Curriculum Overview – Physical Education

Howden School

THE CONSORTIUM ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- 'To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' Adapted from National Curriculum, DfE, 2014.

Aims

The aim of Physical Education at Howden School is to create an environment of enjoyment where students achieve and grow in confidence. We support students to lead a healthy, active lifestyle and allow students to develop physically, personally, and mentally through practical lessons. We build character through the values of fairness, courtesy and respect. We actively embrace competition and greet difficult tasks with resilience.

The Howden School curriculum for PE aims to ensure that all pupils:

- develop **competence to excel in a broad range** of physical activities
- are **physically active** for **sustained periods of time**
- engage in **competitive sports and activities**
- lead **healthy**, **active lives**

Building on prior learning - *What can students do by the end of KS2?*

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball and rounders], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

What are the skills gaps?

- Sometimes a lack of PE subject specialists in primary school leads to a lack of core skills.
- Limited exposure to competition and development of resilience.
- Limited opportunity to explore a variety of sports due to restrictions on equipment and spaces in primary schools – typically badminton, handball, athletics, rugby.

Key subject skills

<u>Physical Skills</u>

Physical skills are developed by athletes in different sports to train their bodies to achieve certain targets. Successful athletes master a wide range of technical skills that allow them to be successful in their chosen sport. Every sport has its own set of core and advanced skills, although some groups of sports, such as invasion games (football, netball, handball, basketball, rugby) have skills common across the group.

<u>Mental Skills</u>

Mental skills are methods that successful athletes and teams employ to win games and competitions. Mastering these skills can help an athlete or team select and apply their physical skills effectively. They involve tactical decision making, problem-solving, communication, strategy and teamwork. Many of these skills can apply to multiple sports.

Personal Skills

We encourage all our learners to develop the personal qualities that will support them to succeed in sport and across other subjects. These include resilience, enthusiasm, confidence and leadership.

The develop the skills and traits required to succeed in PE and sport are developed by all pupils across our core PE curriculum throughout KS3 and KS4. Those pupils who opt to study PE GCSE will focus on the skills applicable to their chosen three sports.

Physical Skills	**Mental Skills**	**Personal Skills**
Invasion Sports (football, netball, handball, rugby, basketball, hockey) • Dribbling • Passing • Shooting • Footwork Net and Wall Sports (badminton) • Serving • Volleying • Shot selection Striking and Fielding (rounders, cricket, softball) • Batting • Bowling • Fielding techniques • Catching Track and field (athletics) • Running • Jumping • Throwing Health & Fitness and Outdoor Adventurous Activities (OAA)	Tactics • Group and player positioning and formations. • Learning how to be flexible and adapt to an unexpected event during a game. • Understand how to use their energy wisely, so they have enough speed and endurance to make moves at pivotal moments in the game or match Decision Making • Dynamic choices made during practice and competition • Knowing your position in relation to the pitch/court, your opponents, and your teammates • Estimating distance to a goalpost, basket, opposing player or teammate Analysis and Feedback • Identify strengths and weaknesses – both yourself and your opponent • Review and evaluate performance • Suggest areas for improvement Communication • In team sports, communication is vital to the success of every player in the team, particularly	Resilience • The ability to withstand adversity and bounce back from challenges • Persevering - not giving up! Confidence and Enthusiasm • Building excitement and engagement for yourself and with others • Demonstrating an eagerness to participate, regardless of ability Leadership • Encouraging and guiding teammates to perform their best. • Helping players to collaborate, develop their specific skills, and perform well under pressure. • Leading by example with positivity and sportsmanship Teamwork • Working together to achieve a common goal • Recognising the value of cooperation and teamwork, and actively involving all players, regardless of ability and experience Competitive Drive

• Building the endurance and strength needed to optimise performance in any sport.
• Knowledge basis
  • Components
  • Testing
  • Training methods
 	
Dance
• Actions
• Space
• Dynamics
• Relationships
	learning to communicate well during the excitement of a match
	• Effectively interacting with each other to form a stronger overall team
	• Using precise, respectful language, delivered appropriately to the circumstance
		• The desire to compete and win!
		
		Respect
		• Treating all players or competitors with respect, regardless of ability

Extra-curricular

Throughout their time at Howden School, children are encouraged to continue to take part regularly in competitive sports and activities outside school. These are promoted within the department visibly with many of the activities taking place on the school site through approved providers or with the school staff. This allows a clear extension of the in-school provision with a thriving extra-curricular offer.

Assessment Objectives

AO1	**AO2**	**AO3**	**AO4**	
Develop competence to excel in a broad range of physical activities Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	Be physically active for sustained periods of time Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	Engage in competitive sports and activities Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	Lead healthy, active lives Demonstrate and apply relevant skills and techniques in physical activity and sport	Black = Core PE Red = GCSE PE

Core PE Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn	Spring	Summer
Activities	<u>Football</u> • Passing • Ball control • Dribbling • Shooting • Marking • Possession games <u>Netball</u> • Footwork • Passing • Dodging • Defensive positioning • Shooting • Centre Passes <u>Badminton</u> • Court awareness • Grip/Positioning • Serving • Clears • Drop shots • Footwork • Games/Rallies <u>Rugby</u> • Ball Familiarisation • Passing technique • Presenting the Ball • Beating Defenders • Tackling Basics • Try Scoring	<u>Handball</u> • Ball Familiarisation • Passing • Dribbling • Shooting • Marking • Defensive Shape <u>Dance</u> • Fundamentals • Timing • Actions • Formations • Directions • Perform & evaluate <u>Basketball</u> • Rules & the Court • Passing • Dribbling • Set Shooting • Lay Ups • Beating a Defender <u>Hockey</u> • Dribbling • Passing & Receiving • Tackling • Shooting • Marking • Gameplay	<u>Athletics</u> • 100m sprint • 800m Run • Long jump • Vortex throw • Relay <u>Cricket</u> • Throwing and Catching • Fielding- long and short barrier • Batting – grip/drive • Bowling - technique • Pairs cricket <u>Rounders</u> • Throwing and Catching • Fielding- long and short barrier • Batting – grip/drive • Bowling - technique • Pairs cricket

	<u>Fitness</u> • Fitness Testing • Effects of Exercise • Importance of warm-ups • Importance of cool downs • Effects of exercise/what happens to the body • Components of fitness		

Key Stage 3: Year 8 – Long Term Planning

	Autumn	Spring	Summer
Activities	<u>Football</u> • Long Distance Passing • Advanced Ball Control • Dribbling • Volleying • Tackling & Jockeying • Crossing <u>Netball</u> • Footwork • Positions • Passing & Receiving • Shooting • Shadowing • Intercepting <u>Badminton</u> • Rules Recap • Advanced Serving • Back Hand Clears • Drop Shot Accuracy • Smash • Building Rallies <u>Rugby</u> • Passing & Catching	<u>Handball</u> • Passing Recall • Dribbling with purpose • Advanced Shooting • Offensive movement (weave drills) • Blocking Shots • Wing Play <u>Dance - Thriller</u> • Fundamentals Recap • Introduction to Thriller • Using a Stimulus • Use of space • Characterisations • Perform and Evaluate <u>Basketball</u> • Triple Threat • Creating Space • Passing • Dribbling • Shooting & Lay Ups • Defensive Play <u>Hockey</u> • Dribbling	<u>Athletics</u> • 100m/200m sprint • 400m/800m run • Relay • Triple jump • Shot put • Javelin <u>Cricket</u> • Throwing and Catching • Fielding- long and short barrier • Batting – grip/drive • Bowling - technique • Pairs cricket <u>Rounders</u> • Throwing and Catching • Fielding- long and short barrier • Batting – grip/drive • Bowling - technique • Pairs cricket

	• Tackling • Presenting the Ball • Rucking • Running Lines • Mauling <u>Fitness</u> • Importance of Testing • Agility & Reaction Time • Speed • Balance & Co-ordination • Power • Re-testing	• Passing • Tackling • Shooting • Penalty Corners • Gameplay	

Key Stage 3: Year 9 – Long Term Planning

	Autumn	Spring	Summer
Activities	<u>Football</u> • Weak Foot Passing • Advanced Ball Control • Set Pieces • Weak Foot Shooting • Tactics • Small Sided Games <u>Netball</u> • Fundamentals Recap • Using Space and Linking the court • Holding Space • Rebounding • Defensive Play • Match Play <u>Badminton</u> • Serving Recap • BH Drop shots • BH Smash	<u>Handball</u> • Passing Recall • Defensive Shape • Fast Break • Attacking Tactics • Screens • Matchplay <u>Dance – Sport in Dance</u> • Fundamentals • Actions • Dynamics • Space • Relationships • Performances and Evaluation <u>Basketball</u> • Catching & Passing • Dribbling by Defenders • Defensive Play	<u>Athletics</u> • 100m/200m sprint • 1500m run • Relay • Triple jump • Shot put • Javelin <u>Cricket</u> • Throwing and Catching • Fielding- long and short barrier • Batting – grip/drive • Bowling - technique • Pairs cricket <u>Rounders</u> • Throwing and Catching • Fielding- long and short barrier • Batting – grip/drive • Bowling - technique

	• Tactics • Doubles play • Full court Singles <u>Rugby</u> • Passing & Catching • Tackling • Presenting & Rucking • Counter Rucking • Line Outs • Kicking <u>Fitness</u> • FITT & SPOR • Continuous Training • Fartlek Training • Interval Training • HIIT Training • Plyometric Training	• Rebounding • Catch & Shoot • Screening <u>Hockey</u> • Hit pass • Advanced Shooting • Advanced Dribbling • Defensive Shape • Penalty Corners • Gameplay	• Pairs cricket

GCSE PE Curriculum Sequencing

Key Stage 4 Year 10 – GCSE PE Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<u>The structure and function of the skeletal system</u> • Bone • Functions • Synovial joints • Components of joints <u>The structure and function of the muscular system</u> • Muscles • Roles in movement • Tendons	<u>The cardiovascular and Respiratory Systems</u> • Cardiovascular system • Vascular Shunt • Aerobic and anaerobic exercise <u>The cardiovascular and Respiratory Systems</u> • Respiratory system • Effects of exercise • (Long/Short on all systems) <u>Practical Sport</u> • Handball	<u>Sports Psychology</u> • Characterisation of a skill • Classification • Goal Setting • Mental Preparation • Types of guidance • Types of feedback <u>Coursework Preparation</u> • Retest fitness • Design and implement drills to test skills • Peer observations during games

	Movement Analysis • Lever Systems • Planes and axes of movement Preventing injury in Physical Education • Prevention of injury Components of fitness • Components of fitness • Fitness Testing booklets 1.2b Principles of Training • Optimising Training • Training methods • Warm-ups & cool-downs 1.2b Principles of Training • Principles of training • FITT & SPOR	• Football • Netball	Practical Sport • Athletics
Vocabulary and Key Terms	The structure and function of the skeletal system **Agonist**: The muscle that works/contracts to create the movement. **Antagonist**: The muscle that works in the opposite way of the agonist, relaxes and lengthens **Antagonistic** muscle action: A pair of muscles that work together to produce movement with one muscle contracting whilst the other muscle relaxes. **Fixator:** A muscle which acts as the stabilizer and helps the agonist work effectively of one part of the body during movement of another part. **Articulating bones:** Bones that move relative to each other at a joint The structure and function of the muscular system	The cardiovascular and Respiratory Systems **Gaseous exchange**: The movement of gases taking place at the alveoli and capillaries **Cardiac output:** The volume of blood pumped per minute by each ventricle of the heart. Cardiac output = stroke volume x heart rate **Stroke volume:** The amount of blood pumped out of the heart (left ventricle - to the body) during each contraction. **Double circulatory system**: The human body has two circulatory loops in which blood circulates. One is oxygenated, and the other is deoxygenated. **Systemic:** The circulatory loop that controls blood flow from the heart to the rest of the working muscles and organs. Pulmonary - the circulatory loop that controls blood flow from the heart to the lungs.	Sports Psychology **Closed skill:** Skills that are performed in a predictable environment. E.g. a basketball free throw **Open skill**: These are affected by the environment and are predominantly perceptual as they must be adapted to suit the environment. These skills are usually externally paced. E.g. a pass within a game situation in football. **Simple skill**: Consists of basic movement actions that are not difficult to perform with few decisions to make. E.g. A chest pass, a straight up and down jump. **Complex skill:** A skill which requires a lot of focus and decision making to perform pleasing. **Skills continua:** A method of categorising skills along a continuum that acknowledged that whilst

	Ligament: A short band of tough and flexible tissue connecting bones together and stabilise the joint. **Tendon:** A tendon is a tough yet flexible band of fibrous tissue which joins muscle to bone. **Cartilage**: A tough, elastic, fibrous connective tissue **Synovial joint**: An area where two or more bones meet within a joint capsule and allows a wide range of movement to occur. <u>Movement Analysis</u> **Abduction**: Movement away from the midline of the body. **Adduction**: Movement towards the midline of the body. **Circumduction**: The circular movement of a joint. It is a movement pattern that combines flexion, extension, adduction, and abduction **Flexion:** A bending movement around a joint in a limb. **Extension:** A straightening movement around a joint **Rotation**: The turning of a body part about its long axis as if on a pivot **1st Class Lever**: A lever in which the fulcrum is positioned between the load and the effort. **2nd Class lever:** A class 2 lever has the load and the effort on the same side of the fulcrum, with the load nearer the fulcrum. **3rd Class Lever**: The effort is placed between the load and the fulcrum, and the effort must travel a shorter distance and be greater than the load **Mechanical advantage:** A lever which allows a large load to be moved with a small amount of effort.	<u>The cardiovascular and Respiratory Systems</u> **Breathing rate**: The number of breaths taken in a minute. **Tidal volume**: The amount of air which enters the lungs during normal inhalation at rest **Minute ventilation:** The volume of gas inhaled or exhaled from the lungs per minute **Aerobic exercise**: Use of oxygen for the duration of the exercise. Usually at moderate intensity at a continuous rate e.g. long distance running **Anaerobic exercise**: Exercise which does not allow for the predominant usage of oxygen. Usually high or very high intensity for a short period of time. E.g. sprinting up a hill **Lactic acid:** A waste product produced in the muscle tissues during strenuous exercise where the anaerobic energy system is in use **Redistribution of blood flow**: When you exercise the blood is diverted from inactive areas to the muscles that are being used. This action is completed through vasodilation and vasoconstriction. Also known as the vascular shunt mechanism. **Capillarisation:** The development of blood capillaries in the body which increases through long term effects of exercise. **Fatigue:** Muscle tiredness when the body has a lack of energy. **FIIT**: outlines the key components of an effective exercise program: **Frequency: T**he number of times exercise takes place **Intensity:** How hard and intense the exercise is	they are all different, they can all be classified according to their level of difficulty **Skilful movement:** A fluent and coordinated movement which is efficient, technically accurate and aesthetically I**ntrinsic Feedback**: Feedback from within the performer **Extrinsic Feedback**: Feedback from external sources **Knowledge of Results:** Feedback on the outcome of the skill **Knowledge of Performance**: Feedback on the quality of the skill performed (technique) **Manual Guidance:** a coach physical moving a performing into the correct position **Mechanical Guidance**: the use of equipment/aids to improve performance (harness on a trampoline) **Verbal Guidance**: Spoken instructions on how to improve **Visual Guidance**: images, videos or demonstrations to show how to make improvements **Names of bones: (taught in term 1)** • Cranium • Clavicle • Scapula • Ribs • Sternum • Vertebral column • Pelvis • Femur • Patella • Tibia • Fibula

	Frontal axis of rotation: An imaginary line which passes through the body horizontally from left to right, allowing flexion and extension **Longitudinal axis of rotation:** An imaginary line which passes through the body from front to back, allowing abduction and adduction. **Transverse axis of rotation** Allows only forward and backward movement (flexion and extension) in the sagittal plane around this axis. **Frontal plane** An imaginary line which divides the body from front to back vertically **Transverse plane**: An imaginary line which divides the body horizontally from front to back. **Sagittal plane**: An imaginary line which divides the body vertically into left and right sides **Agility**: The ability to change direction at speed; nimbleness **Balance**: The ability to maintain a centre of gravity and not fall over **Co-ordination**: Ability to simultaneously move/use two body parts in a controlled manner. **Cardiovascular endurance**: The ability to continue exertion while getting energy from the aerobic system used to supply the body with energy. Also referred to as stamina **Flexibility**: Range of movement available around a joint **Muscular endurance**: The ability to move your body and muscles repeatedly without fatiguing. **Power:** The ability to use strength quickly. Explosive strength. (strength x speed) **Reaction Time**: Ability to respond quickly to a stimulus. **Speed:** The ability to move quickly across the ground or move limbs rapidly through movements.	**Continuous training**: Training that involves activity without rest intervals. Usually 20 minutes or more. **Fartlek training:** Training which varies in intensity and duration and consists of bursts of intense effort alternating with less strenuous activity **Interval training:** Training that incorporates periods of exercise and rest. **Circuit training:** Series of alternate exercises performed at stations that focus on different muscle groups **Weight training**: a method of training that uses free weights or resistance machines **Plyometrics:** involves jumping, bounding, hopping exercise **HIIT:** exercise that alternates between high intensity and periods of recovery. **Specificity:** The training must be matched to the needs of the sporting activity and individual. **Overload:** A greater than normal stress that is applied on the body for training adaptations to take place. **Progression**: Gradual increases in exercise in order for the body to adapt through overload. **Reversibility**: Any adaptation that takes place as a result of training will be lost if you stop training	• Tarsals • Metatarsals • Phalanges • Humerus • Radius • Ulna • Carpals • Metacarpals **Names of Muscles: (taught in Term 1)** • Deltoid • Pectorals • Abdominals • Biceps • Triceps • Trapezius • Latissimus Dorsi • Gluteal • Hamstrings • Quadriceps • Gastrocnemius • Hip Flexors

	Strength: The maximum force a muscle/group of muscles can apply against a resistance.		
Assessment	**Year 10 Cumulative Assessment 1** (Muscular & skeletal systems & movement analysis) **Year 10 Cumulative Assessment 2** (Components of fitness & testing added in)	**Year 10 Cumulative Assessment 3** (CV and Respiratory Systems added in) **Year 10 Cumulative Assessment 4** (Physical Training added onto previous topics) **Practical assessment begins**	**Year 10 Cumulative Assessment 5** (Sports Psychology added onto other topics) **End of Year Full Paper 1 Mock** 60 Marks

Key Stage 4: Year 11 – GCSE PE Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<u>Engagement patterns of different social groups in PA and sport</u> • Physical Activity and sport in the UK • Participation • Commercialisation • Drugs in sport • Violence in Sport <u>Coursework</u> • Evaluation • Analysis • Overview • Assessment • Movement Analysis • Action Plan • Final Checks	<u>Health, Fitness and Wellbeing</u> • Health, fitness and Wellbeing • Diet and Nutrition <u>Exam preparation</u> • Paper 1 Recap • Paper 2 Recap	<u>Exam preparation</u> • Individualised revision lessons • Use RAG sheets to revise current weaknesses
Vocabulary and Key Terms	<u>Engagement patterns of different social groups in PA and sport</u> **Role models:** Someone to be looked up to, (good role model) an example to follow **Sponsorship:** The giving of money or goods to performers to get good publicity and/or increase profit.	<u>Health, Fitness and Wellbeing</u> **Fitness:** Your ability to meet the physical demands placed on you by the environment. **Health**: The state of emotional, physical and social well-being **Well-being:** Being contented, happy or prosperous	

	Commercialisation: Links business and commerce into sport with a primary focus of profit which can lead to exploitation. **Beta Blockers**: A drug used to control heart rhythm and lower blood pressure. **Steroids**: Anabolic steroids are synthetic hormones that enhance physical performance **Stimulants:** Drugs used to raise physiological arousal, alertness and focus in the body **Violence:** Physical acts committed in sport that go beyond the accepted rules of play or the expected levels of contact within a contact sport **Sportsmanship**: Ethical, appropriate, polite and fair behaviour while participating in a game or athletic event; fair play **Gamesmanship**: Where the laws of the game are interpreted in ways, which whilst not illegal, are not in the spirit of the game. Pushing the limits to gain unfair advantage **Deviance**: Behaviour that is either immoral or seriously breaks the rules and norms of the sport	**Obesity:** The state of being very overweight, with a lot of excess body fat, usually classified using the BMI calculation of 30 or above. **Type 2 diabetes**: A metabolic disorder that affects how your body handles glucose. Often associated with obesity and can be controlled through changes to your diet **Coronary Heart Disease (CHD):** Where the blood vessels are narrowed and blood flow and oxygen to the heart is reduced. **Energy balance**: Energy input = energy expenditure This equation must balance for your body weight to remain constant	
Assessment	**Year 11 Cumulative Assessment 1** (Engagement Patterns added in to all Y10 topics) **Year 11 Cumulative Assessment 2** (Commercialisation & Ethics added in) **J587/03: Analysing & Evaluation Performance Task** Set piece of coursework (60 marks)	**Year 11 Cumulative Assessment 3** (Health, Fitness & Nutrition added onto other topics) **J587/04: Practical Performance & Live Moderation**	**Final External Assessments** **J587/01: Physical Factors affecting Performance** 60 Marks **J587/02: Socio-Cultural Factors Affecting Performance** • 60 Marks