



## PE Department – Curriculum Intent

KS3 Curriculum Intent			
Head of Department: Mr M Bradshaw			
	Year 7	Year 8	Year 9
	<p>The PE curriculum is based around the framework of <i>'Head, Heart, Hands'</i>. As students gain experience in a range of different sports and physical exercises, they will progress in the following areas:</p> <ul style="list-style-type: none"> <li>Head – including knowledge, analysis, evaluation and understanding</li> <li>Heart – including challenge, resilience, leadership, communication, respect and empathy</li> <li>Hands – physical skills, such as precision, accuracy, timing, control, fluency, stamina and strength.</li> </ul> <p>The following curriculum outline links each sport or activity to specific <i>'Head, Heart, Hands'</i> criteria. These can be found on the document <a href="#">here</a>.</p>		
<b>Autumn Term</b>	<p><b>Netball</b> (Head 21, 15 Heart 21, 17 Hands 20, 14)</p> <p><b>Fitness</b> (Head 16, 12 Heart 22, 19 Hands 22, 16)</p> <p><b>Fundamental movement skills</b> (Head 20, 13 Heart 16, 13 Hands 25, 16)</p> <p><b>Football</b> (Head 22, 17 Heart 21, 14 Hands 24, 15)</p> <p><b>Dance</b> (Head 19, 13 Heart 15, 11 Hands 20, 14)</p> <p><b>Gymnastics</b> (Head 17, 10 Heart 20, 14 Hands 23, 17)</p>	<p><b>Football</b> (Head 12, 8 Heart 12, 9 Hands 8, 5)</p> <p><b>Netball</b> (Head 15, 10 Heart 12, 9 Hands 9, 6)</p> <p><b>Dance</b> (Head 8, 4 Heart 13, 8 Hands 14, 11)</p> <p><b>Volleyball</b> (Head 13, 6 Heart 9, 7 Hands 18, 15)</p> <p><b>Fitness</b> (Head 11, 8 Heart 11, 7 Hands 16, 10)</p>	<p><b>Fitness</b> (Head 4 Heart 8, 6 Hands 4, 2)</p> <p><b>Badminton</b> (Head 5 Heart 9, 7 Hands 9, 6)</p> <p><b>Volleyball</b> (Head 5 Heart 7, 5 Hands 5, 1)</p> <p><b>Gymnastics</b> (Head 1 Heart 5, 5 Hands 5, 1)</p> <p><b>Football</b> (Head 1 Heart 5, 2 Hands 5, 1)</p>
<b>Spring Term</b>	<p><b>Rugby</b> (Head 18, 15 Heart 18, 15 Hands 24, 15)</p> <p><b>Badminton</b> (Head 21, 15 Heart 22, 16 Hands 23, 17)</p> <p><b>Cricket</b> (Head 17, 10 Heart 18, 15 Hands 18, 15)</p>	<p><b>Basketball</b> (Head 15, 10 Heart 15, 11 Hands 11, 9)</p> <p><b>Rugby</b> (Head 6, 3 Heart 10, 7 Hands 12, 9)</p> <p><b>Leadership</b> (Head 10, 7 Heart 10, 7 Hands 13, 10)</p>	<p><b>Basketball (leadership)</b> (Head 3 Heart 12, 7 Hands 9, 6)</p> <p><b>Table Tennis</b> (Head 2 Heart 5, 4 Hands 11, 8)</p> <p><b>Rounders</b> (Head 4 Heart 8, 6 Hands 8, 5)</p>
<b>Summer Term</b>	<p><b>Tennis</b> (Head 22, 17 Heart 17, 10 Hands 21, 15)</p> <p><b>Athletics</b> (Head 19, 13 Heart 19, 16 Hands 19, 13)</p> <p><b>Rounders</b> (Head 18, 15 Heart 17, 10 Hands 17, 14)</p>	<p><b>Athletics</b> (Head 7 Heart 13, 8 Hands 10, 7)</p> <p><b>Rounders</b> (Head 18, 15 Heart 17, 10 Hands 17, 14)</p> <p><b>Cricket</b> (Head 17, 10 Heart 18, 15 Hands 18, 15)</p> <p><b>Tennis</b> (Head 22, 17 Heart 17, 10 Hands 21, 15)</p>	<p><b>Athletics</b> (Head 2 Heart 4, 1 Hands 7, 4)</p> <p><b>Cricket</b> (Head 3 Heart 12, 7 Hands 5, 3)</p> <p><b>Tennis</b> (Head 6 Heart 4, 1 Hands 8, 5)</p>



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Overview of KS4 Curriculum		
Subject: GCSE PE		Exam Board: Edexcel
	Year 10	Year 11
Autumn Term	<p><b>Paper 1:</b></p> <p>The structure and functions of the musculoskeletal system            The structure and functions of the cardiorespiratory system            Anaerobic and aerobic exercise            The short- and long-term effects of exercise            Physical training            The relationship between health and fitness and the role that exercise plays in both            The components of fitness, benefits for sport and how fitness is measured and improved            The principles of training and their application to personal exercise/ training programmes            The long-term effects of exercise</p> <p><b>NEA:</b>  <b>Table Tennis</b></p>	<p><b>Paper 2:</b></p> <p>Physical, emotional and social health, fitness and wellbeing            The consequences of a sedentary lifestyle            Energy use, diet, nutrition and hydration            Classification of skills (basic/ complex, open/closed)            The use of goal setting and SMART targets to improve and/or optimise performance            Guidance and feedback on performance            Mental preparation for performance            Engagement patterns of different social groups in physical activity and sport            Commercialisation of physical activity and sport            Ethical and socio-cultural issues in physical activity and sport</p> <p>Ethical and socio-cultural issues in physical activity and sport</p> <p>Year 11 Mock exam</p>
Spring Term	<p><b>Paper 1:</b></p> <p>Lever systems, examples of their use in activity and the mechanical advantage they provide in movement            Planes and axes of movement            How to optimise training and prevent injury            Effective use of warm up and cool down            Use of data</p> <p>PEP Preparation, Analysis and Evaluation</p>	<p><b>NEA</b></p> <p>Practice and assessment of Netball, Football, Table Tennis, Volleyball.</p> <p><b>NEA:</b>            Climbing at Awesome Walls Stockport            Assessment of NEA practical activities</p> <p><b>Moderation of NEA internally and externally</b></p>



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<b>Summer Term</b>	<p><b>NEA</b> PEP Preparation, Analysis and Evaluation</p> <p>NEA Football, Netball, Volleyball</p> <p>Paper 1 Revision and Year 10 Exam</p>	<p><b>Paper 1 and Paper 2 revision and final exams</b></p>
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Overview of KS4 Curriculum		
Subject: Core PE		
	Year 10	Year 11
Autumn Term	<p>At Key Stage 4, students remain in ability groups, with activities offered that allow students to pursue or follow activities they enjoy. A student voice is done to find out their preferred activities. If a particular group has a preference for a different activity that is a viable option, then that may also be done. Any new activities that we are able to facilitate or an activity provided by an external coach or instructor may also be included.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Fitness</li> <li>• Rounders</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Table Tennis</li> <li>• Badminton</li> <li>• Fitness</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>• Football</li> <li>• Table Tennis</li> <li>• Basketball</li> </ul>	<ul style="list-style-type: none"> <li>• Football</li> <li>• Basketball</li> <li>• Fitness</li> <li>• Cricket</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>• Cricket</li> <li>• Rounders</li> <li>• Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Rounders</li> <li>• Tennis</li> <li>• Badminton</li> </ul>



## PE Department – Curriculum Intent

Overview of KS5 Curriculum				
Subject: A Level PE			Exam Board: AQA	
Year 12		Year 13		
Teacher A		Teacher B	Teacher A	
Teacher B		Teacher B		
Autumn Term	<p><b><u>Paper 1 Section A</u></b> Cardiovascular system Respiratory system Musculo skeletal system Movement analysis</p> <p><b><u>Paper 2 Section A</u></b> Diet and Nutrition</p>	<p><b><u>Paper 1</u></b> Skill, skill continuums and transfer of skills Impact of skill classification Principles of theories of learning and performance Use of guidance and feedback</p> <p><b><u>Paper 2</u></b> Aspects of personality Attitudes Arousal Anxiety Aggression Motivation Social facilitation Group dynamics Importance of goal setting</p>	<p><b><u>Paper 2 Section A</u></b> Injury prevention and the rehabilitation of injury</p> <p><b>NEA written coursework</b> <b>Gather evidence of practical activity</b></p> <p><b>Mock test</b></p>	<p><b><u>Paper 2</u></b> Self-efficacy and confidence Leadership Stress Management</p>
Spring Term	<p><b><u>Paper 1 Section A</u></b> Neuromuscular system Energy Systems</p>	<p><b><u>Paper 1</u></b> Memory models Information processing Sport and Society Pre-industrial (pre-1780) Industrial and post industrial (1780-1900) Post World War (1950-present)</p>	<p><b><u>Paper 2 Section A</u></b> Biomechanics Levers Linear motion Angular motion Projectile motion Fluid mechanics</p> <p><b>NEA Completion of written coursework.</b> <b>Assessment and moderation of NEA</b></p>	<p><b><u>Paper 2</u></b> Concepts of physical activity and sport Development of elite performers in sport Ethics in sport Violence in sport Drugs in Sport</p> <p>The role of technology in sport. Commercialisation</p>
Summer Term	<p><b><u>Paper 2 Section A</u></b> Preparation and Training methods Biomechanical movement Newtons Laws Definitions, equations and units of example scalars Mass and stability</p>	<p><b><u>Paper 1</u></b> Sociological theory applied to equal opportunities</p>	<p><b>Revision of all topics and final exams</b></p>	<p><b><u>Paper 2</u></b> Sport and the law The role of technology in sport and its positive and negative impacts</p>



## PE Department – Curriculum Intent

### Curriculum Rationale

Although we are an academy, the PE Department at Urmston Grammar follow the same National Curriculum aims at Key Stages 3 and 4:

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

Pupils are 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]
- To develop their technique and improve their performance in other competitive sports [for example: athletics and gymnastics]
- To perform dances using advanced dance techniques within a range of dance styles and forms
- To 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
- To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- To take part in competitive sports and activities outside school, through community links or sports clubs

In Year 7, students are in mixed gender and ability groups and follow the same curriculum. There is a wide range of ability and all have had a different experience of PE on arrival at Urmston Grammar. Some students are very high achievers, whilst others have very limited experience with poor motor skills and knowledge. A great emphasis is placed at Year 7 on developing a love for PE, being physically active and developing confidence in a broad range of activities and curriculum areas. They follow 12 activities in #year 7 that last 6 hours each. These are revisited again and progressed in Years 8 and 9. Students in Year 7 also follow a scheme of work on developing Fundamental Movement skills, to develop key common core skills such as throwing, catching, running and movement patterns. Year 7 students also attend a 3 day residential in the Lake District where they do a range of outdoor activities such as climbing, raft building and orienteering.

We aim to develop the students' cognitive, affective, and psychomotor domains through the use of Head, Heart and Hands and use these to monitor progress and set individual targets. Each student has an individual copy that is updated where the criteria has been achieved in lessons. The Key Stage 3 curriculum above shows where progress is used and achieved in lessons. These copies are kept by their teacher and updated appropriately.

In Years 8 and 9 students are put into ability groups and all follow the same curriculum. Most activities are done either once or twice more allowing for revision of learned areas and for progression to more complex ideas, skills and tactics. The areas of '*Head, Heart, Hands*' are continued to allow for progression and continuity. In Year 8 students develop their leadership by organising and delivering a competition to others in the year. In Year 9 they are involved in Sports Education in basketball where they continue developing their leadership skills. In Fitness they cover several topics that are in the GCSE PE course such as Methods of training, components of fitness and fitness testing.

Where possible at Key Stage 3, staff stay with their groups and teach all activities. Schemes of work are followed and adapted where necessary to get the best out of the appropriate group.

At KS4 students can opt to study GCSE PE. Four members of staff are allocated to teach relevant topics and Year Groups. At A level there are 3 members of staff who teach different topics of the specification.



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In Core PE at KS4, we continue to follow the National Curriculum. Pupils tackle complex and demanding physical activities and get involved in a range of activities that develop personal fitness and promotes an active, healthy lifestyle. Groups remain as in Year 9, but some students may change where appropriate. The number of activities followed is narrowed slightly and students are given an element of choice through student voice. There are also opportunities to bring in external coaches or instructors to offer different activities to engage students.

There is a wide extra curricular programme of activities and students are encouraged to attend in all Year Groups. Year 6 students are invited to bespoke taster sessions and our Volley ball club. There are both recreational activities, such as badminton, and a whole programme of practice sessions and fixtures in activities, where we compete at school, county and national levels with great success. We have links with our local community and share facilities with Urmston Tennis and Cricket Club. We have numerous students that play and compete at National level.