



# Physical Education 2021-22

Brownhill Learning Community

# Introduction

## **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Physical Education provides 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

# Key Stage 3

Pupils are taught to 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 have the opportunity to 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 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 3/4- Heights Lane Practical Timetable

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sports	Basketball	Unihoc	Badminton	Volleyball	Cricket/ Rounders	Tennis

# Heights Lane Skills Curriculum

The skills curriculum has been created to support the development and wellbeing of students that maybe slightly disadvantaged with their development.

The skills curriculum in developing the main skill sets for Gross Motor Skills Development.

Components of Core Skills	Associated programmes
<b>Balance</b>	Balance Jumping Hopping Skipping
<b>Strength</b>	Strength
<b>Understanding of body schema and position in space</b>	Body awareness Strength Knowledge of right and left Bilateral coordination/integration Spatial awareness
<b>Visual skills</b>	Recognition and visualisation Visual perception Visual recall



# Promoting Own Health

A new promotion for the Key stage 3/4 curriculum in PE. Students have the opportunity to reflect and improve their own personal health and work towards accreditation. There is the opportunity to explore various Factors in students health such has healthy eating, healthier training regimes, improving personal health and taking part in sport within their local communities in their own time.

Students will be promoting and monitoring their own health journey's throughout the year with opportunities to enhance their health and wellbeing.

# Key Stage 4

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

Pupils are 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.

To further compliment the key stage 4 curriculum, students have the opportunity to complete a GCSE in PE. Details of the Qualification can be found via the link below.

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

# GCSE Programme

The GCSE programme is run through AQA. The course comprises of both practical, written coursework and theory exams. Students are presented with an option for completing the GCSE programme initially at the beginning of year 10. Should students engage, they will complete the 7 units to make up the theory aspect of the GCSE and work towards their practical engagement in sport. At the end of their assessments they will complete 3 sports, which are either team or individual sports. GCSE coursework elements are completed in Spring 1 half term of year 11 and Theory exams are completed in the Summer of year 11.

# Key Topics Per Term GCSE PE

	GCSE Year 1	GCSE Year 2
<b>Autumn Term 1</b>	Applied anatomy and physiology	Sports psychology
<b>Autumn Term 2</b>	Applied anatomy and physiology	Socio-cultural influences
<b>Spring Term 1</b>	Movement analysis	Health, fitness and well-being, coursework
<b>Spring Term 2</b>	Physical Training	Revision
<b>Summer Term 1</b>	Physical training	Exams
<b>Summer Term 2</b>	Use of data	-----



# Further Information

For further information regarding the PE curriculum, please contact John Banner

03003038384 option 3

