

Physical Education Subject Overview Core PE KS3 and KS4

The Appleton School.

Review October 2024



Subject: Physical Education

Curriculum Intent (Covering Year 7 to 13)

Department Vision.

Curriculum Intent Statement for Physical Education – The Appleton School has been influenced by the core aims of the NC. The Appleton School PE Department will be developing physical literacy, providing out of the classroom experiences alongside teaching students the lifelong benefits of exercise and helping them find their lifelong participation in sport.

Students' Vision.

- To develop you as confident young people who accept and work hard to overcome challenges in life.
- to provide you with a key understanding of sports terminology, concepts, objectives and the nature of health and fitness in the wider world.
- To allow you to explore real life sporting issues and scenarios within a range of sporting context.
- To provide you with an insight into how this subject is going to be useful in your chosen next steps in life
- To compliment your employability skills in relation to developing interpersonal skills and Leadership traits
- To prepare you for the everyday life of working in the sports industry and acquiring the tools to become lifelong participants in sport and fitness.

What are your aims linked to the curriculum (National Curriculum and Specification criteria)?

The vision and aims of the Physical education department at the Appleton School has been shaped by the requirements of the P.E. National Curriculum (DfES 2013) and the AQA Specifications that we follow at GCSE, OCR Cambridge National qualifications at Key Stage 4 and the Key Stage 5 BTEC level 3 qualifications.

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PE Department Overview

The Appleton PE department is a thriving and forward looking department who are actively involved in providing examined and non-examined experiences for our students.

Current offer

This document gives a full explanation of core PE and a general overview of the examination courses. Separate curriculum intent statements for the examination courses can be found at the end of this document.

- **Key Stage 3 Core PE Years 7, 8 and 9**
- **Key Stage 4 Core PE Years 10 and 11**
- **GCSE PE (AQA)**
- **OCR Sport Cambridge National**
- **Level 2 BTEC Tech Award in Sport**
- **Level 3 Sport BTEC Extended Diploma and Extended Certificate**

Key Stage 3 Core PE Years 7, 8 and 9

To create an environment of enjoyment where students achieve and grow in confidence in all physical areas. All teaching staff to empower students to lead a healthy, active lifestyle, providing opportunities for all to compete in sport and other activities, in turn building character including values such as fairness and respect.

Purpose of KS3 Learning map:

Provide a broad range of activities for all students

Introducing and make students familiar with the knowledge skills required for KS4 examination courses

Educate the whole student in all areas (social, personal and physical)

Goal for every student

To give students the knowledge and experiences they need to have and lead a healthy and active lifestyle throughout their lives

To receive the same experience regardless of teacher

To stretch and challenge all students regardless of their ability

To enable students to become more resilient, improve their own self-esteem, teamwork and practical skills.

To focus on the core elements of health and well-being and prepare students to become active]

To experience competitive situations, and be given the opportunity to analyse performances

For all to improve and build on tactics, techniques and strategies in a sporting environment

Key Stage 4 Core PE Years 10 and 11

The aim is to promote engagement and lifelong activity. Leadership and independence are two of the important skills that students will use throughout their Key Stage 4 lessons. The pupils get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Goal for every pupil

- To further develop pupils to become more resilient, build their self-esteem, further progress their teamwork and practical skills.
- To further develop the pupils understanding and knowledge on the key elements of health and well-being and encourage and prepare students to become active
- To enable pupils to continue to experience competitive situations, and be given the opportunity to evaluate and analyse performances of self and others
- For all to improve and build on their tactical knowledge, techniques and strategies in a sporting environment.

GCSE PE (AQA)

Overview:

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as Physiotherapist, Nutritionist, Teacher, Activity Leader, Sports Coach, and Fitness Instructor.

AQA GCSE PE is a linear course that allows the department to not only realise our vision for the students development but to put them in a favourable position to gain employment in the sports industry by developing a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure. In addition, it allows learners to develop a knowledge and understanding of

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

OCR Sports Cambridge National

Overview:

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant. The Cambridge national in Sports studies is a vocational qualification that allows the department to not only realise our vision for the students development but to put them in a favourable position to gain employment in the sports industry by developing a wide range of highly desirable, transferable skills such as communication, problem solving, team working and performing under pressure. In addition, it allows learners to:

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- Develop a range of skills through involvement in sport and physical activity in different contexts and roles
- Develop their ability to apply theoretical knowledge to practical situations
- Gain a better understanding of the complexity of different areas of sport and the sports industry
- Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

We will meet these objectives through the study of three units of work mainly centred around contemporary issues in sport, looking at leadership in sport and awareness of outdoor adventurous activities. A range of teaching and learning strategies will be used including teacher led delivery, independent research, group work, practical activities and discussion work.

Mandatory units

R184: Contemporary issues in sport

This unit is a one hour written exam that is set and marked by OCR.

R185: Performance and leadership in sports activities

This is a centre assessed task that is moderated by OCR

Optional unit

R187: Increasing awareness of Outdoor and Adventurous Activities

This is a centred assessed task that is moderated by OCR

Level 2 BTEC Tech Award in Sport 2022

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. They will also explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Learners will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables learners to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

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The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport
- Planning and delivery of sport drills and sessions
- Fitness for sport including fitness testing and methodology.

Level 1 / 2 BTEC Tech Award Units:

Internally Assessed Units:

Component 1 - Preparing Participants to Take Part in Sport and Physical Activity

Component 2 - Taking Part and Improving Other Participants Sporting Performance

Externally Assessed Unit:

Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

BTEC Extended Level 3

Overview:

The Pearson BTEC Level 3 courses in Sports are intended to be an Applied General qualification for post-16 learners wanting to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the sports sector.

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation

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- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities.

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- The ability to learn independently
- The ability to research actively and methodically
- Being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- Reading technical texts
- Effective writing
- Analytical skills
- Creative development
- Preparation for assessment methods used in degree level courses.

CORE Physical Education:

Time allocations for core PE

Students in Year 7 have 4 hours a fortnight

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Students in Year 8 have 4 hours a fortnight

Students in Year 9 have 4 hours a fortnight

Students in Year 10 have 3 hours a fortnight (or none if they complete additional science)

Students in Year 11 have 3 hours a fortnight (or none if they complete additional science)

How is the curriculum delivered?

Students in Key Stage 3 are set after the first half term in Year 7 into single sex ability groups. Change terminology and coding to B1 B2 B3 G1 G2 G3 to avoid term bottom set

Boys set 1	Girls set 1
Boys set 3	Girls set 2
Boys set 3	Girls set 3

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 The curriculum map for KS3 is below:

YEAR 7 –

4 hours per fortnight, 8 lesson blocks.

<u>Groups</u>					
SET 1 Boys	SET 1 GIRLS	SET 2 BOYS	SET 2 GIRLS	SET 3 BOYS	SET 3 GIRLS
Baseline Testing (All facilities)	Baseline Testing (All facilities)	Baseline Testing (All facilities)	Baseline Testing (All facilities)	Baseline Testing (All facilities)	Baseline Testing (All facilities)
Health-Related Exercise (Field/Courts)	Basketball (Sports Hall)	Gymnastics (Gym)	Football (Field)	Rugby (Field)	Netball (Courts)
Basketball (Sports Hall)	Netball (Courts)	Health-Related Exercise (Field/Courts)	Swimming (Pool)	Gymnastics (Gym)	Health-Related Exercise (Field/Courts)
Rugby (Field)	Health-Related Exercise (Field/Courts)	Football (Field)	Basketball (Sports Hall)	Swimming (Pool)	Gymnastics (Gym)
Badminton (Sports Hall)	Football (Field)	Rugby (Field)	Gymnastics (Gym)	Netball (Courts)	Swimming (Pool)

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Football (Field)	Swimming (Pool)	Basketball (Sports Hall)	Netball (Courts)	Health-Related Exercise (Field/Courts)	Football (Field)
Gymnastics (Gym)	Athletics (All facilities)	Swimming (Pool)	Health-Related Exercise (Field/Courts)	Football (Field)	Badminton (Sports Hall)
Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)
Striking + Fielding (Field)	Striking + Fielding (Field)	Striking + Fielding (Field)	Striking + Fielding (Field)	Basketball (Sports Hall)	Short Tennis (Courts)
Swimming (Pool)	Gymnastics (Gym)	Badminton (Sports Hall)	Short Tennis (Courts)	Striking + Fielding (Field)	Striking + Fielding (Field)

YEAR 8-

4 hours over the fortnight, 8 lesson blocks.

<u>Groups</u>					
SET 1 Boys	SET 1 GIRLS	SET 2 BOYS	SET 2 GIRLS	SET 3 BOYS	SET 3 GIRLS
Basketball (Sports Hall)	Netball (Courts)	Trampolining (Gym)	Football (Field)	Rugby (Field)	Health-Related Exercise (Field/Courts)
Health-Related Exercise (Field/Courts)	Basketball (Sports Hall)	Swimming (Pool)	Netball (Courts)	Trampolining (Gym)	Football (Field)
Swimming (Pool)	Gymnastics (Gym)	Health-Related Exercise (Field/Courts)	Basketball (Sports Hall)	Football (Field)	Netball (Courts)
Rugby (Field)	Health-Related Exercise (Field/Courts)	Badminton (Sports Hall)	Gymnastics (Gym)	Basketball (Playground)	Fitness (Courts/Field)
Badminton (Sports Hall)	Football (Field)	Rugby (Field)	Swimming (Pool)	Health-Related Exercise (Field/Courts)	Gymnastics (Gym)
Football (Field)	Trampolining (Gym)	Football (Field)	Health-Related Exercise (Field/Courts)	Badminton (Sports Hall)	Swimming (Pool)

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Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Trampolining (Gym)	Swimming (Pool)	Badminton (Sports Hall)
Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)
Striking + Fielding (Field)	Striking + Fielding (Field)	Striking + Fielding (Field)	Striking + Fielding (Field)	Striking + Fielding (Field)	Short Tennis (Courts)
Trampolining (Gym)	Swimming (Pool)	Basketball (Sports Hall)	Short Tennis (Courts)	Netball (Courts)	Striking + Fielding (Field)

YEAR 9-

4 hours over the fortnight, 8 lesson blocks.

<u>Groups</u>					
SET 1 Boys	SET 1 GIRLS	SET 2 BOYS	SET 2 GIRLS	SET 3 BOYS	SET 3 GIRLS
Basketball (Sports Hall)	Netball (Courts)	Trampolining (Gym)	Football (Field)	Rugby (Field)	Health-Related Exercise (Field/Courts)
Health-Related Exercise (Field/Courts)	Health-Related Exercise (Field/Courts)	Basketball (Sports Hall)	Netball (Courts)	Trampolining (Gym)	Football (Field)
Swimming (Pool)	Trampolining (Gym)	Health-Related Exercise (Field/Courts)	Badminton (Sports Hall)	Football (Field)	Netball (Courts)
Rugby (Field)	OAA (Field/ Courts)	Badminton (Sports Hall)	Trampolining (Gym)	Netball (Courts)	Fitness (Courts/Field)
Badminton (Sports Hall)	Football (Field)	Rugby (Field)	OAA (Field/ Courts)	Health-Related Exercise (Field/Courts)	Trampolining (Gym)

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Football (Field)	Trampolining (Gym)	Football (Field)	Health-Related Exercise (Field/Courts)	Badminton (Sports Hall)	OAA (Field/ Courts)
Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Swimming (Pool)	Badminton (Sports Hall)
Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)	Athletics (All facilities)
Striking + Fielding (Field)	Striking + Fielding (Field)	Striking + Fielding (Field)	Striking + Fielding (Field)	Striking + Fielding (Field)	Short Tennis (Courts)

Overview of hours spent on each activity

Year 7:

Students are timetabled x 2 PE lessons per week and will spend 4 weeks on each activity, totalling 8 lessons.

Groups will participate in the following sport throughout the course of the year depending on their set (see curriculum map):

- Health-related exercise
- Basketball
- Netball
- Rugby
- Badminton
- Football

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- Gymnastics
- Swimming
- Athletics
- Cricket
- Rounders

Year 8:

Students are timetabled 2 PE lessons per week and will spend 4 weeks on each activity, totalling 8 lessons.

Groups will participate in the following lessons in each sport throughout the course of the year depending on their set (see curriculum map):

- Health-related exercise
- Trampolining
- Basketball
- Netball
- Gymnastics
- Swimming
- Rugby
- Badminton
- Football
- Cricket
- Athletics
- Trampolining
- Rounders

Year 9:

Students are timetabled 2 PE lessons per week and will spend 4 weeks on each activity, totalling 8 lessons.

Groups will undergo the following hours in each sport throughout the course of the year depending on their set (see curriculum map):

- Health-related exercise
- Basketball
- Netball
- Swimming

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- Rugby
- Badminton
- Football
- Athletics
- Cricket
- Rounders
- Trampolining
- OAA

Justification of practice in relation to the KS3 curriculum

The KS3 curriculum map inspires all students across the three years to succeed and excel not just in competitive sport but also in physically demanding activities on offer. It has been designed to give students opportunities to become physically confident which benefits their health and fitness. Throughout the three years, students are encouraged to learn and demonstrate the values of fairness and respect.

The groups across the core PE within the school are set allowing the groups to be challenged appropriately; teaching to be pitched at the correct level; for others to build confidence they may not demonstrate if playing against pupils of stronger abilities and this helps them grow an enjoyment for the subject without feeling embarrassed. Extensive research carried out by many studies shows that a single-sex PE environment is a better learning environment for females as it offers a more supportive and comfortable environment for girls than mixed sex PE. Our own experiences since we moved to single sex PE shows that participation rates are now close to 100% in all groups and the work ethic and standards achieved from both girls and boys groups has risen. Setting in PE also keeps students safe so that like abilities compete against each other and enables full participation from all.

It is felt that with 8 lessons per block, students have plenty of opportunity to develop their skills to a good level allowing for more mastery of all core skills and the progressions to more advanced skills. We strive to ensure that they retain a lot of skills and knowledge leading into the following year since many of the core skills remain the same and a large number of students utilise the extensive extracurricular programmes. We also draw out parallels between the sports for example improving throwing in javelin will positively impact on throwing in striking and fielding games and great jumping techniques will impact on performance in netball, basketball, dance and athletics.

All students at Key Stage 3 participate in The Appleton School Dance Festival. This festival involves students attending workshops developing their understanding of the basic principles of dance and movement throughout the year. Across Key Stage 3 students perform a range of dance styles including the Haka, The Greatest Showman, Street Dance and Capoeira. The Year 7 and 8 dance workshops are being delivered through the PE Department staff and the 9 workshops by the Capoeira Dance Club. Capoeira is a Brazilian Martial art which combines fighting with dance, play, theatre, rhythm and music. The Year 7 Dance festival will take place during term 1, Year 8 during term 2 and Year 9 during the summer term.

Within Year 7 students attend a trip to Mersea Island and the students develop skills such as teamwork, leadership, problem solving and then develop further within the curriculum through all the other sporting activities pupils are involved in through the key stages. For example, they solve problems for how to overcome a defensive strategy in a team game or decide who is most suited for which role in a team sport. Within the GCSE pupils also cover rock climbing. Year 9 students now have the opportunity to take part in an OAA orienteering block during curriculum lessons.

Due to facility constraints and the length of each block, it is impossible for all groups to follow the exact same activities. However, they all have the same entitlement to the learning objectives but through different sports. For example, girls experience netball and boys' football but both learn the importance of team play tactics attacking and defending strategies.

Throughout the course of the year, students are limited on the number of sports they participate in due to having 8 lessons per block. As a result we are influenced in our choice of the curriculum by those sports where we play in competitions at a local, regional and national level suited to each gender. This ensures that we can offer real stretch and challenge to the more able by offering competitive opportunities against other schools and clubs.

Different sets follow slightly different curriculums as set threes often find the team sports very difficult. However, they experience more success in less traditional activities such as badminton, table tennis and trampolining and with this success come confidence and enjoyment. Set one students tend to experience a more traditional curriculum as they respond well to this and can compete in competitive sports against others.

Year 7 pupils have the opportunity to attend an outdoor education in their first term at Appleton. Students participating in activities such as abseiling, orienteering and caving. The core skills and qualities gained through these experiences are reinforced and further developed through our core curriculum (teamwork, leadership, problem solving, and resilience). There are further extra-curricular opportunities in this area of the curriculum that students can opt into. These include the Duke of Edinburgh scheme where they are involved in navigation, camping and a variety of activities and skiing.

Students participate in each of the sports depending on the season and when they are in relation to the competition framework. The curriculum has been designed for students to participate in a variety of sports in accordance to the season they are competing in. Some sports though last a variety of months e.g. netball, hockey, teach module at a time where learning is maximised. It would not be good use of time to attempt to teach athletics or striking and fielding activities in December due to the weather and the nature of the activity.

Throughout the year the PE curriculum is affected with significant loss of facilities due to examinations taking over the Sports Hall and happens for a 3 week period in November and March and then again for the actual exams in the summer term a 5 week period. The weather also can impact the learning; the groups are brought together when this is a factor to maintain an adjusted physical activity session. We have a series of indoor lesson activities for inclement weather which aims to maximise participation and learning for large numbers of students in relatively limited spaces. These tend to have a focus on health and fitness or skill development.

After the pupils have completed the relevant year they will be expected to know or be able to do the following:

Year 7:

Students will develop their KNOWLEDGE AND SKILLS_of:

- Basic skills, techniques and tactics used in sports and physical activities
- Fundamental rules and regulations for a range of sports and the need for officials
- The components of a warm up and cool down
- The immediate effects of exercise of body and basic training methods to improve cardiovascular fitness
- Safety factors during physical activity and sport

Year 8:

Students will develop their KNOWLEDGE AND SKILLS of:

- More advanced skills, techniques and tactics used in sports and physical activities
- Rules and regulations for a range of sports and the roles of different types of officials
- The components of an activity session (warm up, main activity, conditioned practice, cool down)
- The immediate and some long term effects of exercise on the body and training methods to improve at least two components of fitness
- Safety factors during physical activity and sport for more advanced activities (e.g. scrummaging in rugby)
- The benefits of leading fit and healthy lifestyles including extracurricular sports clubs

Year 9:

Students will develop their KNOWLEDGE AND SKILLS_of:

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- Advanced strategies, tactics and skills used in sports and physical activities.
- Rules and regulations for a range of sports and the roles of different types of officials
- Short and long term effects of exercise on the body to muscular, cardiovascular and respiratory systems
- Safety factors during physical activity and for more advanced activities
- The components of fitness and how you can improve them by using methods of training and principles of training
- The benefits of leading a healthy active lifestyle – through exercise and diet, to also include physical activity outside of school.

Extra-curricular

The extra-curricular timetable is extensive and is key to aiding progression within the subject and it is open to all pupils. There are opportunities to participate everyone before school at lunch times and after school as well as for fixtures on Saturday mornings and summer holiday fitness workouts. Students are often invited to skills clinics during the holidays and responses to this have been very good particularly in basketball.

Whilst we are keen to be competitive in local, regional and National competitions this is not at the expense of a sport for all ethos. The timetable changes every half term to follow the competition framework; there are some activities on the programme throughout the year to again enhance the GCSE as well pupils' engagement across the school. The programme has also been an important link for some pupils completing the Duke of Edinburgh Award especially for them to work on their skills section.

Extra-curricular helps to develop the following skills:

- Goal setting
- Teamwork
- Time management
- Prioritisation
- Problem Solving
- Analytical thinking
- Leadership
- Resilience and a can do attitude

The curriculum map for KS4 is below:

Students remain in their single sex sets groups for the whole of year 10 and complete 5 blocks of activities following each for 10 weeks.

Year 10: 3 hours over the fortnight

YEAR 10		BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4	BLOCK 5	BLOCK 6
10	B1	Health-Related Exercises	Football	Basketball	Swimming	Athletics	Cricket
	G1	Trampolining	Netball	Health-Related Exercise	Football	Athletics	Rounders
	B2		Football	Swimming	Health-Related Exercise	Athletics	Cricket
	G2	Netball	Health-Related Exercise	Trampolining	Badminton	Athletics	Rounders
	B3	Swimming	Badminton	Football	Trampolining	Athletics	Cricket
	G3	Badminton	Trampolining	Netball	Health-Related Exercise	Athletics	Rounders

Justification of practice in relation to the curriculum

The groups across the Core PE within the school are set allowing the groups to be challenged appropriately; teaching to be pitched at the correct level; for others to build confidence they may not demonstrate if playing against pupils of stronger abilities and this helps them grow an enjoyment for the subject without feeling embarrassed. Extensive research carried out by many studies shows that a single-sex PE environment is a better learning environment for females as it offers a more supportive and comfortable environment for girls than mixed sex PE.

It is felt that with 10 lessons per block, students have plenty of opportunity to develop their skills to a good level allowing for more mastery of all core skills and the progressions of more advanced skills. We would hope they would retain a lot of information leading into the following year and utilise the extensive

extracurricular programme to continue skill/ tactical and knowledge progression. This mastery of the specific sports will also give them both confidence to join up to local sports clubs or be involved in the extra-curricular programme.

The curriculum is designed to cover the broad range of sporting activities set out by the National Curriculum enabling pupils to access and continue their development of skills, techniques and tactics used in sports and physical activities. The way the KS3 and KS4 is set up it enables skills to be progressed through the year groups, and going back to a 10 lesson rota will allow for more mastery of all core skills and the progressions of more advanced skills. Facilities available and number of classes timetabled. Plus the sporting calendar influences seasonal sports and activities. Staff sporting experience also is factored in to help explain why some groups do different activities.

Year 11: 3 hours over the fortnight

In year 11 students have 3 hours of core PE over the fortnight which focuses on developing the key transferable skills embedded at KS3 through physical recreation whilst also providing an environment in which students can develop their physical and mental well-being. Students participate in a variety of activities during core PE lessons including Football, Netball, Basketball, Health-Related Exercise, Hockey, Swimming, Fitness, Badminton, Athletics, Trampolining, Cricket and Rounders. Pupils have experienced a range of activities during year 10 and now have the opportunity to really specialise if they wish.

We do try to encourage students to select a minimum of two different activities unless they decide they wish to specialise. Many of our year elevens do like to specialise in football. As students arrive closer to their terminal examinations many request that they use the PE time for further revision and the opportunity to meet in small groups with other subject staff. We do facilitate this but do encourage missed PE time to be made up at home.

Year 11	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4	BLOCK 5
B1	Football	Swimming	Basketball	Athletics	Cricket
G1	Health-Related Fitness	Netball	Trampolining	Athletics	Rounders
B2	Basketball	Football	Swimming	Badminton	Cricket
G2	Netball	Badminton	Health-Related Fitness	Trampolining	Rounders
B3	Swimming	Health-Related Exercise	Football	Basketball	Cricket

G3	Badminton	Trampolining	Netball	Health-Related Exercise	Rounders
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Justification of practice in relation to the curriculum

It is felt that with 10 lessons per block, students have plenty of opportunity to develop their skills to a good level allowing for more mastery of all core skills and the progressions to more advanced skills. We do review and revisit the key learning in key stage three to ensure that the basics are solid but there is far more emphasis on full games play and developing skills in relation to tactical and strategic considerations.

The curriculum is designed to cover the broad range of sporting activities set out by the National Curriculum enabling pupils to access and continue their development of skills, techniques and tactics used in sports and physical activities. The way the KS3 and KS4 is set up it enables skills to be progressed through the year groups, and going back to a 10 lesson rota will allow for more mastery of all core skills and the progressions of more advanced skills. Facilities available and number of classes timetabled. Plus the sporting calendar influences seasonal sports and activities. Staff sporting experience also is factored in to help explain why some groups do different activities.

Outdoor adventure activities are built into the GCSE PE programme with rock climbing. The other key elements essential for outdoor education such as teamwork, leadership, problem solving and then developed further within the curriculum through all the other sporting activities pupils are involved in through the key stages.

How is the curriculum assessed?

Assessments are carried out after every physical activity within the 8 lesson rotation within KS3/4 core PE. At Key Stage 3, students are assessed using the head, heart and hands approach. Students will study several different activities per year and at the end of each block they will be graded on thinking skills, motivation and effort levels as well as their physical ability and application of skills.

As part of the 'Head' strand, students will be assessed on their knowledge, understanding, ability to analyse, provide and act on feedback, take responsibility and follow the rules. The 'Heart' strand will involve students being assessed on communication, leadership, respect, demonstration of resilience, effort levels and confidence. Finally, the 'Hands' strand requires students to be assessed on their physical ability, fitness levels, how competitive they are, their techniques, tactics and ability to problem solve.

At Key Stage 4 students are assessed on their effort, attitude to learning, and kit attendance. The reason we assess based on attitude to learning and PE kit is because Key Stage 4 is when there is normally the highest drop off in participation levels in sport so therefore, it is important we assess based on students participation and effort in lessons. These grades are transferred over to the school's reporting system when data drops are required.

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How is the curriculum enriched (through speakers/visits/clubs) to generate a love of learning?

The PE curriculum has been designed to enable as many pupils as possible to have an opportunity to access as much as they can. This links back to our intent statement: That The Appleton School PE Department will be developing individuals physical literacy, providing out of the classroom experiences alongside teaching students the lifelong benefits of exercise and helping them find their lifelong participation in sport.

Through Physical Education, students will acquire the confidence to be involved in physical activities in and beyond school. They will develop stronger leadership and interpersonal skills, respecting themselves and others through excellent sportsmanship. They will understand the importance of never giving up, being resilient and striving to be the best they can be. Levels of fitness will rise and the appreciation/understanding of sport at the top level will improve.

The department runs an extensive extracurricular club programme allowing pupils to access sport before/during and after school. The clubs are open to all with some added focus being placed on girl's participation e.g. girls rugby and football. The extracurricular plays an essential link into all forms of competitive sport from District/ South East Essex/ Essex/ Regional and National frameworks. Pupils can also access the schools award scheme through attendance and the department's colours system through representation. Within the department we run a colours reward programme - half colours awarded at end of yr8 after two years of commitment and development and team representation within the competition framework. Full colours are awarded to pupils at the end of yr10 after 4 years. Within the Key Stage 5 curriculum we offer a Football Academy alongside our BTEC Sport programme.

The extra-curricular timetable is extensive and is key to aiding progression within the subject and it is open to all pupils. The timetable changes every half term to follow the competition framework; there are some activities on the programme throughout the year to again enhance the GCSE as well pupils' engagement across the school. The program has also been an important link for some pupils completing the Duke of Edinburgh Award especially for them to work on their skills section.

Example of one terms extra-curricular timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School 7:40-8:15am		Yr 7 & 8 Netball Invite only (LJO/ ZHE)	APP Strength and Conditioning Invite only (AMA)	Yr 7 & 8 Girls Basketball (EPE/ ZHE)	Year 7 Boys Basketball (SJR)
Lunch Time	Yr 7 Basketball (SJR)	All Years Girls Basketball (ZHE/EPE)	Yr 8 Basketball (HDA)	Yr 9 Basketball (SJR)	Senior Basketball (AMA)
After School 3-4pm	All Years Gymnastics (KSB) Year 7 & 8 Netball (JS/ LJO/ ZHE) Year 7 Rugby (AMA) All Years Running Club (SJR)	Year 7-9 Girls Basketball (EPE/ZHE) Year 8 & 9 Rugby (AMA/ HDA)	All Years Trampoline (KSB/ NAB) Year 7 Girls Football (LJO) Year 7 Boys Football (SJR) Year 8 Boys Basketball (HDA)	Year 9-11 Netball (NAB/ JS) All Years Running Club (SJR) Year 8-11 Boys Football (MCA/HDA) Senior Basketball (AMA)	All Years Girls Football (LJO/ EPE) All Years Badminton (TK) APP Strength and Conditioning Invite only (ZHE/ SJR)

The PE department have links with a variety of clubs outside of school including:

<http://benfleetrunningclub.co.uk/>

<http://www.essexbasketball.co.uk/essex-rockets.html>

<https://runnymedeswimmingclub.com/>

<http://www.ultima-tc.club/>

<https://www.southessexgym.co.uk/>

<http://benfleetvikingsrfc.rfu.club/>

<https://www.pitchero.com/clubs/basildonhockeyclub/>

<http://www.eastwoodnetballclub.co.uk/>

What will students be expected to know and remember?

Year 7:

Students will develop their **KNOWLEDGE** of:

- Basic skills, techniques and tactics used in sports and physical activities
- Fundamental rules and regulations for a range of sports and the need for officials
- The components of a warm up and cool down
- The immediate effects of exercise of body and basic training methods to improve cardiovascular fitness
- Some compositional ideas to improve Dance
- Safety factors during physical activity and sport
- leading fit and healthy lifestyles including extracurricular sports clubs

Students will develop their **SKILLS** in:

- Racquets/striking and fielding/invasion games/athletics/dance/outdoor and adventurous activities/health related exercise
- Teamwork
- Fundamental techniques in a range of sports in isolation and simple drills
- overcoming opponents in competitive situations in team and individual games (e.g.

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Rugby/netball/badminton/tennis).

- Decision making in competitive sports
- Basic dance styles and techniques, including replication and some creativity
- Simple reasoning and questioning in attempting to solve problems
- Identifying strengths and weaknesses of their own and others' work
- Leadership of warm ups and cool downs
- Officiating low stakes practices in some sports

Year 8:

Students will develop their **KNOWLEDGE** of:

- More advanced skills, techniques and tactics used in sports and physical activities
- Rules and regulations for a range of sports and the roles of different types of officials
- The components of an activity session (warm up, main activity, conditioned practice, cool down)
- The immediate and some long term effects of exercise on the body and training methods to improve at least two components of fitness
- More advanced compositional ideas to improve performance in Dance
- Safety factors during physical activity and sport for more advanced activities (e.g. scrummaging in rugby)
- The benefits of leading fit and healthy lifestyles including extracurricular sports clubs

Students will develop their **SKILLS** in:

- Racquets/striking and fielding/invasion games/athletics/dance/outdoor and adventurous activities/health related exercise

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- Teamwork
- Techniques in a range of sports in increasingly complex drills under pressure
- Overcoming challenging opponents in competitive situations in team and individual games (e.g. rugby/netball/badminton/tennis).
- Pressured decision making in competitive sports, including some analysis of opponents' strategies
- Reasoning, questioning and listening to the contributions of others in order to solve problems
- Identifying strengths and weaknesses of their own and others' work and suggesting improvements
- Leadership of warm ups, basic drills and cool downs
- Officiating with competence in a greater range of sports and roles

Year 9:

Students will develop their **KNOWLEDGE** of:

- Advanced strategies, tactics and skills used in sports and physical activities.
- Rules and regulations for a range of sports and the roles of different types of officials
- Short and long term effects of exercise on the body to muscular, cardiovascular and respiratory systems
- choreographed dances with advanced ideas
- Safety factors during physical activity and for more advanced activities
- The components of fitness and how you can improve them by using methods of training and principles of training
- The benefits of leading a healthy active lifestyle – through exercise and diet, to also include physical activity outside of school.

Students will develop their **SKILLS** in:

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- Racquets/striking and fielding/invasion games/athletics/dance/health related exercise
- Team work
- using advanced techniques, strategies and tactics in a range of sports in competitive game situations
- being able to make the correct decisions in competitive situations to allow you to beat an opponent regularly
- Contemporary and traditional dance styles and techniques, developing choreography and using the four dance key themes effectively in your work
- analysing performance of yourself and others during performance to alter the outcome of a game
- Leading groups of students on part of a session, feeding back so others can make improvements
- officiating a variety of roles within a sport – linesman and referee in badminton and over more than one sport

When will learning in these units be built upon in subsequent years?

For the majority of the activities on the curriculum, students will have the opportunity to develop knowledge and skills further throughout the key stages as highlighted within the schemes of work. For example when students are learning Javelin, students in year 7 will develop the basic understanding of how to perform the standing throw, this will then be progressive with the focus further on the development of the skill introducing run ups and then in year 9 focus on the biomechanical technique of the throw and how to improve.

Students learn the basic fundamentals of how to perform a warm up in year 7 and as students progress through the key stages students then become more independent learners by delivering their own warm ups and during this students are developing their leadership skills to be able to lead certain sections of the lessons.

Within Key Stage 5 pupils as part of their course cover both officiating and coaching and off the back of this work then develop these skills further by officiating KS4 and KS3 football matches. They also come out and assist with coaching of KS3 pupils in the extra-curricular clubs.