



Intent

Physical Education

Intent

'To develop young people as individuals through the delivery of physical activity. Students will make progress physically, cognitively and socially whilst developing a secure understanding of well-being and how physical activity plays a crucial part in a healthy, active lifestyle'



Physical Education

Our PE curriculum aims to engage all students to allow them to make progress against a range of criteria, developing them as individuals into mature, well-rounded individuals who understand the physical and mental benefits of physical activity.

PE is delivered in a way to allow students to make progress physically, cognitively and socially whilst developing their understanding of general wellbeing.

At County Upper School, we believe PE is a subject that allows young people to develop a range of skills that provides them with provision and access for later life.

Aims:

- Develop physical literacy and physical competency in a range of activities.
- Develop cognitive understanding of sport and physical activity including tactics, strategies, techniques and the laws of games and activities.
- Develop social skills to allow for better cooperation and social interaction among students.
- Develop well-being understanding (physical and mental) whilst develop qualities such as bravery, resilience, fair play, leadership and competitiveness through sport.

Physical Education

What is Physical Education?

Physical education is about developing students' understanding of physical activity. The benefits of consistent and purposeful physical activity are endless, ranging from better physical fitness to enhanced mental health, improved social skills to confidence in independence.

Physical education is not about the ability to play a perfect overhead smash in badminton, but is more about the development of students' ability to learn a new skill, provide feedback around that skill, work cooperatively to ensure progress, to develop qualities such as resilience whilst learning a new skill. The new skill is merely a manifestation of what has essentially been, a complex learning process that has developed the student as an individual.



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Key Stage 3 (Year 9)

Pupils will continue to develop a broad range of skills across a range of activities. Students should begin to apply these consistently to competitive scenarios. Students should develop effective communication, leadership and collaboration skills whilst demonstrating competitiveness when applicable. Students will also develop qualities such as resilience, bravery and fair play through the use of sport.

Pupils will be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques in a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs



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Key Stage 4 (Year 10/11)

Pupils will continue to develop a broad range of skills across a range complex and demanding physical activities. Students should apply these consistently to competitive scenarios. Students should develop effective communication and collaboration skills whilst demonstrating competitiveness when applicable. Students should use lessons to develop effective leadership techniques. Students will also continue to develop qualities such as resilience, bravery and fair play through the use of sport.

Pupils will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.



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Content and Sequence: Year 9 – Year 11

When students join us in Year 9, due to the development of the “All Through” curriculum plan, they are aware of the four assessment criteria; Physical, Cognitive, Social and Well-Being. They will have developed their understanding of these criteria through the delivery of a range of sports in Year 7 and Year 8.

In Year 9 students are challenged further to apply these skills to competitive scenarios. Students will be challenged to develop their understanding of tactics and techniques whilst continuing to develop their cooperation and collaborative work.

In Years 10 and 11 students are challenged to take further ownership over their PE lessons to aid them in developing leadership skills. Students will continue to develop their physical ability but a higher focus will be on their development as individuals using sport as the tool.



GCSE Physical Education

Key Stage 4 (Year 10/11)

Students will develop their understanding of a range of topics through the delivery of the GCSE Physical Education Content.

Year 10

- Applied Anatomy and Physiology
- Physical Training

Year 11

- Socio-Cultural Influences in Sport
- Sports Psychology
- Health, fitness and well-being.



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OCR Cambridge National Sport Science

Key Stage 4 (Year 10/11)

Students will develop their understanding of a range of topics through the delivery of the OCR Sport Science Content.

Year 10

- Sports Injuries and Rehabilitation
- Applying the Principles of Training

Year 11

- Sports Nutrition and Diet
- Sports Technology



A-Level Physical Education

Key Stage 5 (Year 12/13)

Students will develop their understanding of a range of topics through the delivery of the A-Level Physical Education Content.

- Applied Anatomy and Physiology
- Exercise Physiology
- Biomechanics

- Skill Acquisition
- Sport Psychology

- Sport and Society
- Contemporary issues in physical activity and sport.



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OCR Cambridge Technical Sport and Physical Activity

Key Stage 5 (Year 12/13)

Students will develop their understanding of a range of topics through the delivery of the OCR Sport Studies Content.

Unit 1 – Body Systems and the Effects of Physical Activity

Unit 2 – Sports Coaching and Activity Leadership

Unit 3 – Sports Organisation and Development

Unit 8 – Organisation of Sports Events

Unit 17 – Sports Injuries and Rehabilitation

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Literacy and Numeracy

Literacy Within core PE lessons and exam subjects students are encouraged to use formal language with correct terminology across a range of topics. Literacy is embedded in all lessons by staff when discussing sporting terminology and is referenced regularly to encourage retrieval.

Within exam subjects, students are actively encouraged to develop literacy skills by using formal language and correct terminology. Students are involved in a range of approaches to not just develop written English but also spoken English such as discussion and debate tasks and presentation tasks. Literacy is embedded in each lesson and unit of work where there are opportunities for reading, writing, speaking and listening. Key words are reinforced regularly to promote retrieval of vital terminology.

Numeracy Within exam subjects students ability to interpret data in the forms of graphs and charts is vital. Numeracy is also delivered in the form of calculations when learning about heart rates, stroke volume, cardiac output, breathing rates, tidal volume and minute ventilation.



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British Values

Students are encourage to employ a range of British Values throughout core PE.

Values such as sportsmanship, fair play and competitiveness are all reinforced through the delivery of competitive scenarios in Core PE.



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Retrieval Practice

Core PE

Constant building on previous learning through each 5-6 week scheme of work. Starters in lesson are clearly planned to ensure revisiting of learning from previous lessons and addressing misconceptions

Exam Subjects

Starters and introductory tasks are used to reinforce prior learning week on week. Topics which are linked within the curriculum, for example the muscular system and the skeletal system, are delivered by referring to previous relevant learning to reinforce the understanding of the content.



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Cross Curricular Links

We embed cross curricular links throughout all of our schemes of work in both core and Exam PE.

Sport specific terminology is used during core lessons and biological terms and often referred to, providing a link with science. Biomechanical aspects are delivered during GCSE and A-Level courses and reference is made to Physics content.

Numeracy is regularly used during a large number of lessons through the use of various scoring systems. This is reinforced in the GCSE and A-Level courses with data collection and interpretation.

Cross curricular links with History are established through the delivery of the A-Level course when focussing on the Emergence of Modern Sport.



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KS4 curriculum – overview of content

Year 10 GCSE PE	Year 11 GCSE PE
Components of Fitness	Sport Psychology
Physical Training	Commercialisation and Media
Preventing Injury	Ethics and Socio-Cultural Issues
Musculo – Skeletal System	Engagement Patterns
Movement Analysis	Health and Well-Being
Cardio-Respiratory System	
The Effects of Training	

Year 10 Cambridge National Sport Science	Year 11 Cambridge National Sport Science
Sports Injuries	Sports Nutrition
Applying the Principles of Training	Sports Technology



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Progress - Core

- Schemes of work are sequenced, where possible, so that knowledge and sporting concepts are built upon from previous learning.
- End of unit grading against 4 assessment criteria (Physical, Cognitive, Social, Well-being). Grades 1-5 are awarded based on working on, above or below target.
- Use of a well developed tracking sheet provides averages across each criteria in a range of sports. This informs students and teachers of progress alike.



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Progress - Exam

- Schemes of work are sequenced, where possible, so that knowledge and sporting concepts are built upon from previous learning.
- End of unit assessment using past exam questions allows progress to be measured accurately. Students require “pass percentages” based on their Target Minimum Grades.
- Use of a well developed tracking spreadsheet. The spreadsheet tracks the end of unit assessment scores and compares them against target minimum grades.
- Student homework and additional work is set using our online platform, “The Everlearner”. This platform tracks performance and completion data of students to ensure progress is being made.



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Route Planner and Assessment Criteria

PE Curriculum and Personal Development Overview



	Autumn 1 VALUE FOCUS: SET BY CAMPUS	Autumn 2 VALUE FOCUS: SET BY CAMPUS	Spring 1 VALUE FOCUS: SET BY CAMPUS	Spring 2 VALUE FOCUS: SET BY CAMPUS	Summer 1 VALUE FOCUS: SET BY CAMPUS	Summer 2 VALUE FOCUS: SET BY CAMPUS
	Invasion Football or Netball	Trampolining	Net / Wall Badminton	Invasion Handball	Athletics Run/Jump/Throw	Striking & Fielding Rounders
Year 9	<p>(P) Can pupils Consistently use a range of specific techniques in competitive games played? (C) Do pupils understand the concept of attack and make effective evaluations of strengths? (S) Can pupils develop communication and decision-making skills? (W) Can pupils highlight the <u>long term</u> health benefits gained from taking part in Football? -Passing, Control & --Turning -Heading -Shooting -Attack/Beating an opponent -Defensive Tactics -Set Plays</p>	<p>(P) Can pupils show physical control and fluency when completing skills? (C) Can pupils observe technique? (S) Can pupils communicate feedback on techniques effectively? (W) Can pupils express themselves using self-developed routines? -Trampoline safety/basic jumps/aerial shapes/turns -Seat drop + combination development -Swivel hips. -Front drop -Front drop development + Routine creation Routine Development</p>	<p>(P) Can pupils demonstrate coordination to play effective shots? (C) Do pupils understand outwitting strategies? (S) Can pupils show communication skills in doubles play? (W) Do pupils understand the <u>long term</u> benefits of consistent participation in badminton? -To develop the ability to outwit opponents with movement of the shuttle. -To perform and replicate overhead clear with direction and intention to outwitting an opponent. -To be able to accurately replicate a smash shot with control and power. -To replicate simple and more complex drop shot variations. Develop Doubles and singles tactics -To develop their understanding and knowledge of basic outwitting strategies.</p>	<p>(P) Can pupils show consistency and control in new skills? (C) Can pupils show an understanding of the laws of handball? (S) Can students effectively communicate when officiating games? (W) Can students develop confidence whilst learning new skills? -To develop students' ability to dribble with correct technique in handball. -To accurately show the different pass types used in handball -To show consistent shooting technique including the jump shot. -To develop their understanding of basic handball laws. -To understand the role of the referee.</p>	<p>(P) Can pupils show the relevant health related components of fitness for athletics? (C) Can pupils measure and time effectively for different events? (S) Can pupils provide feedback on techniques for their peers? (W) Do pupils understand the health benefits of athletics participation? -To accurately replicate sprinting technique adjusting small elements to improve overall performance. -To understand how to pace a race reflecting on own ability. -To accurately replicate the technique for an effective triple jump, long and high. -To perform and accurately replicate the technique for javelin/shot <u>putt</u> and discus.</p>	<p>(P) Can pupils show consistency in bowling and batting techniques? (C) Do pupils understand tactics and roles of positions in rounders? (S) Can pupils effectively communicate tactics during gameplay? (W) Can pupils show cooperation with peers during gameplay? - To develop communication skills, teamwork through rounders game play. -To develop the ability to add disguise + power into bowling action. -To develop batting technique incorporating power and placement. -To develop an understanding of how pupils can outwit opponents. -To perform and replicate a combination of skills to implement tactics & to outwit opponents. -To demonstrate a variety of tactics based on the opposition.</p>



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PE Curriculum and Personal Development Overview



Problem Solving or Dance Tactics and Communication Orienteering	Invasion Rugby or Tag Rugby	Invasion Basketball	Net / Wall Tennis	Striking & Fielding Cricket	Athletics Competitions
<p>(P) Can pupils show cardiovascular endurance during orienteering courses?</p> <p>(C) Can pupils show map reading skills?</p> <p>(S) Can pupils work cooperatively to complete courses as quickly as possible?</p> <p>(W) Do pupils show leadership skills when map reading and completing tasks?</p> <ul style="list-style-type: none"> -To become familiar with orienteering key terms. -To demonstrate competence using a map. -To describe the 16 points on the compass and use them during tasks. -To develop the ability to combine map skills with the use of a compass. -To be able to use a compass and to take a bearing using the correct terminology 	<p>(P) Can pupils complete passing and tackling skills with confidence and safety?</p> <p>(C) Can pupils show an understanding of the laws of rugby?</p> <p>(S) Can pupils provide feedback on technique and safety points to peers when tackling?</p> <p>(W) Can pupils show resilience during a physical sport?</p> <ul style="list-style-type: none"> -To accurately replicate prior learnt types of passes. -To develop knowledge and understanding of strategic play used to outwit opponents. -To develop an understanding and knowledge of how to perform a <u>ruck</u> and the roles of support players. -To be able to perform a small line out with the correct technique. -To accurately replicate actions and tactical sequences. 	<p>(P) Can pupils sustain physical movements?</p> <p>(C) Do pupils referee/coach pupils in small games?</p> <p>(S) Can pupils understand the concept of attack and make effective evaluations</p> <p>(W) Can pupils develop understanding of stretches specific to basketball.</p> <ul style="list-style-type: none"> - Attacking/Outwitting an opponent. - Develop shooting – lay up - Defence – Zone - Strategies for attack/ <u>3 man</u> weave - Game tactics 	<p>(P) Can pupils show consistency in basic forehand and backhand shots?</p> <p>(C) Do pupils show an understanding of the scoring system?</p> <p>(S) Do communicate effectively when umpiring matches?</p> <p>(W) Can pupils show an understanding of the health benefits of <u>long term</u> participation in tennis?</p> <ul style="list-style-type: none"> -To be able to demonstrate & use forehand and backhand shots competently in a rally. -To accurately replicate the technique for a forehand/ backhand topspin. -To accurately replicate an over arm <u>tennis</u> serve increasing power and placement. -To understand when to use a lob and the advantages it provides. 	<p>(P) Can pupils show consistency when performing skills?</p> <p>(C) Can pupils observe techniques of peers?</p> <p>(S) Can pupils provide effective feedback on skills?</p> <p>(W) Can pupils show resilience in game play?</p> <ul style="list-style-type: none"> -To make accurate decision about outwitting opponents as batsmen or fielders. -To attempt to use defensive shot and understand when it might be necessary to use it in a game situation. -To attempt to use the cut shot in a competitive game and in response to the type of delivery bowled. -To incorporate disguise into bowling. 	<p>(P) Can pupils show effective health related components of fitness for events?</p> <p>(C) Can pupils measure, score and record results?</p> <p>(S) Can pupils take different roles when organising competitions?</p> <p>(W) Can pupils show competitiveness?</p> <ul style="list-style-type: none"> -Pupils will further develop and refine skills and tactical decisions in order to run, jump or throw further. -Pupils to evaluate the use of body parts to gain an improvement in replicated technique. -Adapt & refine these strategies to the need of an event. -To develop the skill of reflection and evaluation to improve own performances.

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PE Curriculum and Personal Development Overview



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	Invasion Football or Netball	Trampolining	Net / Wall Badminton	Invasion Handball	Athletics Run/Jump/Throw	Striking & Fielding Rounders
Year 10	<p>(P) Can pupils use core techniques in a low pressured situation?</p> <p>(C) Do pupils develop observation skills on peer performances, skills and techniques?</p> <p>(S) Can pupils referee/coach pupils or small groups to develop?</p> <p>(W) Can pupils understand the skill related fitness components that football players need?</p> <ul style="list-style-type: none"> -Developing Core Skills - Passing -Dribbling, Turns and --Outwitting a defender -Development of Shooting -Developing an Attack -Outwitting an opponent/Teamwork -Defensive strategies/tactics -Developing understanding of the role of the referee. 	<p>(P) Can pupils control technique, show body tension and aesthetic appearance of skills throughout</p> <p>(C) Do pupils observe techniques and skills of others?</p> <p>(S) Can students provide constructive feedback on individual skills and routines?</p> <p>(W) Can pupils express themselves through their routines?</p> <ul style="list-style-type: none"> -Recap trampolining safely -Development of basic shapes, seat drops and front drops -Back drops and Rotation in and out of back drop -Advanced rotations such as somersault progressions -Incorporating skills into effective and controlled routines. 	<p>(P) Can pupils show consistency when completing skills in isolation and competitive scenarios?</p> <p>(C) Can pupils show understanding of tactics in both singles and doubles?</p> <p>(S) Can pupils collaborate whilst playing doubles and umpire games confidently?</p> <p>(W) Can pupils show self confidence when playing singles and relying on no-one else?</p> <ul style="list-style-type: none"> -To be able to demonstrate & use the ready position. -To replicate overhead clear with control and accuracy. -To be able to accurately replicate a smash shot. -To be able to outwit opponents using simple a disguise. -To understand the need to make decisions about choice of strategy. -To demonstrate the ability to outwit an opponent in a game situation. 	<p>(P) Can pupils demonstrate good technique of basic skills?</p> <p>(C) Can pupils show an understanding of the basic rules of handball?</p> <p>(S) Can pupils referee games, using the laws of the game accurately?</p> <p>(W) Can pupils show resilience and open mindedness when developing skills in a new and unfamiliar sport for most?</p> <ul style="list-style-type: none"> -To develop students' ability to dribble with correct technique in handball. -To accurately show the different pass types used in handball -To show consistent shooting technique including the jump shot. -To develop their understanding of basic handball formations in attack and defence. -To use formations to develop attacking and defensive tactics 	<p>(P) Can pupils demonstrate correct technique in most events?</p> <p>(C) Can pupils accurately measure results in field events?</p> <p>(S) Can pupils provide feedback on technique?</p> <p>(W) Can pupils understand the <u>health related</u> fitness components that athletes need?</p> <ul style="list-style-type: none"> - To adjust body movements to create more drive/speed/power in sprint events. -To accurately replicate basic technique for an effective 800m race. -To perform and accurately replicate the technique for an effective shot putt. -To perform and accurately replicate the technique for an effective javelin. -To perform and accurately replicate the technique for effective Shot Putt. -To accurately replicate the technique for an effective high jump. 	<p>(P) Can pupils show good technique in competitive scenarios.</p> <p>(C) Can pupils show understanding of tactics in batting a fielding alike?</p> <p>(S) Can pupils communicate tactics effectively?</p> <p>(W) Can pupils show cooperation and communicate effectively with others.</p> <ul style="list-style-type: none"> -To accurately replicate long barrier and use effectively in a game. -To accurately replicate a legal bowling technique. -To develop the ability to hit the ball into space in relation to fielders. -To develop knowledge of backstop to 1st base tactics. -To perform and replicate a combination of skills to outwit opponents in a game situation. -To demonstrate the ability to outwit an opponent in a game situation use a range of batting,



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Invasion Basketball	Invasion Rugby	Dance	Net / Wall Tennis	Striking & Fielding Cricket	Athletics Competitions
<p>(P) Can pupils use core techniques under pressure? (C) Can pupils effectively observe peer techniques? (S) Can pupils confidently provide feedback to peers in drills and isolated skills practices? (W) Can pupils develop an understanding of fitness components required to be an effective basketball player?</p> <p>-To develop the ability to reverse and weak hand lay ups. -To develop understanding of strategies for attack – screens, blocks, high and low posts. -To show correct shooting technique. -Develop the understanding of attacking tactics and plays. -Develop the understanding of defensive roles and tactics. -Developing understanding of the role of the referee.</p>	<p>(P) Can pupils show most skills with control in isolation? (C) Can pupils develop observation skills of more challenging aspects of rugby? e.g. the ruck (S) Can students provide feedback to peers individuals during tackle and ruck technique drills? (W) Can pupils show confidence and resilience in a challenging and physical sport?</p> <p>-To understand and accurately replicate the scissors & miss pass, and how to receive it. -To be able to perform these in a small sided game to maintain ball possession & outwit opponents. -To demonstrate safe and effective tackle technique. -To demonstrate understanding of "rucking" in rugby and its necessity. -Develop understanding of the line-out. -To develop knowledge and understanding of strategic play used to outwit opponents. -Developing understanding of the role of the referee.</p>	<p>(P) Can pupils show control over their movements? (C) Can pupils observe aesthetic appreciation? (S) Can work collaboratively to develop group routines? (W) Can pupils confidently express themselves through dance and choreography?</p> <p>-To investigate which sports to use and how to create a dance-based movement to represent them. -To develop the use of formations and levels along with compositional ideas of their own. -To develop the use of formations, levels, timing and compositional ideas. -To understand the importance of timing and beat recognition.</p>	<p>(P) Can pupils show control over core skills in isolated drills? (C) Can pupils demonstrate understanding of different tactics when playing singles and doubles? (S) Can pupils cooperate and communicate effectively when playing doubles? (W) Can pupils explain the health (physical/social/mental) benefits of long-term participation in tennis?</p> <p>-To be able to demonstrate & use forehand and backhand shots in a rally. -To demonstrate effective and consistent service technique. -To understand the effect slice has on the balls flight & bounce. -To understand when to use a volley and the advantages it provides. -To demonstrate an understanding of tennis doubles rules -Developing understanding of the role of the umpire.</p>	<p>(P) Can pupils show safe control when completing skills in game situations? (C) Can pupils observe batting and fielding tactics? (S) Can pupils take part in a variety of roles when working in small groups? (W) Can pupils show resilience during game play that can become frustrating?</p> <p>-To use & perform a range of fielding technique depending on competitive situation. -To be able to accurately replicate full over arm bowling technique. -To develop the basic stance and use the correctly perform the drive shot technique. -To understand & accurately replicate the correct pull shot technique. -To replicate skills into competitive matches and understand formations necessary for effective team fielding. -Developing understanding of the role of the umpire</p>	<p>(P) Can pupils show technique and ability in competitive scenarios? (C) Can pupils measure and officiate certain events accurately? (S) Can pupils encourage other peers in competitive scenarios? (W) Can pupils show competitiveness and drive in competition.</p> <p>-Pupils will pace themselves to meet targets they have set. These will be reflective of a developing physical literacy and will find sustained physical exercise a challenge. -Pupils will push body to challenge physical capacity. Personal targets are continual set and achieved due to sustained attempts and motivation.</p>

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	Invasion Football or Netball	Trampolining	Net / Wall Badminton	Invasion Handball	Athletics Run/Jump/Throw	Net/Wall Table Tennis
	(P) Can pupils demonstrate consistency of skills under pressure? (C) Do pupils show observation skills during game play. (S) Can pupils take different leadership roles in running tournaments. (W) Can pupils develop leadership skills. -Developing ability to keep Possession -Outwitting opponents under pressure in competitive situations -Controlling the ball/possession in pressurised situations -To show correct shooting technique in competitive scenarios. -Organising and running small sided tournaments	(P) Can pupils show consistency in skills during routines? (C) Can pupils observe skills and techniques when developing new skills? (S) Can pupils provide feedback to peers during skill development? (W) Can pupils express themselves during routine development? -Recap basic skills, seat drops and swivel hips. -Combination skills, seat, front and back landings linked -Advanced rotations, somersaults and somersault progressions -Develop routines and synchronised routines with peers	(P) Can pupils show consistency of a range of skills? (C) Can pupils show ability to complete tournaments? (S) Can pupils deliver instructions to peers when running tournaments? (W) Can pupils show leadership skills to run tournaments? -Recap range of shots with power, control and accuracy. -Develop ability and variety of service techniques. -Develop use of tactics -Develop the use of tactics in doubles -Organise and run small sided tournaments	(P) Can pupil's complete skills under pressure in competitive scenarios? (C) Can pupils show understanding of singles and doubles tactics? (S) Can pupils deliver instructions to peers when running tournaments? (W) Can pupils demonstrate British values of fair play to organise and run fair tournaments? -Recap use of different passes and dribbling technique whilst maintaining consistency -Recap shooting technique and apply to competitive situations -Develop understanding of tactics to outwit opponents in attack. -Develop understanding of tactics and use of formations in defence. -Organise and run small sided tournaments	(P) Can pupils show health related components of fitness to complete skills? (C) Can pupils time and measure results for peers? (S) Can pupils provide accurate feedback on techniques? (W) Do pupils understand the benefits of developing health related components of fitness? . To adjust body movements to create more drive/speed/power in sprint events. -To accurately replicate basic technique for an effective 800m race. -To perform and accurately replicate the technique for an effective shot putt. -To perform and accurately replicate the technique for an effective javelin. -To perform and accurately replicate the technique for effective Shot Putt. -To accurately replicate the technique for an effective high jump.	(P) Can pupils show consistency when completing skills? (C) Can pupils score effectively in game situations? (S) Can pupils communicate effectively to run tournaments? (W) Can pupils demonstrate leadership skills to run tournaments? -Develop range of basic shots, forehand, backhand with consistency. -Develop ability to place spin on the ball with forehand and backhand. -Develop a range of service techniques. -Develop understanding of tactics in singles and doubles alike. -Organise and run small sided tournaments.
Year 11						

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PE Curriculum and Personal Development Overview



Invasion Basketball	Invasion Rugby	Dance	Net / Wall Tennis	Striking & Fielding cricket	Athletics Competitions
<p>(P) Can pupils complete more challenging skills under pressure? (C) Can pupils show understanding of how tactics are effective when outwitting opponents? (S) Can pupils communicate effectively when officiating games in tournaments? (W) Can pupils show British values and run and officiate tournaments fairly?</p> <p>-Develop and refine shooting technique(s) in competitive scenarios. -Develop ball control using dummies, fakes, screens to outwit opponents. -Develop understanding of tactics when outwitting opponents to make effective decisions. -Develop organised attacking play e.g. 5 out attack, pass/cut, pick and roll -Organise and run small sided tournaments.</p>	<p>(P) Can pupils show physicality and skill in competitive scenarios? (C) Can pupils show an understanding of tactics and how "set plays" are effective? (S) Can pupils take on different roles in smaller groups when developing set plays? (W) Can pupils show confidence and resilience in a physically challenging sport?</p> <p>-Recap game fundamentals and core skills such as passing and attacking space. -Develop ball control and show ability to use dummies, fakes, side steps. -Develop attacking skills and use of set plays to outwit opponents. -Develop understanding and use of tactics to outwit opponents. -Organise and run small sided tournaments.</p>	<p>(P) Can pupils demonstrate control in a range of choreographed skills? (C) Can pupils show creativity when developing routines? (S) Can pupils share ideas and collaborate to develop group routines? (W) Can pupils express themselves when choreographing new routines?</p> <p>-To investigate which sports to use and how to create a dance-based movement top represent them. -To develop the use of formations and levels along with compositional ideas of their own. -To develop the use of formations, levels, timing and compositional ideas. -To understand the importance of timing and beat recognition. -To develop choreography skills in composition.</p>	<p>(P) Can pupils show control when developing more advanced skills? (C) Can pupils show an understanding of the scoring system of tennis? (S) Can pupils effectively communicate whilst officiating matches? (W) Can pupils show leadership when organising games and tournaments?</p> <p>-Recap fundamental core skills such as forehand/backhand shots -Replicate with accuracy, service techniques and a variety of serves. -Develop the use of spin on the tennis ball and why it can be effective. -Develop the ability to use the front of the court by playing drop shots. -Develop tactics and strategies in singles play. -Develop tactics and strategies in doubles play.</p>	<p>(P) Can pupils show development of skills and competency of more advanced skills? (C) Can pupils observe technique and identify strengths and weaknesses? (S) Can pupils communicate strengths and weaknesses effectively and provide feedback? (W) Can pupils show resilience during game play?</p> <p>-To recap and replicate fielding techniques and slip catching. -Develop bowling ability using correct overarm technique and try to add pace. -To further develop the stance and use the correctly perform the drive shot technique under pressure. -To understand & accurately replicate the correct pull shot technique and apply under pressure. -To replicate skills into competitive matches and understand formations necessary for effective team fielding. -Run competitive matches and provide feedback to peers on techniques.</p>	<p>(P) Can pupils demonstrate physical attributes of athletes in competitive scenarios? (C) Can pupils measure and record results accurately? (S) Can pupils encourage peers in competition? (W) Can pupils show competitiveness and a desire to win and succeed in competition?</p> <p>-Pupils will pace themselves to meet targets they have set. These will be reflective of a developing physical literacy and will find sustained physical exercise a challenge. -Pupils will push body to challenge physical capacity. Personal targets are continual set and achieved due to sustained attempts and motivation.</p>

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Support

- Careful planning to ensure maximum inclusivity to meet all individual needs.
- Flexible-paced learning to accommodate slower learners who can complete their tasks at a more comfortable speed.
- Extension tasks available to challenge, stretch and accommodate quicker-paced learners.
- Gifted and Talented students given opportunities to take on leadership and coaching roles.
- Group work and pair work tasks to enable peer-support.
- Progressive tasks
- Verbal support, one-on-one and scaffolded tasks.
- Targeted questioning.
- Tasks with variable outcomes to enable students flexibility and freedom of individuality.
- On-going assessment to highlight gaps in learning.



Intent



Recovery curriculum

Based on high quality teachers assessments we have adapted our PE Exam curriculum for summer 2021 and the 2021/22 academic year in the following ways. These ensure the essential elements of our PE curriculum are covered.

During remote learning the Musculo-Skeletal system was taught. From unit assessments it is clear to see that this unit is the weakest area of study thus far. Additional catch up sessions have been provided for students, twice weekly, and the unit will be revisited in March 2022. Additional sessions will be continued into Year 11 and Year 13 for Exam students. The curriculum plan was adjusted to allow the teaching of movement analysis to be face to face. A typically challenging unit, it was vital that this was delivered in person.

During June-July the Musculo-Skeletal system will form a heavy focus of practical lessons to reinforce theoretical learning. Practical sessions will make reference to key terms and vocabulary to reinforce learning.



Implementation

Physical Education Implementation



Teaching - minimum expectations

PE is an inclusive area of study and an important one. Many children, outside of school, enjoy sport, either playing it or watching it. For those who aren't engaged in sport or physical activity, our teaching and expectations are designed to stretch the most engaged and able to students, whilst being inclusive and fulfilling for those who are disengaged in sport. This makes it even more important to teach it well and it is a subject where physical challenge, interaction and cognitive learning are as equally important. All children can gain a real sense of achievement, involvement and self-worth through PE. Enjoy teaching it and have fun teaching it.

Exam Subject PE

- Teachers are to use the established order of lessons in each SOW but to teach them using their own professionalism; they are to adapt the material supplied for their own individual classes. The Notebooks, PowerPoints and Handouts are not 'scripts'. They are resources for you to use and adapt in order to create your own lesson that will meet the Learning Objective.
- Teachers are to be aware of all Pupil Premium, SEN/D and EAL children in their classes. They will also need to find out, from English teachers (at the earliest opportunity), about the ability level of the children in their classes in terms of their writing and comprehension ability and to differentiate accordingly.
- Teachers will use practical work and to inspire and apply learning.
- Student books should conform to school expectations about presentation and format.
- Teachers will provide regular feedback to students both written and formal and will complete the "End of Unit Marking Grid" at the end of each half termly topic.
- Teachers will ensure students complete end of topic assessments and complete data tracking for their theory groups.
- As such, continuous formative assessment and summative assessment should be carried out in line with the school policy.

Core PE

- Teachers should be aware of the PE Department assessment criteria in sports and utilise the newly implemented assessment criteria handbooks in all lessons.
- All students should be made to feel included and that no students should be limited in terms of the progress they make.
- Teachers should continue to develop their practice by using the observation policy and CPD opportunities available to them.



Planning

Core PE

All units of work have a curriculum plan outlining assessment criteria in four areas. The curriculum plan is deliberately ambiguous to allow staff to use their professional judgement as to how to reach assessment criteria.

Staff are to use the assessment objective handbooks to make students aware of clear assessment objectives. Staff can deliver lessons that allows students to meet this criteria to maximise progress.

For less confident staff in specific sports or activity areas there individual schemes of work that are available for each sport in each year group to enable clear sequencing of delivery. Staff can use these schemes of work to support planning of clear, well structured lessons and activities.



Planning - Continued

Exam PE

All units of work have a sequenced overview and a curriculum map outlining a recommended number of sessions, key concepts, knowledge and vocabulary to be taught.

Teachers use this overview to plan individual sessions to match the current lesson length of 50 minutes. Each lesson comes with a prepared PowerPoint to support the learning which can be saved and adapted to suit the needs of the teacher and the students. Supporting tasks are also available.

Where possible all teachers will share resources and the Head of Department will make all of their own planning available to be used as an exemplar; however, these are not 'scripts' but resources for teachers to use and adapt in order to create their own lesson that will meet the Learning Objective.



PE and Literacy (continued)

Vocabulary - Vocabulary forms a key part of our wider curriculum. Subject specific words are used throughout core PE to encourage the use of good vocabulary and terminology.

Cultural Capital – As a department we are aware of the barriers associated with the use of correct vocabulary. For our exam subject students we use selective questioning within core PE lessons to promote and reinforce learning from topics within exam lessons.

Use in lessons – All PowerPoints include an introductory slide outlining key words and terms for the topic.



How are lessons tailored for different learners, including pupils with SEND?

At County Upper, we recognise that not all pupils learn in the same way. Many of the tasks carried out in PE lessons will be differentiated by outcome with a clear understanding of the teachers expectations (for example, using All, Most and Some against the task criteria). More able pupils are encouraged to assist and support other pupils and tasks are scaffolded to provide further differentiation.

All teachers will be aware of all Pupil Premium, SEN/D and EAL children in their classes. By close collaboration with English teachers about the ability level of the children in their classes (in terms of their writing and comprehension ability) written tasks can be differentiated accordingly. Pupil Passports and other information provided by the SEN/D department and form tutors can further promote good teaching practice in accordance with Teacher Standards.

Opportunities for more able pupils

County Upper has many pupils who show higher abilities in their PE skills and understanding. These pupils are encouraged to carry out extra research and take a leading role in classroom discussions. Within core PE gifted students are given responsibilities and roles to promote and benefit the learning of other students in the class such as coaching and officiating.



Observations and Quality Assurance

PE Lessons are observed at County Upper for a variety of reasons. Some lessons are observed to enable the department to have an accurate picture for self-evaluation and school improvement strategies, some are purely developmental in order to enable the coaching of the member of staff and some are to ascertain the success or otherwise of implementing new policies and procedures.

Purposes of Lesson Observations

To raise standards of learning and teaching

To observe and reflect upon the implementation of the new curriculum plan.

To identify and disseminate good practice

To identify staff development needs

To contribute to CPD by providing a supportive opportunity for teachers to reflect on their own practice and effectiveness and to develop their own skills



Impact

Physical Eductaion

Impact



How do you monitor progress and achievement?

Teachers are responsible for keeping a record of how individuals are progressing in the subject. Pupils are monitored and supported closely in their learning. During each lesson, the teachers give verbal feedback to the learners and use questioning to develop further understanding, unravel misunderstanding and resolve any misconceptions. Regular marking of books followed up by individual written and verbal feedback allows for formative and ongoing assessment.

End of topic assessments (half termly) and other assessment tasks in the form of set tests, writing and interpretation tasks all provide teachers with enough material to make a summative assessment at the end of each term. Where pupils are regularly underperforming, as highlighted by the teachers formative assessment, then lesson plans or resources may need to be adapted to address these issues.



Impact

How do you monitor progress and achievement?

Within core lessons students are assessed against our four assessment criteria for each sport. This is completed half termly in two sports. Students are graded 1-5, with 3 being considered to be “on target”.

The assessment provides a thorough and clear picture of student progress and overall attainment over the course of the year.

Core PE Progress Tracker

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	A	B	C	D	E	F	G
1	NAME	PP	SEN	Athletics Competition			
2				P	C	S	W
3		Y		2	2	3	2
4				3	2	2	2
5				1	2	2	2
6				1	1	2	2
7				2	2	3	3
8		Y		3	2	3	4



Impact

How do you measure the impact of PE teaching?

We make sure that everyone in the department is aware of the expected standards so that assessments are fair. 'Book Looks' take place each half term and pupils are interviewed about their own learning and the quality of their teaching.

In core PE, Pupil questionnaires will be developed to also gather information about pupil perceptions. These are used to monitor the impact of the lessons, the support we give, the strengths and weakness of the pupils and what we need to do to address these.





What do you consider to be the strengths of PE within the school?

All pupils enjoy their PE lessons

Teachers are passionate and have excellent subject knowledge

Extra curricular opportunities are excellent

Pupils are inspired to take PE of Sport Science as a GCSE subject

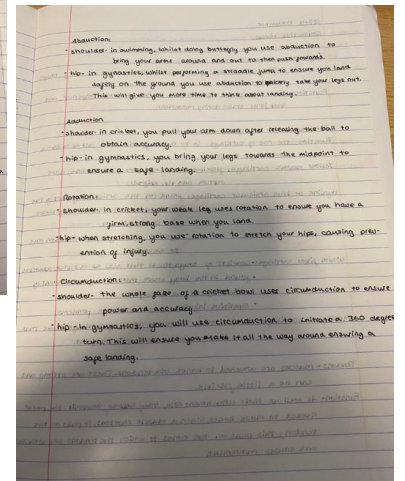
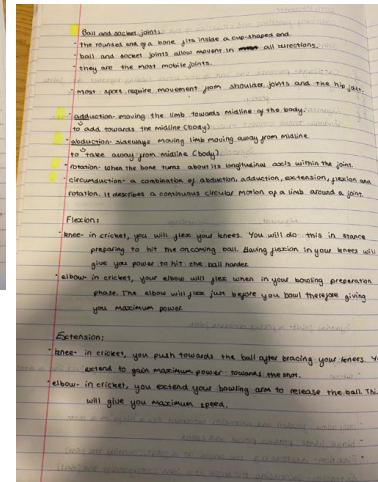
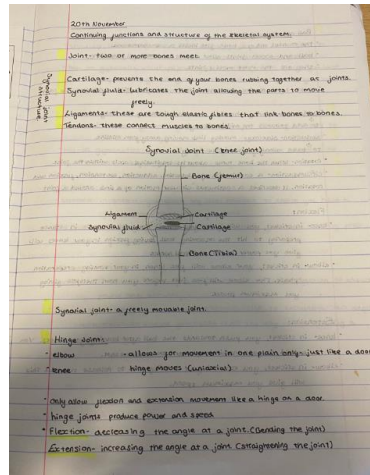
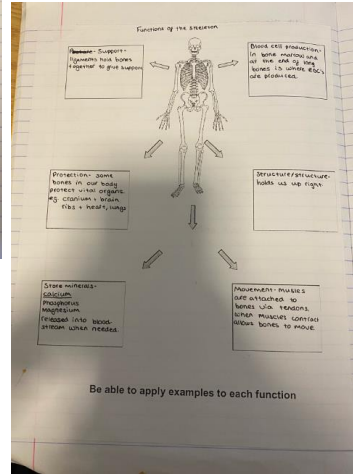
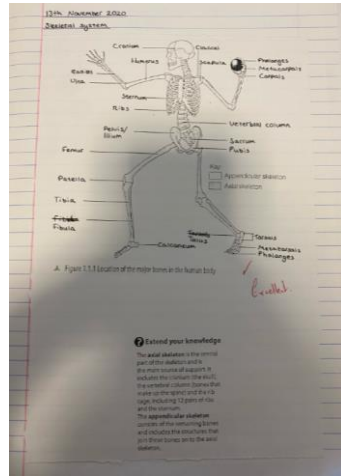
How do you know?

- Termly book scrutiny.
- Attendance to extra curricular clubs.
- Half-termly learning walks and observations.
- Pupil book looks/book studies and pupil perception questionnaires.



Impact

Examples of progression in PE





Enrichment and cultural capital

Extra-Curricular Opportunities

Clubs

A range of clubs are available to all students. These are attended by a range of students. Extra-Curricular registers show a high percentage of PP students are accessing extra-curricular opportunities.

Trips

Trips are available to enrich students opportunities within PE. Annual Ski, bi-annual sports tours to Barcelona and long haul tours to South Africa and Sri Lanka are accessed by all. PP students are given access to these trips through funding to support them.





Careers development

In year 9 we approach careers advice in PE by developing students understanding of wider qualities associated with PE. Students are assessed in their cooperation, teamwork, resilience etc, all of these are reinforced in terms of importance to future employment.

In year 10 and 11 we develop students understanding through GCSE and Sport Science and apply their understanding to specific sport/physically active job opportunities in the future.

In year 12 and 13 we link content to university course and provide specific career opportunities through university study. Careers such as physiotherapy, PE teaching, sports media, sports analysts are all addressed and linked to relevant A-Level content.