

P.E.



Curriculum Information, Intent and Map

Hutton Church of England Grammar School

Staff:

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Intent:

- To encourage and develop an appreciation of health, fitness and the benefits of an active lifestyle which we aim to provide through a diverse and experiential curriculum. (see current picture of curriculum). Health, fitness and active lifestyle benefits may also be obtained through an extensive extra-curricular programme with opportunities to represent the school in team and individual activities as well as offering a variety of opportunities to all students to participate at lunchtime and after school.
- To provide opportunities and experiences and a learning environment for individuals to achieve their optimum potential by having clear structure to avoid 'grey' areas. This should be achieved by developing an understanding for the need for a safe and healthy working environment (such as a 'zero tolerance' policy in the changing rooms), including the need for rules, regulations and discipline. The intention is to teach students the importance of respect for others such as teammates, opposition, referees/officials, coaches, etc. in a sporting environment through our fair play policy, as well as having self-respect for their appearance and hygiene. The promotion of an extensive and fully inclusive Inter-House programme has the objective of giving students the chance to experience competitive sport in a variety of activities, as well as enhancing the experiences of the paragraphs above by understanding the requirements of fair play and sportsmanship. This links to the scripture of **friendship:**

'Those who honour me, I will honour'. 1 Samuel 2:30:

- To provide an appropriately designed P.E. programme which is coherent and flexible so individuals can develop their physical, personal and social skills (see current picture of curriculum). We aim to achieve this with continuity of a theme-based curriculum which is clearly structured to cover Invasion games, individual activities and a post-16 theme at Key Stage 4. This should also help students to understand how experiences can **transfer** from one activity to another (i.e. through motor skills, decision-making, cognitive skills and perceptual skills in TGfU Invasion Games in Y7 to Basketball, Handball, Gaelic Football, Rugby and Football in Y7 & Y8; **transfer** of HRF body resistance exercise in Y9 to weight training in Y10 & 11; **transfer** of HRF training in Y9, Y10 & 11 into post-16 swimming themes in Y10 & 11).
- *To enable young people to become **successful learners** who enjoy learning, make progress and achieve through physical capabilities and knowledge and understanding.* We aim to achieve this with thought-provoking methods of problem-solving, decision-making and use of cognitive skills through peer assessment/mentoring/coaching. (i.e. the ‘why?’ question).
- *To enable our pupils to become **confident individuals** by giving them the opportunity to work with students of similar ability to avoid students feeling undermined by more athletic and skilful individuals.* We aim to improve confidence through differentiation and promoting the perception that students can cope with the demands of a challenging situation or task. This should also help to challenge resilience, determination and humility. This links to our departmental scripture of **endurance**:

‘Everyone who competes in the games goes into strict training. They do it to get the crown that will not last; but we do it to get the crown that will last forever’.

1 Corinthians 9:25

- To guide our pupils *to become **responsible citizens** who make a positive contribution to society,* by endeavouring to promote opportunities that are available in the local and wider community, such as playing at different clubs, coaching and officiating primary school children and contributing to helping primary schools with their Sports Days. This is also in

conjunction with encouraging elite/more-able athletes who require extra assistance outside school at academy, regional, county and national level to enhance their opportunity to compete or perform at the highest level possible.

- To provide an opportunity for individuals to plan, perform, observe, analyse and evaluate through peer assessment and the use of oral feedback.
- To develop leadership skills through officiating and coaching primary school children in Football, Rugby and Cricket, as well as assisting at primary school Sports Days. It is also the intention to give opportunities to students to lead in curriculum time through warm ups, coaching peers etc.
- To provide opportunities to support personal development through PSHCE outcomes to be able to live safe, healthy and fulfilling lives, having gained the full package experience of sport and recreation at Hutton Grammar School that can be taken into later life.
- We acknowledge that a main aim of our P.E. Department is for all our pupils to encompass enjoyment and satisfaction from Physical Education and thereby encourage a lifelong commitment to an active and healthy lifestyle.
- Underpinning the PE provision is the opportunity for students to identify values and life-skills that can be experienced through Physical Education. These values align with the Christian ethos of the school alongside the original values of the Olympics and Paralympics and are used so the students can relate the values to their own personal development. (SRE/PSHCE). The values that can be learned from the experience of PE which we consider to be important are listed below:

All activities are underpinned by Sporting values for Personal Development (PSHCE) of the students:

These include: Friendship (PE Christian value); Tolerance; Respect; Teamwork; Endurance (PE Christian value); Determination; Resilience; Perseverance; Leadership; Enthusiasm; Commitment; Mastery & Approach behaviour; Excellence; Creativity; Self-discipline; Competitiveness; Courage; Inspiration; Equality; Communication

PE Programmes of Study: National Curriculum in England

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

Aims

The national curriculum for physical education 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

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Subject Content in Key Stage 3 & 4

Key Stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- ♣ use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- ♣ develop their technique and improve their performance in other competitive sports
- ♣ perform dances using advanced dance techniques within 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.

Key Stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- ♣ use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- ♣ develop their technique and improve their performance in other competitive sports or other physical activities
- ♣ 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.

Curriculum Map:

Physical Education						
All activities are underpinned by Sporting values for Personal Development of the students:						
These include: Friendship (PE Christian value); Tolerance; Respect; Teamwork; Endurance (PE Christian value); Determination; Resilience; Perseverance; Leadership; Enthusiasm; Commitment; Mastery & Approach behaviour; Excellence; Creativity; Self-discipline; Competitiveness; Courage; Inspiration; Equality; Communication						
Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half Term 6
7	<p>TGfU – Teaching Games for Understanding (Invasion Games theme: Decision-making, problem solving, strategies etc)</p> <p>HRF – Baseline tests, understanding warm ups, use of circuits etc.</p> <p>Rugby – Fundamental skills of Catching, Passing, Running with the ball, Tackling; Rucking and Understanding of the game</p>	<p>Basketball – skills of Passing, Dribbling, Set Shot, Lay-up, Defending</p> <p>Swimming #1 – Baseline tests; Stroke technique</p> <p>Rugby – development of previously learned skills; tactics; decision-making etc.</p>	<p>Badminton – Fundamental skills of forehand, backhand, serve, underarm/overhead clear, smash, drop shot</p> <p>Gymnastics – individual floor and low apparatus routines/skills to include, rolls, balances, flight, transition, mounts and dismounts</p> <p>Cross Country – developing endurance, enhancing p.l.s from HRF</p>	<p>Handball – skills, tactics, understanding the rules, linked to invasion games theme.</p> <p>Swimming #2 – stroke technique, race technique, water skills</p> <p>Gaelic Football – developing transfer of skills and linked to invasion games theme</p>	<p>Athletics – fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles and relays</p> <p>Volleyball – fundamental skills of set/volley pass; dig; serve</p> <p>Cricket – fundamental skills of bowling, batting, fielding</p>	<p>Athletics – fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles</p> <p>Tennis – fundamental skills of forehand & backhand; serve; volley dig; serve</p> <p>Cricket & Softball – development of striking & fielding elements</p>

<p>8</p>	<p>Handball – development of previously learned skills in Y7 to include tactics & strategies of defending, counter-attack (Phase 1 & 2)</p> <p>Swimming #1 – 2 min tests; stroke technique</p> <p>Rugby – further development of p.l.s from Y7 with emphasis on skills and structure</p>	<p>Basketball - development of previously learned skills in Y7 to include skills, tactics & strategies of defending, counter-attack (Fast break)</p> <p>HRF – tracking of previous baseline tests from Y7; understanding of different training types to include continuous, fartlek, interval, speed, SAQ, muscular endurance</p> <p>Rugby / Invasion Games – development of transfer of skills into other activities.</p>	<p>Badminton – further development of skills to include concepts of doubles & singles play</p> <p>Swimming #2 – water skills of entries, treading water, underwater skills, dives, exits, race skills such as relays, dives, tumble turns etc.</p> <p>Cross Country - developing endurance, enhancing p.l.s from HRF</p>	<p>Volleyball – development of p.l.s. of set/volley pass; dig; serve</p> <p>Hockey – fundamental skills of passing, stopping, dribbling, reverse stick, shooting</p> <p>Gaelic Football/Aussie Rules – invasion game theme and transfer of skills</p>	<p>Athletics – development of fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles and relays</p> <p>Futsal – football skills of passing, dribbling, shooting as well as further development of decision-making, perceptual and cognitive skills transferred from invasion games theme.</p> <p>Cricket – development of p.l.s of batting, bowling and fielding.</p>	<p>Athletics – development of fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles</p> <p>Tennis – further development of fundamental skills of forehand & backhand; serve; volley</p> <p>Cricket & Softball – further development of striking & fielding elements including actics, field positions etc.</p>
<p>9</p> <p>The order of activities will depend on the timetable</p>	<p>Swimming/Personal Survival – revisiting stroke technique over longer distance to improve efficiency and endurance.</p> <p>Personal survival skills such as entries, exits, treading water, underwater swimming, chin tows, dives etc.</p>	<p>Handball – development of skills technique and tactics/strategies.</p> <p>Rugby, Football, Badminton, Table Tennis rotation – Games elements</p>	<p>Volleyball - advancement of p.l.s. of set/volley pass; dig; serve and introduction of spike and block</p> <p>Rugby, Football, Badminton, Table Tennis rotation – Games elements</p>	<p>HRF – tracking of endurance, speed & agility tests.</p> <p>Development of body resistance exercises to increase strength, circuit training and different training types including fartlek, resistance bands, interval etc.</p>	<p>Athletics - advancement of fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles and relays</p> <p>Cricket, Softball, striking & fielding theme</p>	<p>Athletics - advancement of fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles and relays</p> <p>Cricket, Softball, striking & fielding theme</p>

	Rugby, Football, Badminton, Table Tennis rotation – Games elements			Rugby, Football, Badminton, Table Tennis rotation – Games elements		
We follow the (OCR J587) GCSE specification.						
10 GCSE	Applied Anatomy & Physiology: Skeletal, joints, muscles	Applied Anatomy & Physiology: Levers, circulatory system	Applied Anatomy & Physiology: Respiratory System Physical Training: Components of Fitness	Physical Training: Principles of Training	Socio-Cultural Issues: Factors affecting participation	Socio-Cultural Issues: Commercialisation, sponsorship, media in Sport
10 Core PE: The order of activities will depend on the timetable	Core PE: Handball: Advancement of skills, tactics, strategies, decision-making, cognitive & perceptual skills Rugby, Football, Badminton, Table Tennis rotation – Games elements	Core PE: Advancement of skills, tactics, strategies, decision-making, cognitive & perceptual skills Rugby, Football, Badminton, Table Tennis rotation – Games elements	Core PE: Swimming/Personal Survival: Developing efficient stroke; Personal Survival skills; introduction to post-16 theme of swimming training types. Rugby, Football, Badminton, Table Tennis rotation – Games elements	Core PE: HRF/Weights: Introduction to weight training (low weight/high reps); Principles of training and training types Rugby, Football, Badminton, Table Tennis rotation – Games elements	Core PE: Athletics – further advancement of Athletics track & field events Cricket, Softball, Athletics, Futsal rotation	Core PE: Volleyball – variance of outdoor Volleyball Cricket, Softball, Athletics, Futsal rotation
11 GCSE	Socio-Cultural Issues: Ethics in Sport – Violence, Drugs	Sports Psychology: Characteristics of skill; Classification of skill Goal-setting	Sports Psychology: Mental Preparation, Guidance, Feedback	Health, fitness & well-being: Benefits, consequences, diet & nutrition	Revision & Exams	Revision & Exams

	Coursework (written & practical)	Coursework (written & practical)	Coursework (written & practical)	Coursework completed (written & practical)		
11 Core PE: The order of activities will depend on the timetable	<p>Core PE: Handball: Further advancement of skills, tactics, strategies, decision-making, cognitive & perceptual skills</p> <p>Games Choice: Rugby, Football, Badminton, Swimming, Weights, Table Tennis</p>	<p>Core PE: Volleyball: Further advancement of skills, tactics, strategies, decision-making, cognitive & perceptual skills</p> <p>Games Choice: Rugby, Football, Badminton, Swimming, Weights, Table Tennis</p>	<p>Core PE: Swimming: Post-16 theme of ideas and concepts of how to use a pool for training after leaving school</p> <p>Games Choice: Rugby, Football, Badminton, Swimming, Weights, Table Tennis</p>	<p>Core PE: HRF/Weights: Post-16 theme of ideas and concepts of how to use weights, circuits, body-resistance exercises and training after leaving school</p> <p>Games Choice: Rugby, Football, Badminton, Swimming, Weights, Table Tennis</p>		<p>Core PE: Football, Tennis, Softball</p>
We follow the (OCR H555) A level specification						
12	<p>Applied Anatomy & Physiology: Skeletal and muscular systems</p> <p>Skill Acquisition: Classification of skills Types and methods of practice</p>	<p>Applied Anatomy & Physiology: Cardiovascular and respiratory systems</p> <p>Skill Acquisition: Transfer of skills Learning theories</p>	<p>Exercise Physiology: Diet and Nutrition</p> <p>Sports Psychology:</p>	<p>Exercise Physiology: Preparation and training methods</p> <p>Sports Psychology: Individual differences:</p>	<p>Biomechanics: Biomechanical principles: Newton's laws</p> <p>Sports psychology: Individual differences: Social facilitation</p>	<p>Biomechanics: Stability and levers</p> <p>Sports Psychology: Group and team dynamics; Goal setting</p>

	<p>Socio-Cultural - Sport & Society:</p> <p>Emergence and evolution of modern sport – pre Industrial Revolution & post-Industrial Revolution</p>	<p>Stages of learning, guidance and feedback</p> <p>Socio-Cultural - Sport & Society:</p> <p>Emergence and evolution of modern sport – post-Industrial Revolution & Public Schools</p>	<p>Individual differences: Personality; Attitudes; Motivation & Arousal</p> <p>Socio-Cultural - Sport & Society:</p> <p>20th Century Sport</p>	<p>Anxiety; Aggression in sport</p> <p>Socio-Cultural – Sport in Society:</p> <p>21st Century Sport</p> <p>Globalisation of Sport</p>	<p>Socio-Cultural – Sport in Society:</p> <p>Modern Olympics & global sporting events</p>	<p>Socio-Cultural – Sport in Society:</p> <p>Modern Olympics & global sporting events</p> <p>Introduction to Coursework EAPI (oral response)</p> <p>Practical elements</p>
13	<p>Applied anatomy & physiology:</p> <p>Energy for Exercise</p> <p>Recovery, altitude and heat</p> <p>Sports Psychology:</p> <p>Attribution in sport</p> <p>Socio-Cultural – Contemporary issues:</p> <p>Ethics and Deviance in sport – Drugs & doping; Violence</p>	<p>Exercise Physiology: Injury Prevention and rehabilitation</p> <p>Sports Psychology:</p> <p>Confidence and self-efficacy;</p> <p>Leadership in sport</p> <p>Socio-Cultural – Contemporary issues:</p> <p>Ethics and Deviance in sport – Gambling</p>	<p>Biomechanics:</p> <p>Linear Motion</p> <p>Angular Motion</p> <p>Sports Psychology:</p> <p>Leadership in sport</p> <p>Stress management to optimise performance</p> <p>Socio-Cultural – Contemporary issues:</p> <p>Routes to Sporting Excellence in the UK</p>	<p>Biomechanics:</p> <p>Fluid mechanics and projectiles</p> <p>Skill Acquisition:</p> <p>Memory models</p> <p>Socio-Cultural – Contemporary issues:</p> <p>Modern technology in sport</p>	<p>Revision and exams</p>	<p>Revision and exams</p>

		Commercialisation and media	Coursework EAPI and practical elements	Coursework and practical completed		
		Coursework EAPI and practical elements		Revision		

KS 3 & 4 Activities can change each half term depending on facilities available, other groups, staffing etc.

For additional course & curricular information please see:

GCSE: Options Booklet (KS4 Curriculum & GCSE Options Information Tab)

A Level: Sixth Form Course Booklet (Sixth Form Course Booklet Tab)