

Physical Education Curriculum 2020-21

The curriculum is designed to be enjoyable, but at the same time develop and stimulate the students; physically, socially, emotionally and cognitively. It aims to provide an opportunity of learning experiences in games, gymnastics, dance and athletics. Students will be encouraged to take on different roles and enjoy physical activity as performers, spectators and referees/umpires/officials.

Students will regularly work in group situations. In many areas the emphasis is on competition, where students are encouraged to be cooperative and tolerant of each other in order to achieve their goal. In all situations empathy is paramount where students cater to the needs of their peers. Through performance, students will be encouraged to recognise the strengths and weaknesses of themselves and others.

As students' progress through Kings College they will be encouraged to adopt a positive attitude to activity and healthy living, motivating them to fulfil their sporting potential both within the school and through leisure facilities and clubs in the local community.

Developments:

- Clearly defined end points with expectations for student ability and knowledge
- Refining of sports on offer to help focus improvement
- Introduction of key principles and sport specific continuums of progress to assess students against
- Introduction of feedback sheets to help students understand where and how they can improve their specific skills as well as their principles of physical education
- Introduction of tracking system to inform student progress in individual sports throughout KS3 and beyond.

Targets for further development (to be started in the summer of 2020):

- Work more closely with KS2 teachers to ascertain starting points for students
- Liaise with DofE team to embed orienteering within the KS3 curriculum
- Map where British Values are developed through the curriculum
- Map use of DVI throughout curriculum in greater detail
- Liaise with SENDCO/SLT in regards to intervention strategy for students in PE curriculum time.
- Engage more students outside the classroom
- Work with other departments to match up cross curricular content/skills

Key Stage Three Curriculum

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	End Point
7a/Pe1 Boys	Football Basketball	Dance Badminton	Rugby Gymnastics	Volleyball Indoor Athletics	Cricket Athletics	Cricket Rounders	Students can copy, repeat and explore simple skills and actions with basic control and coordination, link these skills and actions in ways that suit the activities. Students can describe and comment on their own and others' actions. Students can talk about how to exercise safely and how my body feels during an activity.
7a/Pe2 Girls	Netball Football	Badminton Gymnastics	Basketball Dance	Indoor Athletics Rugby	Rounders Athletics	Rounders Cricket	
7a/Pe3 Mixed	Badminton Football	Netball Dance	Gymnastics Basketball	Rugby Indoor Athletics	Rounders Athletics	Rounders Cricket	

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	End Point
8a/Pe1 Boys	Football Basketball	Dance Badminton	Rugby Gymnastics	Volleyball Indoor Athletics	Cricket Athletics	Orienteering Rounders	Students can explore simple skills, can copy, remember, repeat and explore simple actions with control and coordination and can vary skills, actions and ideas and link these in ways that suit the activities. Students can talk about differences between their own and others' performances and suggest improvements. Students can understand how to exercise safely and describe how their body feels during different activities.
8a/Pe2 Girls	Netball Football	Badminton Gymnastics	Basketball Dance	Indoor Athletics Rugby	Rounders Athletics	Orienteering Cricket	
8a/Pe3 Mixed	Badminton Football	Netball Dance	Gymnastics Basketball	Rugby Indoor Athletics	Rounders Athletics	Orienteering Cricket	

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	End Point
9a/Pe1 Boys	Gymnastics Football	Badminton Sports Leadership	Contemporary issues in sport Basketball	Volleyball Indoor Athletics	Cricket Athletics	Softball	Students can select and use skills, actions and ideas appropriately applying them with coordination and control and can show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work and use this understanding to improve their own performance. Students can give reasons why Understand the issues which affect participation in sport.
9a/Pe2 Girls	Basketball Football	Badminton Sports Leadership	Contemporary issues in sport Gymnastics	Indoor Athletics Dance	Rounders Athletics	Rounders	Know about the role of sport in promoting values. Understand the importance of hosting major sporting events. Know about the role of national governing bodies in sport. Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership. Be able to plan sports activity sessions. Be able to deliver sports activity session. Be able to evaluate own performance in delivering a sports activity session.

Key Stage Four Curriculum

Externally assessed option:

Cambridge National Award

Students who opt to study Physical Education at Key stage 4 study the Cambridge national award from OCR, the course is broken down into four equally weighted units.

<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>End Points</u>
<u>10</u>	<u>Contemporary issues in sport</u> Exam taken at the beginning of module three.	<u>Outdoor Activities</u> <u>Sports Leadership</u> Coursework to be submitted internally in July and externally in November.		<p>Understand the issues which affect participation in sport.</p> <p>Know about the role of sport in promoting values.</p> <p>Understand the importance of hosting major sporting events.</p> <p>Know about the role of national governing bodies in sport.</p> <p>Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</p> <p>Be able to plan sports activity sessions.</p> <p>Be able to deliver sports activity session.</p> <p>Be able to evaluate own performance in delivering a sports activity session.</p> <p>Know about different types of outdoor activities and their provision.</p> <p>Understand the value of participating in outdoor activities.</p> <p>Be able to plan an outdoor activity.</p> <p>Be able to demonstrate knowledge and skills during outdoor activities.</p>
<u>11</u>	<u>Developing sports skills</u> Coursework to be submitted internally in January and externally in May/June.	<u>Consolidation of lowest graded unit.</u> Submitted in May/June.		<p>Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity.</p> <p>Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p> <p>Be able to officiate in a sporting activity.</p> <p>Be able to apply practice methods to support improvement in a sporting activity.</p>

Key Stage Four Core Physical Education

Lessons will be structured but game based, allowing the students to utilise the skills they have developed during KS3. The focus on tactics and strategies within the games will allow a deeper and complex understanding of specific sports within the different disciplines. The focus on enjoyment and lifelong participation in these lessons supports the PE department's goal of students leaving with the intention to continue physical activity into their life after school. Additionally, providing a low stress environment supports the students wellbeing.

10	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Girls	Netball	Basketball	Gymnastics/Dance	Athletics*	Athletics*	Rounders
Boys	Football	Table tennis	Basketball	Badminton*	Volleyball*	Softball

*These activities will be mixed to allow the students competing at district athletics to practice the requisite activities.

11	Module 1	Module 2	Module 3	Module 4	Module 5	End points
Girls	Netball	Badminton	Aerobics	Fitness	Student Choice	<p>Students can link skills, techniques and ideas and apply them accurately and appropriately, their performance shows precision, control and fluency and they can understand tactics and composition.</p> <p>Students can compare and comment on skills and techniques and the ways they are applied in their own and others' work and use this understanding to improve their performance.</p> <p>Students can explain and apply basic safety principles in preparing for exercise. And can describe what effects exercise has on my body and how it is valuable to my fitness and health.</p>
Boys	Football	Fitness	Basketball	Dodgeball		

These sports are subject to change depending on the opportunities offered by the University of Surrey associations.

Grade	Acquiring and Developing Skills	Selecting and Applying Skills, Tactics and Composition	Evaluating and Improving	Knowledge and Understanding of Fitness and Health
1	I can copy, repeat and explore simple skills and actions with basic control and coordination.	I can link these skills and actions in ways that suit the activities.	I can describe and comment on my own and others' actions.	I can talk about how to exercise safely and how my body feels during an activity.
2	I can explore simple skills. I can copy, remember, repeat and explore simple actions with control and coordination.	I can vary skills, actions and ideas and link these in ways that suit the activities.	I can talk about differences between my own and others' performances and suggest improvements.	I can understand how to exercise safely and describe how my body feels during different activities.
3	I can select and use skills, actions and ideas appropriately applying them with coordination and control.	I can show that I understand tactics and composition by starting to vary how I respond.	I can see how my work is similar to and different from others' work and use this understanding to improve my own performance.	I can give reasons why warming up before an activity is important and why physical activity is good for my health.
4	I can link skills, techniques and ideas and apply them accurately and appropriately. My performance shows precision, control and fluency.	My performance shows precision, control and fluency and that I understand tactics and composition.	I can compare and comment on skills and techniques and the ways they are applied in my own and others' work and use this understanding to improve my performance.	I can explain and apply basic safety principles in preparing for exercise. I can describe what effects exercise has on my body and how it is valuable to my fitness and health.
5	I can select and combine my skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.	When performing I can draw on what I know about strategy, tactics and composition.	I can analyse and comment on skills and techniques and how these are applied in my own and others' work. I can modify and refine skills and techniques to improve my performance.	I can explain how the body reacts during different types of exercise and warm up and cool down in ways that suit the activity. I can explain why regular safe exercise is good for my fitness and health.
6	I can select and combine skills, techniques and ideas. I can apply them in ways that suit the activity	When planning my own and others' work and carrying out my own work, I can draw on what I know about	I can analyse and comment on how skills, techniques and ideas are used in my own and others' work and on compositional	I can explain how to prepare for and recover from the activities. I can explain how different types of

	with consistent precision, control and fluency.	strategy, tactics and composition in different situations and what I know about my own and others' strengths and weaknesses.	and other aspects of performance and suggest ways to improve.	exercise contribute to my fitness and health and describe how I might get involved in other types of activities and exercise.
7	I can select and combine advanced skills, techniques and ideas adapting them accurately and appropriately. I can consistently show precision, control, fluency and originality.	Drawing on what I know of the principles of advanced tactics and compositional ideas I can apply these in my own and others' work. I can modify them in different situations and other performers.	I can analyse and comment on my own and others' work as individuals and team members, showing that I understand how skills, tactics or composition and fitness relate to the quality of performance. I can plan ways to improve my own and others' performance.	I can explain the principles of practice and training and apply them effectively. I can explain the benefits of regular, planned activity on health and fitness and plan my own appropriate exercise and activity programme.
8	I can consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality.	Drawing on what I know of the principles of advanced tactics or composition I can apply these principles with proficiency and flair in my own and others' work. I can adapt it appropriately in different situations and other performers.	I can evaluate my own and others' work showing that I understand the impact of skills, strategy and tactics or composition and fitness on the quality and effectiveness of performance. I can plan ways in which my own and others' performance could be improved.	I can use my knowledge of health and fitness to plan my own appropriate exercise and activity programme.
9	I can consistently use advanced skills, techniques and ideas with precision and fluency.	Drawing on what I know of the principles of advanced strategies, tactics and composition, I can consistently apply these principles with originality, proficiency and flair in my own and others' work.	I can evaluate my own and others' work, showing that I understand how skills, strategy and tactics or composition and fitness relate to and affect the quality and originality of performance. I can reach judgements independently about how my own and others' performance could be improved, prioritising aspects for further development.	I can consistently apply appropriate knowledge and understanding of health and fitness in all aspects of my work.

Appropriately – at the right time

Distinguish – tell the difference between

Contribute - add to

FOOTBALL				7	8	9
Dribbling: Dominant foot only, looks down at the ball, control is limited Passing: Lack consistency and accuracy, timing of pass is poor, passes lack power over a long distance Control: Dominant foot only, unable to use other body parts Shooting: Shooting position is front on and lacks accuracy, lacks variety of shooting skills (1/10) Defending: Unable to effectively man mark a player. Stands too square on and does not read the game	T-1	L				
		M	L			

Consistently – over and over again Modify – change

Game: Has limited effectiveness in the game. Basic skills often go wrong in a game.				
Dribbling: Can use both feet but slow to change direction, looks down at the ball, control is limited Passing: Lack consistency and accuracy on weaker foot, timing of pass is good on stronger foot, passes lack power over a long distance Control: Able to use different body parts but lacks accuracy when not using stronger foot Shooting: Able to shoot using both feet but will favour the stronger foot when the ball is moving. Tends to shoot using inside of foot and towards the centre of the goal Defending: Able to effectively man mark a player in practice but struggles when in a game situation Game: Basic skills demonstrated in the game and some success seen with dribbling, passing and shooting.	2-3	H	M	L
Dribbling: Can use both feet and quick to change direction using stronger foot. Beginning to look up and can turn out of trouble Passing: Good consistency and accuracy using both feet over a short distance. Good attempt of a long and chip pass using stronger foot Control: Able to use different body parts, with good consistency when using both feet. Lacks accuracy when using chest and thigh Shooting: Able to shoot using both feet with consistency from a variety of distances. Lacks accuracy when volleying the ball Defending: Able to effectively man mark a player in a game situation but is unable to implement zonal defending Game: Skills are mostly maintained under pressure. Aware of personal roles in attack and defence although positioning may be poor.	4-5		H	M
Dribbling: Can use both feet and quick to change direction. Can look up when dribbling and use a variety of turns out of trouble Passing: Good consistency and accuracy using both feet over a variety of distances, including long, chip and drive passes Control: Able to use a range of body parts with good consistency, including feet, head, chest and thigh. First touch can be too far away from the body Shooting: Able to shoot using both feet with consistency from a variety of distances. Good accuracy when volleying the ball with stronger foot Defending: Able to effectively man mark a player in a game situation but is beginning to implement zonal defending Game: Skills are good in game, even under pressure. Influences attack and defence and is involved in tactical decisions.	6-7			H
Dribbling: Can use both feet and quick to change direction under pressure. Looks up when dribbling and uses a variety of turns out of trouble Passing: Good consistency and accuracy using both feet over a variety of distances, including long, chip and drive passes under pressure Control: Able to use a range of body parts with good consistency, including feet, head, chest and thigh. First touch close to the body Shooting: Able to shoot using both feet with consistency from a variety of distances. Good accuracy when volleying the ball with both feet Defending: Unable to effectively man mark a player. Stands too square on and does not read the game Game: High level of skill in his/her chosen position. Shows significant control over the game.	8-9			

British Values in the Kings Physical Education Curriculum

Physical Education provides	Evidence
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Democracy	<ul style="list-style-type: none"> • A code of conduct for the school that permeates all subjects, including PE. • Pupils are taught about the need for different roles and different responsibilities, including team work and decision making. • A pupil voice for PE & School Sport (e.g. re curriculum, extracurricular activities, kit). 	<ul style="list-style-type: none"> • Pupils know how to behave in PE in a way that is acceptable socially. • Pupils understand and accept the roles of captain, vice-captain, team players, coaches and volunteers. • Pupils can work individually and in teams and make informed choices. • Pupils are fully engaged in all lessons • The extra-curricular programme is inclusive and activities are well attended.
The rule of Law	<ul style="list-style-type: none"> • Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities. • Pupils learn to work individually and in groups. • An established ethos in PE with regard to how to win and lose fairly and understand good sportsmanship. • Competition against oneself is encouraged in addition to competition against others. 	<ul style="list-style-type: none"> • Pupils can play within the rules in any activity. • Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create. • Pupils adhere to and understand the rules of safety. • All pupils can solve problems on their own or with others • Pupils demonstrate good social skills. • Pupils know and adhere to the rules and social etiquettes related to any type of competition.
Individual Liberty	<ul style="list-style-type: none"> • PE recognises individual differences. • There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. • Pupils are taught safely and about safety. • There is a buddy and mentoring system in PE. 	<ul style="list-style-type: none"> • Pupils respect individual differences and are confident to express their opinions and respect others' views. • Pupils are able to make judgements about their own and others' performances. • Pupils feel safe in curricular and extracurricular activities and during off site visits. • Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together.
Mutual Respect and Tolerance	<ul style="list-style-type: none"> • Pupils are taught about historical, cultural and religious differences, through a variety of PE activities. • The culture in PE respects cultural differences. • Pupils are taught about the environment and different activity contexts. • There are appropriate rewards and sanctions in PE for inappropriate behaviour. • The school engages in competition and encourages competition within and across the community 	<ul style="list-style-type: none"> • Pupils will know, understand and be able to articulate different styles of dance and the historical aspects of various activities. • Pupils avoid stereotyping groups. • Pupils can articulate their own beliefs. • Pupils respect PE equipment and school buildings/facilities. • Pupils respect the countryside and venues during off site visits. • Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions. • All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations