



# Physical Education Curriculum Vision

## Quality of Education: Manifesto

### Curriculum Intent

Our rationale in PE is based on developing a passion for sport and being physically active through the engagement in a variety of sports allowing the development of sports skills and knowledge to be improved. Our challenge is to lay the foundations of engagement and enjoyment whilst embedding the fundamental motor skills and theoretical content required to thrive at GCSE/Cambridge Nationals PE. Our intention is to expose students to a wide variety of physical activities within KS3 enabling them to build a repertoire of motor skills and develop their literacy skills enabling them to access the knowledge and understanding required within the KS4 curriculum. To meet the needs of our students, each teacher delivers the scheme of work for each sport to ensure consistency. Each group will rotate every 6 weeks in which they will receive a plethora of sports by the end of each academic year. In addition the department attempts to reach the needs of all students through its offer of extracurricular teams and clubs for competition against other schools and colleges and also through its offering of recreational opportunities including leadership and coaching opportunities set up through the school sports partnership. The knowledge and understanding developed by learners throughout our 5 year curriculum is intended to offer them a secure foundation of fitness, health and well-being subsequently preparing them for both further education and their careers aspirations and also their health and well-being for the rest of their life.

The fluidity of the curriculum throughout KS3/KS4 is sequenced to ensure that knowledge and key skills are embedded throughout Year 7 enabling spaced learning, retrieval practice and interleaving to be used to retrieve and deepen students' knowledge and understanding in year 8 onwards. The idea of this approach is to allow thinking and leadership to become a part of our curriculum as knowledge, understanding and fundamental motor skills become autonomous.

## Curriculum Implementation

At KS3 our enriched curriculum provides students with the access to a wide range of sports.

YEAR 7	YEAR 8	YEAR 9
BASELINE TESTING	BASELINE TESTING	BASELINE TESTING
Football	Rugby	Rugby
Netball	Football	Netball
Badminton	Netball	Badminton
Health Related Fitness	Badminton	Table Tennis
Handball	Health Related Fitness	Health Related Fitness
Basketball	Handball	Handball
Rounders	Basketball	Basketball
Softball	Rounders	Rounders
Athletics	Softball	Softball
	Athletics	Athletics

Year 7 is divided into 6 week blocks of different sports from the ones listed above. To meet the needs of our students each teacher delivers the scheme of work for each sport to ensure consistency. This is essential to develop in KS3 to accelerate the learning at GCSE - each group will rotate every 6 weeks in which they will receive a plethora of sports by the end of each academic year.

The aim is to build upon previous knowledge from primary school (interleaving and retrieval practice) whilst developing necessary skills in order to build in new concepts such as literacy skills and tactical awareness as students develop through KS3.

The foundation skill levels are tested for KS3 in the first 3 weeks of term during our baseline assessments allowing setting to take place and lessons to be pitched at the right level. This allows all students to be in a learning friendly environment and group and allows them to develop in the correct way. Year 8 and Year 9 see the similar pattern of sports to allow tactical awareness and games concepts to occur and be taught once basic skills are taught throughout year 7. Table Tennis and Rugby are taught in Years 8 and 9 instead of football and badminton to allow for a greater more diverse curriculum. Sequencing aims to build upon previous knowledge and developing the necessary skills, techniques and tactical understanding to build the new concepts in Year 9 and a greater emphasis on developing skills for the new 9-1 GCSE.

It is also worth noting that the aim for of our curriculum is to match the sporting calendar used across Leicestershire that enables our students to be taught and develop the skills required for the sports that they are likely to compete in around the same time.

Year 7 and 8 students have 3 x 50 minute lessons per week. These are single lessons.

Year 9 students have 2 x 50 minute lessons per week. This is a double lesson.

The lessons are ability split and can be either mixed gender or gender split.

Year 9 OCR Nationals students have 4 x 50 minute lessons which are double lessons. This is on top of their 2 core lessons of PE.

## **KS4**

### Core PE

Students have a programme across Years 10 and 11 that continues to give a broad range of activities, building on the ethos and themes of Key Stage 3 through interleaving, spaced learning and retrieval practice and then moving into Year 11 offers the idea of ownership, initially in terms of the structure of the lessons and then in the choices of activities. In Year 10 we look at consolidation of practical skills; we focus on the understanding of activities and the skills related to them and also the tactical aspects of sports performance and outwitting opponents, still with the idea of high levels of physical activity. In Year 11 we change the structure in that the aim is to get into a TGFU model (Teaching Games for Understanding) as quickly as possible with the focus by the middle and towards the end of the year that students are organising, managing and executing the majority of the lessons by themselves with the rationale in line with the skill set for lifelong participation.

Year 10 students have 1 x 50 minute lessons per week in core PE. These lessons are split on ability rather than gender.

Year 11 students have 1 x 50 minute lessons per week in core PE.

Some students in Year 10 and Year 11 have an additional core PE lesson if they are not taking Triple Science. They are taught according to their Science groups and are mixed gender mixed ability groups.

## **OCR GCSE PE**

Students in Year 10 and Year 11 currently have 3 x 50 minute lessons over a week which focuses on both practical and theoretical elements of the course.

Our GCSE PE programme that we deliver consists of three aspects as listed below:

### Exam Paper 1

Anatomy and Physiology.

Physical Training.

### Exam Paper 2

Sociocultural studies.

Sports Psychology.

### Practical Sports and coursework

The practical element accounts for 30% of the overall grade and students must be graded in one team activity, one individual activity and one more team or individual activity.

The coursework element accounts for 10% of the overall grade and is completed in Year 11.

## **Cambridge National in Sports Studies**

Students in Year 10 and Year 11 currently have 3 x 50 minute lessons over a week which focuses on both practical and theoretical elements of the course.

- The vocational course that we offer is a level 2 qualification that includes exploration of and assessment in the following:
- Unit 1: Contemporary issues in sport
- Unit 2: Developing Sports Skills
- Unit 3: Sports Leadership
- Unit 4: Sports and the Media

In unit 1 of this course is an hour examination which students sit in either January or May and can retake once. The other three units of work are course work based tasks completed in lesson time.

## **Metacognition / Learning Scientists**

In PE KS3 and KS4 each student has one core PE lessons. Each lesson allows elements of retrieval practice and interleaving to be utilised within each lesson drawing upon the previous lessons' knowledge and understanding or from that of previous prior learning. The emphasis of retrieval practice and interleaving is an integral part of each and every PE lesson with fundamental motor skills and knowledge easily being transferred between different sports and with students understanding the sequencing and flow of the series of lessons that encourage learning and understanding.

With a broad range of sports being covered even in Year 7 it is important that interleaving and spaced learning is used to allow previous learning to be revisited within different sports to allow the understanding of transition and importance of the skills and tactics that can be transferred.

Dual coding is used more often GCSE and theory lessons to help support the acquisition of skills and the understanding of different topics such as the cardiovascular and the respiratory system. The use of diagrams and videos allow this to happen throughout the course giving students the opportunity to learn and develop their subject content in many different ways.

## **SMSC**

Spiritual development within Physical Education involves students to having the opportunity to discuss and develop their knowledge of the areas of racism and sexism and the discrimination of disability throughout sport and how, although over time this has changed and improved, it is still problematic. Students are encouraged to explore and discuss/ challenge actions and prejudgements that society holds.

Moral development with Physical Education allows students to evaluate and give their own opinions on morality and upcoming issues that are caused through sporting complications including cheating, rule breaking and equality. Through discussions and opportunity arising in theory and practical lessons, students have the chance to make decisions and react in ways they believe to be fair.

Social development within Physical Education is a fundamental aspect of PE lessons with students constantly being encouraged to develop their team working and leadership skills through sport and team games as well being able to evaluate their own and the work of others. The curriculum allows leadership to take hold as part of its own topic area, giving students the opportunity to understand the many forms sports leadership can take and the roles and responsibilities that are linked.

Cultural development with Physical Education involves students being given the opportunity to see the different roles that can be considered and developed as part of further education and career prospects. Teaching students that sport can be accessed in many ways in their future expands the bracket from professional sports players to students being successful in a sporting context such as within the media, medicine or management and business links.

## **Cultural Capital**

Sport and Physical Education offers a wide range of opportunities within the real world from professional athletes to media links, medical links as well as managing and coaching opportunities. We aim as a department for students to have the opportunity to take part in trips or initiatives that link to as many different aspects of 'sport' to widen their understanding of what can be achieved through sport and its links.

- We offer Year 9 students the opportunity to be part of the 'Talent Identification Scheme' that focuses on them becoming student Sports Leaders and help run and lead primary school sporting events throughout the year.
- We participate in sporting competitions and events that are part of the LAT, School Sports Partnership and regional and national competitions for a variety of different sports at both competition and participation level.

- Links with Loughborough University allow us to have trips to see sports science labs and courses that are on offer within Further Education, giving students the chance to see where Sport at HP could lead them and give them ideas about future education and careers.
- Links with Leicester City Football Club and Rugby links allow students to meet and work with coaches and people who work with professional athletes,
- Trips to watch professional games in a variety of sports allow students to observe and be part of the professional world of sport.

## **Curriculum Impact**

### **Assessment and Feedback**

Students are assessed in Years 7, 8 and 9 in the first 3 weeks of term using baseline testing. This ensures that students can show current knowledge, understanding and fundamental skills to allow setting to be completed. This involves drills and challenges being set up which students work through both individually and within groups. This relies on retrieval practice with students needing to rely on previous knowledge in order to perform such tasks.

Following this students are graded at the end of each 6 week block of activities using the current whole school assessment grid where we use the 'Beginning, Working Towards or Secure' model but this currently doesn't give information on individual sports. We are looking to include tracking grids to be stored and updated on our PE shared drive which allows students to be graded per sport in addition to the data drops we currently do as part of whole school assessment policy. Students are not the same ability over different sports and therefore we believe that this needs to be recognised with students given the chance to excel at specific sports which they are good at. This is being looked into LAT wide to produce a LAT wide assessment criteria for PE.

### **Homework**

Students receive homework for GCSE and OCR courses. To develop a consistent approach to homework, teachers set from a booklet that contains exam questions that focus on what has been taught that week to promote retrieval skills. Homework is peer or self-assessed and checked by the teacher for completion each week.

### **Questioning**

Questioning is used within lessons to check understanding. In all practical lessons this is a teacher's best way of checking for understanding and to ensure all students are being pushed and developed. Research by Doug Lemov into Cold Calling has been taken into consideration and implemented within PE lessons, ensuring that the teacher uses the knowledge of their students and their conjecture as to how the lesson is going when asking questions and who to ask.

Cold Calling Higher order questioning is also used in each lesson, often starting with retrieval practice and being expanded into open ended questions to ensure students are able to understand but explain and discuss parts of the lesson and encourage them to push for the highest answers. This allows preparation for KS4 and GCSE style questioning to become the norm with command words being frequently used and implemented into 'normal' lessons and questioning from Year 7.