

# CURRICULUM SUBJECT: PHYSICAL EDUCATION

## SUBJECT CONTACT: MARK RAMPLING

*“You dream. You plan. You reach. There will be obstacles. There will be doubters. There will be mistakes. But with hard work, with belief, with confidence and trust in yourself and those around you, there are no limits.”– Michael Phelps*

*“There is a sport for all and a place for all pupils to enjoy the freedom and opportunity of sport!” - Mr Rampling*

### CURRICULUM INTENT

#### Why is it important that pupils at Vale of York study PE?

PE is an integral part of our school day and we value the benefits physically and emotionally that exercise has on each pupil. It is suggested that all pupils should embrace 60 minutes of exercise a day and we are dedicated to giving as much breadth in the curriculum to allow pupils to enjoy as many aspects of PE as possible. Alongside being an opportunity to have a break from classroom learning and relieve stress, PE can also help to build self-confidence, improve self-esteem, relieve feelings of tension or anger, and allow our pupils to enjoy sport.

Our purpose of teaching Physical Education is to give pupils the tools and understanding required to make a positive impact in their own physical health and well-being. Children who experience a wide variety of sports and physical skills will find it enhances life-long fitness, life choices and career opportunities. PE promotes self-esteem through the development of physical confidence, resilience, perseverance and a positive mindset. It teaches pupils to cope with both success and failure in competitive, individual and team based physical activities.

Within the City of York, we are privileged to have a wide range of sporting clubs and opportunities for pupils to further their enjoyment of sport, outside of school. From Running, Swimming and cycling to football, rugby, netball and hockey clubs, a number of our pupils go on to play at these weekly. A city which has a

multitude of gyms, sports centres, pools, societies and high level teams to support, we are well placed to motivate students to continue their learning in and out of school.

We are committed to giving our pupils the best opportunity to find at least 1 sport and support them in developing a life long commitment of exercise and enjoyment of sport. Our curriculum is carefully structured and all efforts are made to give our pupils experiences which enrich them further, such as rowing and swimming in Year 10.

## CURRICULUM STATEMENT

At KS3: ***For all students to have the opportunity to find a 'sport for everyone'.***

*National curriculum is followed to allow pupils to develop through 3 years of sequenced learning in a range of sports. These sports will encourage pupils to develop their skills and allow them to play locally and nationally in the wonders of sport.*

*Pupils will understand what makes a performance effective and how to apply these principles to their own and others' work. Pupils will 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.*

At KS4: ***To encourage all pupils to actively engage in lifelong healthy, physical activity.*** *This is not only as a participant but in roles such as leader, coach and official. We aim to develop resilience, teamwork and leadership skills through sport and competition, essential skills that students will require to be successful upon leaving education and next steps.*

*National curriculum is upheld to ensure pupils can participate in sport and develop skills further. Pupils tackle complex and demanding physical activities with greater choice. Pupils get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.*

*In GCSE PE, to **inspire and engage students to want to acquire knowledge and understanding** of applied anatomy and physiology, socio-cultural issues and sports psychology and to **maximise their performance attainment in all sports covered.***

## CURRICULUM SEQUENCE

### Key Stage 3:

|   | Year 7  | Year 8  | Year 9   |
|---|---|---|--|
| <b>Curriculum time (Per week)</b>                 | 2 hours   | 2 hours   | 2 hours  |
| <b>Curriculum framework</b>                       | National Curriculum   | National Curriculum   | National Curriculum  |
| <b>Core knowledge &amp; understanding covered</b> | <i>Baseline Skills Assessment<br/>           Badminton (Singles)<br/>           Rugby League<br/>           Football<br/>           Basketball or Netball<br/>           Gymnastics<br/>           Orienteering<br/>           Fitness - use of suite<br/>           Dance<br/>           Trampolineing<br/>           Rounders<br/>           Hockey<br/>           Athletics<br/>           Cricket<br/>           Tennis</i> | <i>Badminton (Doubles) Rugby Union<br/>           Handball<br/>           Football<br/>           Fitness – Boxercise Basketball or Netball<br/>           Athletics<br/>           Hockey<br/>           Dance<br/>           Trampolineing<br/>           Gymnastics<br/>           Tennis<br/>           Rounders<br/>           Cricket</i> | <i>Badminton (Singles and Doubles)<br/>           Rugby Union<br/>           Handball<br/>           Fitness – Yoga<br/>           Basketball or Netball Global Games<br/>           Softball<br/>           Athletics<br/>           Trampolineing<br/>           Parkour<br/>           Tennis<br/>           Rounders<br/>           Lacrosse<br/>           Volleyball</i> |
| <b>Subject specific skills</b>                    | <i>These 6 areas we address through lessons and explicitly show students the links.<br/>           . Analysis and review performance</i>  | <i>We build on these disciplines and explicitly show students the links.<br/>           . Analysis and review performance</i>   | <i>We build on these disciplines and explicitly show students the links.<br/>           . Analysis and review performance</i>  |

|  |  |   |   |
|--|--|---|---|
|  | <ul style="list-style-type: none"> <li>. Evaluating and improving</li> <li>. Developing skills and performance</li> <li>. Accurately replicate a skill</li> <li>. Making and applying decisions</li> <li>. Making informed choice on healthy lifestyle</li> </ul>  | <ul style="list-style-type: none"> <li>. Evaluating and improving</li> <li>. Developing skills and performance</li> <li>. Accurately replicate a skill</li> <li>. Making and applying decisions</li> <li>. Making informed choice on healthy lifestyle</li> </ul> | <ul style="list-style-type: none"> <li>. Evaluating and improving</li> <li>. Developing skills and performance</li> <li>. Accurately replicate a skill</li> <li>. Making and applying decisions</li> <li>. Making informed choice on healthy lifestyle</li> </ul> |
| <b>Personal attributes evolved that support learning</b> | <p><i>These 6 disciplines (although not exhaustive) are key attributes we will focus on within our Learning objectives and outcomes.</i></p> <ol style="list-style-type: none"> <li>1) Resilience</li> <li>2) Creativity</li> <li>3) Working with others</li> <li>4) Problem solving</li> <li>5) Communication</li> <li>6) Self-awareness</li> </ol>   |   |   |
| <b>Disciplinary Literacy</b>                             | <p><i>Verbal instructions given through learning objectives and skills activities.</i></p> <p><i>Writing instructions given through use of whiteboards or lesson resources.</i></p> <p><i>Evaluating and reflecting upon others' performance through think/pair/share or group discussions.</i></p> <p><i>Keywords on topics linked to GCSE are covered each term which link to the end point assessments students will engage with. These will be written and discussed verbally.</i></p> |   |   |

**Key Stage 4:**

|                                   | Year 10   | Year 11 |
|-----------------------------------|---|---------|
| <b>Curriculum time (Per week)</b> | 1 hour  | 1 hour  |
| <b>Curriculum framework</b>       | <p><i>Pupils will tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</i></p> |         |

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| <p><b>Core knowledge &amp; understanding covered</b></p> | <p>Students choose a pathway of choice and lessons become mixed gender.</p> <p><u>1) COMPETITION</u>; This includes Football, Rugby, Netball, Hockey, Basketball, Volleyball, Athletics, Cricket, Rounders, Handball, Global games<br/>The <u>competition pathway</u> will allow students to develop advanced skills, apply strategies and tactics and develop their knowledge of the rules. It also allows PE students more opportunities to access a wider range of sports, to be used for practical moderation.</p> <p><u>2) RECREATIONAL</u>; This will include Dance, Trampolining, Boxercise, Aerobics, step aerobics, Circuits, Badminton, Yoga, Dodgeball, Parkour, problem solving.<br/>The <u>recreational pathway</u> allows students to develop their knowledge and understanding of the components of a healthy, active lifestyle and the benefits of each type of fitness on their bodies. It will ensure students are exposed to a range of fitness type activities which are more likely to be adopted once they have left school.<br/>Opportunity to have a go at Rowing and Swimming is also offered in Year 10.</p> | <p>Students choose a pathway of choice and lessons become mixed gender.</p> <p><u>1) COMPETITION</u>; This includes Football, Rugby, Netball, Hockey, Basketball, Volleyball, Athletics, Cricket, Rounders, Handball, Global games<br/>The <u>competition pathway</u> will allow students to develop advanced skills, apply strategies and tactics and develop their knowledge of the rules. It also allows PE students more opportunities to access a wider range of sports, to be used for practical moderation.</p> <p><u>2) RECREATIONAL</u>; This will include Dance, Trampolining, Boxercise, Aerobics, step aerobics, Circuits, Badminton, Yoga, Dodgeball, Parkour, problem solving.<br/>The <u>recreational pathway</u> allows students to develop their knowledge and understanding of the components of a healthy, active lifestyle and the benefits of each type of fitness on their bodies. It will ensure students are exposed to a range of fitness type activities which are more likely to be adopted once they have left school.</p> |
| <p><b>Subject specific skills</b></p>                    | <p>We continue to build on the skills learnt at KS3 but also strive to enthuse and engage pupils to continue a love for sport and exercise through participation.</p> <ul style="list-style-type: none"> <li>. Analysis and review performance</li> <li>. Evaluating and improving</li> <li>. Developing skills and performance</li> <li>. Accurately replicate a skill</li> <li>. Making and applying decisions</li> </ul>  |  |

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|  | <i>. Making informed choice on healthy lifestyle</i>   |
| <b>Personal attributes evolved that support learning</b> | <p><i>Pupils will develop these through all lessons, in a range of sports.</i></p> <ul style="list-style-type: none"> <li><i>. Fun and enjoyment</i></li> <li><i>. Knowledge of rules and deeper understanding of how to improve performance</i></li> <li><i>. Feel benefit of being active and continue this outside of school</i></li> <li><i>. Social interactions and relationships with others through sport</i></li> <li><i>. Communication with peers and adults</i></li> <li><i>. Working in a team and taking on board others ideas and suggestions.</i></li> </ul> |

**Key Stage 4: EXAMINATION PE - GCSE**

|  | <b>Year 10</b>  | <b>Year 11</b> |
|--|---|----------------|
| <b>Curriculum time (per fortnight)</b> | 5 hours   | 5 hours        |
| <b>Curriculum framework</b>            | <p><u>OCR GCSE PE</u></p> <p><u>PAPER 1 (60 mark paper)</u></p> <p><i>1.1a - Skeletal system / 1.1b - Muscular system / 1.1c - Movement Analysis / 1.1d - Cardiovascular system and Respiratory system / 1.1e - Effects of exercise / 1.2a - Components of Fitness / 1.2b - Principles of training / 1.2c - Prevention of Injury</i></p> <p><u>PAPER 2 (60 mark paper)</u></p> <p><i>2.1a - Engagement patterns in sport / 2.1b - Commercialisation in sport / 2.1c Ethics in sport / 2.2 Sport Psychology / 2.3 Health, fitness, well being and balanced diets</i></p> <p><u>Coursework (20 marks) and 3 sports moderated (60 marks)</u></p> <p><i>AEP on a sport of choice looking at the skills and devising an action plan to improve performance.</i></p> <p><i>3 sports moderated</i></p> |                |

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| <b>Core knowledge &amp; understanding covered</b>        | <p><i>Sequence of modules followed as above with built in knowledge checks to acquire learnt content.</i></p> <p><a href="https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/">https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/</a></p>  |
| <b>Subject specific skills</b>                           | <p><i>Recall of course content acquired from above.</i></p> <p><i>Applying knowledge acquired to practical examples.</i></p> <p><i>Analysing and evaluating knowledge acquired.</i></p> <p><i>Practical performance of core and advanced skills.</i></p> <p><i>Use of decision making in competitive situations.</i></p> <p><i>Knowledge and understanding of AO1/AO2/A03.</i></p> <p><i>Graph interpretation skills.</i></p> |
| <b>Personal attributes evolved that support learning</b> | <p><i>Independent study through homework and project work</i></p> <p><i>Resilience - Try, try and try again attitude</i></p> <p><i>Teamwork - Practical sport and group activities in theory</i></p> <p><i>Decision Making - judging information and ideas from sport in the media and in everyday life</i></p> <p><i>Confidence - it's okay to get it wrong attitude</i></p>   |

**Key Stage 4: EXAMINATION PE - Cambridge National**

|  | <b>Year 10</b>  | <b>Year 11</b> |
|--|---|----------------|
| <b>Curriculum time (per fortnight)</b> | 5 hours   | 5 hours        |
| <b>Curriculum framework</b>            | <p><u>OCR Cambridge National PE</u></p> <p><u>Coursework 1 - NUTRITION (40 marks)</u></p> <p><i>Balanced diets, components of a balanced diet, why it is important and which athletes eat like they do. Make a nutrition plan to fit a specific aim and evaluate the effectiveness for the client.</i></p> <p><u>Coursework 2 - PRINCIPLES OF TRAINING (80 marks)</u></p> |                |

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|  | <p><i>Principles of training, how used by different athletes and why. Components of fitness and perform the tests with client. Use weakness from testing to devise a fitness plan to show improvement in the aim, evaluate the effectiveness of the plan.</i></p> <p><i>Exam - REDUCING THE RISK OF INJURY (80 marks)</i></p> <p><i>Warm up, cool downs, intrinsic and extrinsic factors, medical conditions, posture and conditions, injury and how to treat it such as SALTAPS and RICE.</i></p> |
| <b>Core knowledge &amp; understanding covered</b>        | <p><i>Sequence of modules and coursework tasks followed as above to develop work required.</i></p> <p><a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/">https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j828/</a></p>  |
| <b>Subject specific skills</b>                           | <p><i>Recall of course content acquired from above.</i></p> <p><i>Knowledge and understanding of AO1/AO2/AO3.</i></p> <p><i>Research skills to develop coursework</i></p>  |
| <b>Personal attributes evolved that support learning</b> | <p><i>Independent study through homework and project work</i></p> <p><i>Resilience - Try, try and try again attitude</i></p> <p><i>Confidence - it's okay to get it wrong attitude</i></p>   |



## CURRICULUM OPPORTUNITIES

|   | Year 7  | Year 8 | Year 9 | Ks4 - Core PE | Ks4 - Exam PE  |
|---|---|--------|--------|---------------|--|
| <b>Within the formal curriculum</b>                   | <p><i>Participation within full school events – inter form at Christmas and Easter and Sports day in July.</i></p> <p><i>Sports leader’s opportunity to develop knowledge and application of rules in a competitive situation.</i></p> <p><i>Support local primary schools to run their sports days, sports events and cluster games.</i></p> <p><i>Coaching opportunities with local clubs through rugby, tennis and hockey.</i></p> <p><i>Links with all local sports clubs, but in particular with RFU and FA.</i></p>   |        |        |               | <p><i>Students will get excellent preparation for A level PE and Sports courses as post 16.</i></p> <p><i>Links to opportunities in sports careers and beyond.</i></p> <p><i>External coaches for sports to support practical performance and opportunities.</i></p> <p><i>External moderation to offer competitive opportunities</i></p> <p><i>DofE course offered to support improvements in physical attributes, teamwork, decision working and resilience.</i></p> <p><i>Sports leadership opportunities to develop knowledge and application of rules in a competitive situation.</i></p> |
| <b>Beyond the formal curriculum (out of lesstime)</b> | <p><i>Opportunities to attend extracurricular activities afterschool using a comprehensive sport timetable.</i></p> <p><i>Fixtures and competitions across the city within a range of sports for students to get involved in.</i></p> <p><i>Please see an example of the sports clubs timetable</i></p> <p><a href="#"><i>PE clubs timetable</i></a></p> <p><i>School sports trips to see sporting excellence such as visits to LNER stadium to see Rugby. Trips to watch top end sports such as Netball, Football and Rugby.</i></p> <p><i>Sports tour to Holland and Ski trip every other year.</i></p> |        |        |               |  |
| <b>Links to other curriculum areas</b>                | <p><i>There are transferable curriculum between Science, Food and nutrition and Psychology.</i></p> <p><i>Science - Respiration, Cardiovascular and respiratory system and anatomy of the body.</i></p> <p><i>Food and nutrition - Healthy diet and nutrition and healthy lifestyles</i></p> <p><i>Psychology - Mental preparation, feedback and guidance.</i></p>  |        |        |               |  |

|                                   |  |
|-----------------------------------|--|
|                                   | <i>Practical subject skills of working with others, feedback, communication and teamwork.</i>  |
| <b>Preparation for adult life</b> | <i>Through high level teaching and coaching to support students to move through the elite pathways in all sports locally and nationally.<br/>Prepare students with employable skills in sports jobs like teaching, coaching, therapy, management, journalism &amp; public service opportunities.<br/>Development of core skills that are transferable to everyday life as well as leisure.</i> |

## CURRICULUM IMPLEMENTATION

*As an Academy we have a range of clear standards and expectations of our pupils however each subject area has its own individual practices and habits that ensure that it can function to its optimum.*

### **Curriculum delivery:**

*The department has detailed lesson resources, linked videos which are taught daily and then shared through shadow curriculum or lessons. Pupils will have revision ready school books and knowledge organisers to support them during the revision period. Knowledge organisers are used during bell tasks to recall previous topics covered in lessons. Programme of study for all years is shared with students from September and displayed in the department for each group on the sports notice board.*

*Practical Sports are moderated using the OCR GCSE PE matrix allowing accurate judgement to be made. In class and at after school clubs we build knowledge of rules and tactics of each sport to deepen pupils' understanding and performance.*

*We incorporate some theory GCSE and C.N PE content throughout our teaching each half term to allow pupils to see the links to the theory in practical. Students will be taught each sport at a high level to be able to participate in our after school clubs and/or local clubs as they wish. All pupils learning can then be transferred into GCSE PE and core PE as they move into KS4.*

Homework:

|    | Frequency   | Expected time to complete     | Completion notes and handing in   | What to do if stuck   |
|----|-------------|-------------------------------|---|---|
| 7  | Infrequent  | <i>As advised by PE staff</i> |   |   |
| 8  | Infrequent  | <i>As advised by PE staff</i> |   |   |
| 9  | Infrequent  | <i>As advised by PE staff</i> |   |   |
| 10 | Once a week | 1-2 weeks                     | <i>Worksheets - handed in on the worksheet or completion of revision online such as Seneca.</i> | <i>Email staff via google classroom or google mail. See teacher in class or school. Homework club</i> |
| 11 | Once a week | 1-2 weeks                     | <i>Worksheets - handed in on the worksheet or completion of revision online such as Seneca.</i> | <i>Email staff via google classroom or google mail. See teacher in class or school. Homework club</i> |

## SUPPORTING YOUR CHILD

|              | Resources to support your child   | Relevance - How it helps                                 |
|--------------|---|--|
| Key Stage 3  | <i>Plenty to learn for PE through BBC bitesize to flavour the interest for examination PE.</i>                                | <i>Preparation for GCSE</i>                              |
| Exam courses | <i>Revision guide – OCR GCSE PE (9-1) (available on parentpay)</i><br><i>Revision PE cards (9-1) (available on parentpay)</i> | <i>Covers the full course to revise for examinations</i> |

## WIDER INTEREST

Here is a list of organisations or resources that your child can access if they wish to dive deeper into this subject area.

### Revision websites:

<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>

<https://app.senecalearning.com/classroom/course/9498bb2b-5267-4148-941c-e086379410ac>

<https://www.bbc.com/bitesize/examspecs/ztrcg82>

<https://quizlet.com/en-gb>