: Cardiovascular

What:

Explore structure of arteries, capillaries, and veins and importance during physical activity

- Explore the mechanisms and redistribution of blood during activities.
- Explore the function and importance of red and white blood cells, platelets, and plasma.
- Why now: Building upon pupils prior learning about performance they learn how the cardiovascular system transports blood around the body maintain performance.
- Why now: With an understanding of the cardiovascular system, pupils investigate how oxygen gets into the body and how CO2 is removed by looking at the cardiorespiratory system.

planes and axes.

Why now: This unit links the skeletal and muscular systems and looks at the effect it has on sporting

performance.

Why now: Look at how psychological factors affect performance, and into the practical element of the and drug taking in sport course developing skill of how practice structures can contribute.