



Physical Education Learning Journey

Intent · Implementation · Impact



Curriculum Intent

The Parkside Physical Education Curriculum Learning Journey meets the statutory requirements of the Physical Education National Curriculum in England. At Parkside Community School, the PE department has two connected aims. The first is to overcome all barriers that prevent pupils engaging and **participating** in physical activity. For many this will involve exposing them to a range of activities that they may not have encountered before. For others it will involve personal encouragement that builds self-confidence and the capacity to take risk- to challenge themselves to go outside their comfort zone. This is an immensely important aspect of the work we do. Success is contagious and will infect other areas of their lives. Self-worth and self-belief are difficult to capture and quantify in a test but have a profound impact on student's life chances.

*It is through participation that students find and build **personal excellence**.*

Personal excellence is the second aim of the PE department. The concept of personal excellence may look different for each child. For some it may be participating in competitive sport outside of school, on to club level and beyond. For others, it may be taking part in a sport or activity for personal enjoyment or for improved fitness. For other pupils, personal excellence may be an increase in self-confidence and self-belief, an increase in participation levels. The intent of the PE department is closely aligned to the whole school intent of developing the whole person, and caring about the choices that pupils make in their future lives.

These two aims are the planning drivers in the KS3 Core PE curriculum plan, which includes a wide breadth of sports and activities to allow skill acquisition in order for pupils to develop at their preferred sport and achievement levels. Having even basic skill levels empowers pupils as independent learners to encourage commitment and life-long participation in sport. The PE curriculum is fully inclusive and allows all pupils of all backgrounds to engage and succeed, irrespective of their SEND or EAL status, or other additional need.

The long-term impact of participation in sport has countless documented benefits that literally enhance, improve and save lives. We believe by actively embedding healthy active life styles at a young age we can profoundly influence our students' futures, giving them the tools and confidence to create a healthy body and mind. Our subject is unique in its capacity to unite aspects of the physical and academic, giving it the potential to reach students and challenge them regardless of their ability.

The KS3 curriculum is also planned to underpin progression into KS4 core PE and BTEC Sport. This is implemented through the gradual introduction and repetition of relevant topics, including both theoretical knowledge of fitness components and practical leadership experience. These leadership skills are examples of the 'portable' nature of the skills developed by students within PE. By providing and structuring opportunities to lead, we create role models from within our student body that inspire younger students to emulate their success.

Our study of BTEC Sport at KS4 represents a gate to a wider sporting world. The aspects studied underpin the performance of professional athletes and sports professionals. The course is vocational and has its roots in practical sessions.



We fundamentally believe in the life changing power of **participation** and demand our students relentlessly challenge themselves to pursue **personal excellence**.

English Curriculum Learning Journey



Curriculum Implementation

Our KS3 and KS4 Core PE is implemented by following a cyclical approach – sports and activities are repeated throughout each key stage to allow pupils to grow and develop their skills whilst building on their prior knowledge and learning. This scaffolded approach allows pupils to develop their fitness whilst exploring a wide range of sporting activities over a sequence of lessons, which leads to pupils experiencing a rich diet of physical activity and using a wide range of sports as vehicles to meet the learning criteria.

The curriculum plan is linked as closely to the Chesterfield Sports Partnership calendar of extra-curricular activities as possible to allow progression from lessons to competition where appropriate.

In the final week of each half term, all pupils take part in inter-mentor competitions in their PE lessons to allow for competition opportunities for all. Throughout the year, the PE department offer pupils a wide range of extra-curricular clubs, fixtures and trips, as well as engaging with local coaches and venues to ensure pupils experience different environments and expertise levels beyond the curriculum. National and international events, such as the Olympics, Commonwealth Games and major football tournaments, are also highlighted within the PE curriculum.

Each Core PE lesson starts with a warm up to activate the mind and body of the pupils. At this point, teaching staff introduce the lesson concept or revisit relevant prior knowledge in order to support the new learning taking place. Each Core PE lessons follows a set pattern or rehearsing or repeating learning in a closed situation, followed by application of the skill to a more open context. This scaffolded, cyclical approach enables pupils the opportunity to take part in a game or competition with the necessary skills to succeed. The aim of each core PE lesson is to be 80% practical, to allow pupils to experience first-hand practical experiences to further develop their skills and understanding.

By guiding pupils through a wide variety of skills and sporting activities, staff give pupils autonomy over their learning and facilitate an enjoyment of participation. It is accepted that not every pupil will love every sport, but that every pupil should try to achieve their personal best in every sport.

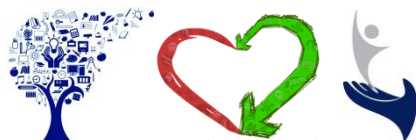
For each of the individual sports/activities that we deliver over the course of the year, the A3 Scheme of Work documents indicate the main lesson topics/skills that are delivered. The skills are placed in an order to allow maximum progression over the block of work. Individual staff may choose to spend more time on one of the individual topics, for example passing in rugby, if they feel that it would negatively impact progress to move on to the next skill.

PE Activity Plan	September to Christmas	January to Easter	Easter to Summer
Y7 Boys	Gymnastics Basketball Football OAA/XC	Handball Rugby Leadership HRE	Athletics Rounders Tennis
Y7 Girls	Gymnastics Netball OAA/XC Dance	Netball Basketball Leadership HRE	Athletics Rounders Tennis



Y8 Boys	Gymnastics Basketball Football OAA/XC	Handball Rugby Leadership HRE	Athletics Rounders Tennis
Y8 Girls	Gymnastics Netball OAA/XC Dance	Netball Basketball Leadership HRE	Athletics Rounders Tennis
Y8 Mixed	Netball Gymnastics OAA/XC Football	Leadership Rugby Handball HRE	Athletics Rounders Tennis
Y9 Boys	Football, Basketball	HRE, Rugby	Athletics Rounders Tennis
Y9 Girls	Netball, Dance	HRE, Basketball	Athletics Rounders Tennis
KS4 Boys	Football, Games	HRE, Rugby	Athletics Rounders Tennis
KS4 Girls	Netball, Dance	HRE, Games	Athletics Rounders Tennis
KS4 Mixed	Games, HRE	Games, Netball	Athletics Rounders Tennis

This table highlights the key themes that run through all Physical Education lessons. The KS3 themes are determined by the BTEC Sport criteria which need to be learned and applied to effectively pass this course. At KS4 Core PE the focus is purely on skill development and personal fitness.



For Key Stage 4 PE students, the learning process is a continuation of the activities introduced in Key

Theme 1 Fitness Training	Theme 2 Leadership	Theme 3 Practical Performance
Year 11 – BTEC Sport	Year 11 – BTEC Sport	Year 11 – BTEC Sport
RPE, MHR, Borg Scale Training methods – Fartlek, Plyometric training, PNF stretching, Writing of own fitness development plan.	N/A	N/A
Year 10 – BTEC Sport	Year 10 – BTEC Sport	Year 10 – BTEC Sport
Fitness component justification Training methods Fitness testing Writing of own fitness development plan.	Planning and delivery of full sessions Identification of key qualities required by a leader. Delivery and evaluation of own sessions. Identification of key qualities required by a leader.	Full analysis of performance. Accurate and consistent performance of complex skills. Full analysis of performance including an action plan. Accurate and consistent performance of complex skills.
Year 9	Year 9	Year 9
11 Fitness Component definitions matched to individual needs. Circuit Training set up. Impact of the cardiorespiratory system.	Planning and delivery of skill related sessions.	Justification of strengths and weaknesses. Accurate and consistent performance of complex skills.
Year 8	Year 8	Year 8
Fitness component definitions – Aerobic Endurance, Speed, Strength, Power, Agility, Balance. Basic functions of the cardiorespiratory system.	Planning and delivery of warm-ups to bigger groups. Planning and delivery of parts of sessions.	Identification of strengths and weaknesses. Accurate and consistent performance.
Year 7	Year 7	Year 7
Short and long term effects of exercise on the body. Strength, Stamina, Speed.	Planning and delivery of warm-ups to small groups.	Commenting on a performance using key words. Accurate performance.

English Cur

Stage 3 alongside a focus on physical fitness and mental health. The increased emphasis to physical activity is a way of embedding a healthy and active lifestyle fostered in KS3, with the aim of forming a foundation for a life time of healthy living. In Year 10 and 11, students are taught a variety of team and individual activities throughout the year.

Students at Key Stage 4 participate in a number of activities during their physical education lessons the main ones include:

Athletics	Health related exercise	Dance	Rounders
Rugby	Netball	Handball	Football
Rowing	Table Tennis	Tennis	Dodgeball



Students have the opportunity to develop:

- learning – because they have an increased understanding of different sports. In addition, a deeper knowledge of skills, tactics and strategies evolve because there is interaction between students.
- personal skills – because the PE department provide opportunities to socialise and have fun with other team members.
- responsibility – because they become more skillful when given responsibility. Many students enjoy the freedom of being able to make decisions without the teacher’s input; as a result, students become more able to manage themselves and others.
- leadership – because through leading activities they learn to develop leadership skills.



Physical Education – BTEC SPORT

Unit 6 – Leading Sports Activities (Y10 September to Christmas)			
	<p>Prior Learning</p> <p>All pupils will have experienced sports leadership as part of the KS3 curriculum and will be familiar with some of the keywords. All pupils will have experienced leading parts of sports sessions to groups of their peers.</p>	<p>Disciplinary Literacy</p> <p>Each lesson a selection of the keywords will be discussed in relation to the assignment criteria – structured talk. Exemplar answers will be shown and resource sheet provided to support with description – disciplinary literacy. Regular show-calls to promote meeting assessment criteria – disciplinary literacy</p>	
	<u>Theory Lessons</u>	<u>Key Words</u>	<u>Practical Lessons</u>
Assignment 1	<p>Lesson 1 – 4</p> <p>New Learning: Introduction to BTEC Sport and assessment methods. Discussion around key instruction vocabulary (describe for Pass, explain for Merit, analyse/compare for Distinction) and how to implement this. Assignment 1 requires a description and explanation of a set list of skills and qualities that are required to be a successful sports leader. For each of the identified competencies learners are required to first describe the skill, stating why it would be a useful attribute to have, then explain an example of two sports leaders (PE teacher and a football coach) who applies the skills effectively.</p> <p>Memory Platform: Pupils to recall leadership qualities from KS3 PE</p>	<p><u>Lesson 1</u> Communication Organisation of equipment Knowledge Activity structure Target setting Use of language Evaluation Appearance</p> <p><u>Lesson 2</u> Enthusiasm Confidence Leadership style Motivation Humour Personality</p> <p><u>Lesson 3 and 4</u> Professional Conduct Health and Safety Equality Insurance Child Protection Legal Obligations Ethics and Values Rules and Responsibilities</p>	<p>Lesson 1 - Leadership competencies.</p> <p>New Learning: Pupils to take part in activities to develop both their understanding of communication (non-verbal and verbal) and their ability to use these skills successfully in a sports session. Tasks to include communication card games, organisation of equipment challenges, timekeeping activities and a focus on their mannerisms when leading.</p> <p>Memory Platform: Pupils to recall the two types of communication from KS3 PE.</p> <p>Lesson 2 - methods of delivery.</p> <p>New Learning: Pupils will deliver pre-planned ice breaker games to each other, focusing on their enthusiasm, their motivation techniques and their leadership style, whilst evaluating the performance of their peers. Pupils will explore the main three leadership styles. Pupils will explore how to present themselves to a group and how to ensure a group are working together. How a session should look.</p> <p>Memory Platform: Focus on warm ups, cool downs and the purpose of these.</p>
	<p>Lesson 5 – 6</p> <p>New Learning: Comparison of two named sports leaders in detail for distinction task. Pupils are required to select two sports leaders and in detail analyse three similarities and three differences.</p> <p>Memory Platform: Pupils will be required to revisit the keywords written in the main body of Assignment 1 to allow for the similarities and differences between the two sports leaders to be analysed.</p>		

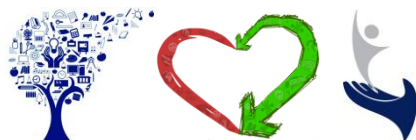


Assignment 2	<p>Lesson 7 New Learning: Pupils to identify two sports that they wish to plan sessions for and identify the skill that they be will coaching. Learning Outcomes written.</p> <p>Memory Platform: Planning of Sports Leadership activities identifying warm up and cool down tasks for two session plans. Class discussions based around engaging warm-ups and stretches from practical lessons.</p> <p>Lesson 8 and 9 New Learning: Planning of Sports Leadership activities skill introduction, practice and conditioned games. Discussions around how to improve skill levels when delivering a session. Students are required to complete two sessions plans for two different sports.</p> <p>Memory Platform: Pupils to recall from practical lessons how to plan activities to improve skills, progressive coaching – what activities actually improve skill</p> <p>Lesson 10 New Learning: Pupils to write up their risk assessment for their planned activity and describe how they will minimise the risk int their sessions with a suggested measure. Pupils will also complete their letter of consent form.</p> <p>Memory Platform: Pupils to recall potential hazards that they discovered in their risk assessment in practical lessons.</p>	<p>Lesson 7 Warm Up Cool Down Static Stretch Dynamic Stretch</p> <p>Lesson 8 and 9 Skill Practice Development Conditioned game</p> <p>Lesson 10 Risk assessment Severity Likelihood Suggested measure Consent</p>	<p>Lesson 3 – warm ups and cool downs New Learning: Pupils will then be asked to create their own warm up and cool down and lead this to their groups. The purpose of a warm up and cool down will be discussed.</p> <p>Memory Platform: Pupils will form small groups and work through the ‘warm-up ideas’ booklet, leading one warm up to their group each.</p> <p>Lesson 4 and 5 – a variety of activities that can be used within a sports activity session. New Learning: Pupils to discover how to plan activities to improve skills, progressive coaching – what activities actually improve skill level, how to structure these, how to identify weaknesses. Pupils to create their own mini sessions which will form part of their assignment 3 theory.</p> <p>Memory Platform: Pupils to apply the leadership qualities that they have already learned (e.g. communication) to their sessions.</p> <p>Lesson 6 – risk assessments. New Learning: Pupils to complete a risk assessment of a sports facility around the school to develop knowledge of how to complete a risk assessment form effectively.</p> <p>Memory Platform: Pupils to recall the legal responsibilities of a leader.</p> <p>Lesson 7 – 12 – pupil led sessions. New learning: All pupils will deliver parts of their session to their peer groups. Feedback activities including questionnaires to be completed</p> <p>Memory Platform: Pupils to apply the leadership qualities that they have already learned (e.g. communication) to their sessions. Pupils</p>
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Assignment 3	<p>Lesson 11 and 12 New Learning: Review of Sports Leadership activities and targets for development. Pupils to describe and explain their strengths and weaknesses during their leadership deliver. Learners to set SMARTER targets for their development as sports leaders Including questionnaire analysis.</p> <p>Memory Platform: Pupils to recall leadership qualities to assist in the writing of their own strengths and weaknesses.</p>	<p><u>Lesson 11</u> SMARTER targets Development plan Barriers Feedback</p>	<p>taking part in the sessions to consider what qualities they can identify in their leader.</p>
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Unit 2 – Practical Sport (Y10 Christmas to Easter)	
<p style="text-align: center;"><u>Prior Learning</u></p> <p>All pupils will have taken part in Rounders lessons at KS3 and some will have experienced Badminton lessons (dependent upon availability of facilities). All pupils will have experienced analysing the practical performance of both themselves and others through KS3 PE.</p>	<p style="text-align: center;"><u>Disciplinary Literacy</u></p> <p>Each lesson a selection of the keywords will be discussed in relation to the assignment criteria – structured talk. Exemplar answers will be shown to support with analysis – disciplinary literacy. Regular show-calls to promote meeting assessment criteria – disciplinary literacy</p>
<p style="text-align: center;"><u>Theory Lessons</u></p> <p>Lesson 1 – 3 AO1 part 1 New Learning: Describing and applying the rules, regs and scoring systems of one team sport (rounders). Knowledge applied from practical lessons, from class discussions and also from internet research.</p> <p>Memory Platform: Certain rules and regulations to be recalled from KS3 PE lessons and also practical BTEC Sport lessons.</p>	<p style="text-align: center;"><u>Keywords</u></p> <p><u>Lessons 1 - 3</u> Batter Bowler Backstop Base Backwards Hit Obstruction Half Rounder</p>



<p>Lessons 4 – 6 AO2 part 1 New Learning Reflective diary summarising tactics, techniques and skills in one team sport (rounders). Fitness component definitions introduced and set as knowledge builder homework to allow for competition of this assignment. Memory Platform: Knowledge applied from practical lessons, from class discussions and also from internet research. Fitness component names from KS3 recalled.</p> <p>Lessons 7 – 10 AO3 part 1 New Learning: Self analysis and peer analysis document in one team sport (rounders). Memory Platform: Knowledge applied from practical lessons, assignment 1, from class discussions and also from internet research</p> <p>Lesson 11 – 14 AO1 part 2 New Learning: Describing and applying the rules, regs and scoring systems of one individual sport (badminton). Knowledge applied from practical lessons, from class discussions and also from internet research. Memory Platform: Certain rules and regulations to be recalled from KS3 PE lessons and also practical BTEC Sport lessons. As pupils will have already completed one half of this assignment for rounders, they should recall the assessment criteria and writing techniques from lessons 1-3.</p> <p>Lessons 15 – 17 AO2 part 2 New Learning: Reflective diary summarising tactics, techniques and skills in one individual sport (badminton). Knowledge applied from practical lessons, from class discussions and also from internet research. Memory Platform: Knowledge applied from practical lessons, from class discussions and also from internet research. Fitness Component definitions recalled from lessons 4-6. As pupils will have already completed one half of this assignment for rounders, they should recall the assessment criteria and writing techniques from lessons 4-6.</p> <p>Lessons 18 – 20 AO3 part 2 New Learning: Self-analysis and peer analysis document in one individual sport (badminton). Memory Platform: Knowledge applied from practical lessons, from class discussions and also from internet research. As pupils will have already completed one half of this assignment for rounders, they should recall the assessment criteria and writing techniques from lessons 7-10.</p>	<p>Full Rounder Umpire</p> <p><u>Lesson 4 – 6</u> Batter Bowler Backstop Long Barrier Golden Triangle Hitting to Space Exploiting Weaknesses</p> <p><u>Lesson 7 – 10</u> Strength Weakness Performance Tactic Strategy Outwit</p> <p><u>Lessons 11-14</u> Racket Shuttle Lines Court Net In Out Serve Umpire Chair Line Judge</p> <p><u>Lessons 15 – 17</u> Backhand Serve Forehand Serve Overhead Clear Drop Shot Smash Shot Hitting to Space Exploiting Weaknesses</p> <p><u>Lesson 18 – 20</u> Strength Weakness Performance Tactic Strategy Outwit</p>
<p style="text-align: center;"><u>Practical Lessons</u></p> <p>Rounders Lesson 1 New Learning:</p>	<p><u>Keywords</u> <u>Lesson 1</u> Batter Bowler</p>



Whilst recalling the basic rules of rounders, pupils will understand the batting and bowling umpire positions and the roles of each. Pupils will take on the role of the umpire and also take part in the games to assist in AO1.

Memory Platform:

Pupils will recall the pitch layout including base positions, the basic rules of running and bowling, scoring and post rules.

Rounders Lesson 2

New Learning:

Pupils will rehearse and refine their bowling technique, focusing on accuracy and consistency. Self-analysis of bowling technique will be completed towards AO3.

Memory Platform:

Pupils to recall the accurate bowling technique from KS3 lessons.

Rounders Lesson 3

New Learning:

Pupils will take part in drills to learn batting techniques including hitting to space and power batting performed accurately and consistently. Self-analysis of their batting technique will be completed towards AO3.

Memory Platform:

Batting technique, grip and stance.

Rounders Lesson 4

New Learning:

Pupils will recall the long barrier technique and will apply this to a game whilst completing self-analysis of this skill.

Memory Platform:

Teaching points of long barrier and application to fielding.

Rounders Lesson 5

New Learning:

Pupils will recall the backstop teaching points and also the golden triangle and will apply this to a game whilst completing self-analysis of these skills.

Memory Platform:

Backstop and golden triangle teaching points.

Rounders Lesson 6

New Learning:

Pupils will take part in full games of rounders and will also have the opportunity to officiate, during which time they will also be required complete their self-analysis whilst taking on the role off role of official. Completion of any outstanding self-analysis for the listed skills and techniques.

Memory platform:

Recall of teaching points for main key skills.

Badminton Lesson 1

New Learning:

Pupils play in small court games focussing on court layout/set up, equipment and basic game rules including scoring and fouls.

Memory Platform:

Basic game rules for those who covered badminton in KS3.

Badminton Lesson 2

New Learning:

Backstop

Base

Umpire

Lesson 2

Smooth

Underarm

Head

Hip

Strength

Weakness

Lesson 3

Stance

Grip

Aim

Power

Lesson 4

Long Barrier

Technique

Co-ordination

Lesson 5

Backstop

Cup

Distribute

Lesson 6

Official

Bowling umpire

Batting umpire

Scoring

Calls

Lesson 1

Racket

Shuttle

Lines

Court

Net

In

Out

Serve

Umpire

Chair

Line Judge

Lesson 2

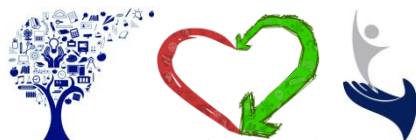
Backhand Serve

Forehand Serve



<p>Pupils to refine their serving technique including high serve/backhand serve and complete self-analysis of these shots. Memory Platform: Pupils to recall the basic rules of badminton including court size for singles/doubles.</p> <p>Badminton Lesson 3 New Learning: Pupils to refine their Overhead Clear and drop technique and record their self-analysis of these shots. Memory Platform: Pupils to recall the scoring systems for badminton games.</p> <p>Badminton Lesson 4 New Learning: Pupils to refine their drop shot technique and self-analysis of this shot. Memory Platform: Pupils to recall the overhead clear technique and use this to help disguise their drop shot. Pupils to continue to act as officials, applying the scoring systems, serving rules and calling in/out.</p> <p>Badminton Lesson 5 New Learning: Pupils to refine their smash technique and self-analysis of this shot. Memory Platform: Pupils to apply the scoring systems and serving rules to a game whilst acting as an official.</p> <p>Badminton Lesson 6 New Learning: Pupils to apply tactics of doubles, hitting to space to their games and analyse their success. Memory Platform: Pupils to continue to act as officials, applying the scoring systems, serving rules and calling in/out.</p>		<p>Service Line Foul Serve</p> <p><u>Lesson 3 and 4</u> Overhead Clear Drop Shot Trajectory Stance Disguise</p> <p><u>Lesson 5</u> Smash Shot Power Swoosh</p> <p><u>Lesson 6</u> Hitting to Space Exploiting Weaknesses Target</p>	
Unit 3 – Training for Personal Fitness (Y10 Easter to Y11 Christmas)			
<p><u>Prior Learning</u> All pupils will have experienced HRE part of the KS3 curriculum and will be familiar with some of the keywords including fitness components and training methods. All pupils will have experienced the fitness suite equipment and a range of other fitness challenges and equipment.</p>		<p><u>Disciplinary Literacy</u> Each lesson a selection of the keywords will be discussed in relation to the assignment criteria – structured talk. Exemplar answers will be shown and resource sheet provided to support with description – disciplinary literacy. Regular show-calls to promote meeting assessment criteria – disciplinary literacy</p>	
	<u>Theory Lessons</u>	<u>Theory Key Words</u>	<u>Practical Lessons</u>

English Curriculum Learning Journey



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assignment 1</p>	<p>Lesson 1 – 2 New Learning: Pupils will work on planning a personal fitness programme, considering their own strengths and weaknesses, their current levels of fitness, their preferences in terms of physical activity and their needs in relation to badminton or rounders. Memory Recall: Pupils to recall Unit 2 AO2 which discussed their performance in rounders and badminton in relation to the physical fitness components.</p> <p>Lesson 3 – 4 New Learning: Pupils will set their fitness goals and targets and apply basic and additional training principles to their programme. Memory Recall: Discussion of fitness components in relation to overall fitness.</p> <p>Lessons 5 – 7 New Learning: Pupils will create their fitness programme including a justification slide for distinction criteria. Memory Recall Pupils will reflect on their time in the fitness suite and also the fitness training method work undertaken in practical lessons to assist them in writing their fitness programme.</p>	<p><u>Lesson 1 – 2</u> Strength Weaknesses Fitness Tests Attitude to training</p> <p><u>Lesson 3 - 4</u> Frequency Intensity Time Type SMARTER goals SPORRRAVI</p> <p><u>Lessons 5 – 7</u> Progressive Overload Intensity Adherence Enjoyment Specific</p>	<p>Lesson 1 – 2 New Learning: Pupils will take part in fitness testing of endurance, strength, speed and agility focussing on baseline results and what their data means. Memory Recall: Pupils to recall Unit 2 AO2 which discussed their performance in rounders and badminton in relation to the physical fitness components.</p> <p>Lesson 3 – 4 New Learning Pupils to take part in a variety of fitness training methods including circuits, weight training, continuous/interval/Fartlek training, flexibility training. Memory Recall: Pupils to recall Unit 2 AO2 which discussed their performance in rounders and badminton in relation to the physical fitness components and relate this knowledge to suitability of each training method.</p> <p>Lesson 5 – 7 New Learning Practice weeks in fitness suite, collecting 1RM and other relevant data for fitness plan. Memory Recall: Pupils to link back to theory lessons where they identified their fitness goals and decide which fitness suite activities are most relevant.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assignment 3</p>	<p>Lessons 9 – 14 New Learning: After every fitness session completed pupils must complete a reflective diary of their fitness programme considering any progress made during each session and outlining any changes to the following week. This task is completed after every gym session. Memory Recall:</p>	<p><u>Lesson 15 – 16</u> Overload Improvements Target RPE Borg Scale</p>	<p>Lesson 8 – 13 New Learning: Students to complete their own independent fitness plan in the fitness suite. Memory Recall Pupils to apply the training principles of FITT and SPORRRAVI to their programmes and be able to state why and where the overload is taking place. Lesson 14 Fitness testing for second time collecting new baseline results.</p>



	Pupils must link back to training methods and also FITT and SPORRRAVI knowledge when completing their changes for the following session.		
Assignment 4	<p>Lesson 15 – 16 New Learning: Pupils to complete a full review of the fitness programme, including progress made, the strengths and weaknesses of the plan, and highlighting changes made for next time.</p> <p>Memory Recall: Pupils to apply the training principles of FITT and SPORRRAVI to their analysis and explain how they would apply these principles to a future plan.</p>	<p><u>Lesson 15 – 16</u> Strength Weakness Effectiveness Improvements</p>	<p>Lesson 14 New Learning: Pupils to repeat fitness testing for second time collecting new baseline results.</p> <p>Memory Recall: Pupils to recall how to set up and run each fitness test</p>
Assignment 2	<p>*This assignment is set as homework throughout the completion of unit 3 *</p> <p>New Learning: Applying physiological and kinesiological knowledge of the cardiorespiratory systems, the skeletal system and the muscular system. Pupils are permitted to use the internet to research.</p> <p>Memory Recall: Pupils to apply their knowledge of effects of exercise on the body from KS3 to this assignment.</p>	<p><u>Independent Task</u> Respiratory System Muscular System Skeletal System Lactic Acid Micro Tears Recovery</p>	N/A

Unit 1 – Exam (Y11 January until Exam Date)	
<p><u>Prior Learning</u></p> <p>This unit is delivered to pupils after all the coursework topics have been completed as there are many links in these units and the knowledge required for the exam unit. For example in unit 2, pupils will have learned the physical fitness components and their application to sport, and also how to complete performance analysis. In unit 3 pupils have learned the fitness components, fitness testing methods, some fitness training methods</p>	<p><u>Disciplinary Literacy</u></p> <p>Each lesson a selection of the keywords will be discussed in relation to the exam requirements – structured talk. Exemplar answers will be shown to support with longer answers – disciplinary literacy. Regular show-calls to promote meeting assessment criteria – disciplinary literacy</p>



<p>and also principles of training. The examination focused lessons aim to solidify this knowledge and teach pupils how to apply it to exam questions. All pupils will have experienced a wide range of sports through KS3 PE which is crucial for the BTEC Sport exam, which requires basic knowledge of sporting skills.</p>	
Theory Lessons	Practical Lessons
<p>Lesson 1 – 3 New Learning: Definitions of 11 fitness components, emphasis on split into Physical and Skill related components. Application to sporting scenarios. PPQs broken down in to describe, explain, apply/analyse/compare. Memory Recall: Pupils to recall fitness components from unit 2, unit 3 and KS3.</p>	<p>Lesson 1 New Learning: Fitness testing – MSFT, Handgrip Dynamometer and 35m sprint. Pupils will take part in these fitness tests to record their own scores, but will also be involved in the setting up and calibration of equipment as knowledge of this is an examined area. Memory Recall: Students will be familiar with the format of these tests from unit 3.</p>
<p>Lesson 4 – 6 New Learning: Descriptions fitness tests for 8 of the fitness components. Methodology, validity, reliability and advantages and disadvantages of each test. PPQs broken down in to describe, explain, apply/analyse/compare. Memory Platform: Pupils to recall some fitness tests from unit 3 and also from practical lesson 1 - 3.</p>	<p>Lesson 2 New Learning: Fitness testing – Illinois Agility, Sit and Reach, Vertical Jump. Pupils will take part in these fitness tests to record their own scores, but will also be involved in the setting up and calibration of equipment as knowledge of this is an examined area. Memory Platform: Students will be familiar with the format of these tests from unit 3. Knowledge checks linking name of fitness test to fitness component.</p>
<p>Lesson 7 – 9 New Learning: Six fitness training methods for improving personal fitness. Methodology, equipment required and advantages and disadvantages of each method. Application to sporting scenarios. PPQs broken down in to describe, explain, apply/analyse/compare. Memory Platform: Pupils to recall some fitness training methods from unit 3 and also from practical lessons 4, 5 and 6</p>	<p>Lesson 3 New Learning: Fitness Testing – Forestry Step test, 1 min push up, 1 min sit up, Skinfold, BIA, BMI. Pupils will take part in these fitness tests to record their own scores, but will also be involved in the setting up and calibration of equipment as knowledge of this is an examined area. The Forestry Step test is an area which is often examined in relation to the MSFT, so this link will be highlighted and discussed. Memory Platform: Knowledge checks linking name of fitness test to fitness component.</p>
<p>Lesson 10 – 11 New Learning: Fitness training principles, FITT and SPORRRAVI. Definitions, application to sporting scenarios. PPQs broken down in to describe, explain, apply/analyse/compare. Memory Platform: Pupils to recall some fitness training methods from unit 3.</p>	<p>Lesson 4 New Learning: Fitness Training – continuous/interval/Fartlek, plyometrics linked to fitness components. The advantages and disadvantages of each training method will be discussed and compared. Students will be familiar with these training methods from unit 3 but not the analysis of them. Memory Platform: Knowledge checks linking name of fitness training methods to fitness component.</p>
<p>Lesson 12 and 13</p>	<p>Lesson 5</p>



<p>New Learning: Measuring exercise intensity RPE/Borg, MHR, 1RM, training zones. Application to sporting scenarios.</p> <p>Memory Platform: Pupils to recall some fitness training methods from unit 3 and also from practical lesson 7. Repeated rehearsal of mathematical formula applied.</p>	<p>New Learning: Fitness Training – circuits, weight training including 1RM linked to fitness components. The advantages and disadvantages of each training method will be discussed and compared. Students will be familiar with these training methods from unit 3 but not the analysis of them.</p> <p>Memory Platform: Knowledge checks linking name of fitness training methods to fitness component.</p>
<p>Lesson 14 to exam date</p> <p>Memory Platform: Recap all content, PPQs constantly covered. Low stakes testing every lesson, including Kahoot and SMHW multiple choice quizzes. Based on previous cohorts and exam papers, specific recap time will be allocated to:</p> <ol style="list-style-type: none"> 1) Agility and Co-ordination – students have typically confused the two concepts. 2) Forestry Step Test compared to MSF – questions of this nature regularly appear on the exam. 3) Use of Callipers, BMI and BIA – students typically find these difficult to remember. 	<p>Lesson 6</p> <p>New Learning: Fitness Training – sprint training hollow sprints, acceleration sprints, linked to fitness components. The advantages and disadvantages of each training method will be discussed and compared.</p> <p>Memory Platform: Knowledge checks linking name of fitness training methods to fitness component.</p>
	<p>Lesson 7</p> <p>New Learning: Measuring exercise intensity RPE/Borg, MHR, 1RM, training zones. Application to sporting scenarios. Introduction of mathematical formula applied.</p> <p>Memory Platform: Knowledge checks linking fitness tests, training methods to fitness components.</p>



Curriculum Impact

The impact of our Physical Education Curriculum Learning Journey is defined through the accessibility pupils have to developing knowledge and the application of skills. This is determined through a number of measures:

- **Formative Reporting of Pupil Progress** are assessments that take place each lesson and include pupil questioning, discussion, and participation in competitions.
- **Summative Reporting of Pupil Progress** Parents/Carers receive a report following each mid and end point assessment to understand their child's progress in their skill level, effort levels and leadership ability and the support they need to further develop this knowledge both inside and outside of school.

Each pupil is given a score of 1-4 for their skill level, effort level and leadership ability, 1 being outstanding/above and beyond, 2 being meeting expectations, 3 below expectations and 4 massively below expectations. These three scores are then averaged and a E/S/D/B grade in line with the whole school assessment policy will be entered in to SIMS.

1	E
1.5	E
2	S
2.5	S
3	D
3.5	D
4	B

- **In-lesson learning, participation and belonging** is measured by continually measuring pupil punctuality to lessons, rewards and sanctions, behaviour referrals including participation and kit issues, pupil voice **and** work-scrutiny. Our hope is that by continued positivity in these areas, our Physical Education Curriculum Learning Journeys are accessible and will, therefore, positively impact knowledge growth and skill application.
- **Participation and engagement in extra-curricular** is measured by monitoring both pupil attendance at clubs and fixtures, and also the results of these fixtures and how the school places against other schools in competitions
- **Pupil voice** data is collated on a regular basis to ensure that the curriculum is matched to pupil needs.
- **BTEC Sport outcomes** demonstrate the overall impact of our pupils' Physical Education Learning Journey. We are delighted to report that the progress of our pupils most years outcomes result in **well above national average progress**.