



PHYSICAL EDUCATION (PE) CURRICULUM STATEMENT

The Physical Education curriculum at The Trafalgar School at Downton will inspire all students to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for students to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities will build character and help to embed values such as fairness and respect.

CURRICULUM INTENT – *CURRICULUM IMPACT

- a. Students will learn the importance of regular physical activity as part of a healthy, active lifestyle *so that *they can lead a life that maximises their physical, mental and social well-being.*
- b. Students will know and be able to execute warm-up requirements **so that they are able to identify muscles and joints of the body and the effect of exercise on the body systems.*
- c. Students will develop the skills and techniques in a range of activities, both team and individually *so that *they can continue to participate in these activities outside the school environment through community links and local sports clubs.*
- d. Students will know and understand the rules, regulations and etiquette in a range of activities *so that *they develop a sound grounding of fundamental British values –democracy, rule of law and mutual respect.*
- e. Students will be able to analyse and evaluate their performances compared to previous ones *so that *they can continuously see opportunities for improvement and strive for their own personal best.*
- f. Students will develop the interpersonal skills required when participating in different activities and situations, such as communication, cooperation, teamwork and leadership *so that *these skills can be taken out into wider world.*
- g. Students will take part in both 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 *so that *they can achieve a life fulfilled.*

Beyond lessons students will have opportunities to participate in Extra-curricular clubs, inter-House competition, inter-school fixtures, local and national tournaments, links into local clubs in Football, Cricket, Rugby, Netball, Football, trips to see top flight performances in Rugby, Football and Tennis at Wimbledon.

CURRICULUM IMPLEMENTATION (SEQUENCING)

Terms	1	2	3	4	5	6
Yr 7 Units	Netball/ Football/ Handball/Rugby		Badminton/ Table Tennis/ Health Related Exercise		Athletics/ Tennis/ Rounders/ Cricket	
Key learning	An introduction to PE at Trafalgar, establishing and embedding routines of the lessons. Students will learn a variety of transferable skills across a range of games activities, alongside understanding of the components of fitness with a focused approach on leading a healthy, active lifestyle.		Students will learn a variety of skills involving hand-eye coordination, as well as develop their understanding of health and fitness. Students will learn how to ensure they lead a health, active lifestyle as well as how to improve their fitness levels independently.		Students will learn the basic techniques for each of the athletic disciplines as well as developing their hand-eye coordination through a variety of activities. Students will be given the opportunity to work as part of a team and how to implement basic tactics in specific game scenarios.	
Assessment	Feedback is provided verbally throughout the lessons to provide students with guidance and feedback to analyse and reflect on their learning and progression. The final lesson of a unit will focus on applying all the skills and techniques learnt throughout the unit into a range of competitive situations and evaluating the effectiveness of performance.					
Homework	Students are encouraged to participate in regular exercise outside of school, either through joining a local sports club or through leading a healthy, active lifestyle. Self-Assessment tasks will be set using Google Quiz Proforma for students to complete a self-assessment of their achievement in a unit of work.					
Yr 8 Units	Netball/ Football/ Handball/ Rugby		Badminton/ Table Tennis/ Health Related Exercise		Athletics/ Tennis/ Rounders/ Cricket	
Key learning	Students will develop their ability to understand and implement the rules of each activity, as well their ability to perform a variety of skills and techniques effectively when attacking or defending. Students will start to look at tactical strategies and ideas in their performance in order to develop a great degree of teamwork.		Students will develop their skills and technique within activities requiring hand-eye coordination, with more focus on shot placement to outwit their opponent. Students will continue to develop their understanding of the different components and how to improve them through a focused training programme on an area of weakness.		Students will develop their technique to perform each of the athletic disciplines with confidence and resilience to compete. Students will develop the skills and techniques to outwit opponents in pre-determined situations in order to get an advantage over their opposition.	
Assessment	Feedback is provided verbally throughout the lessons to provide students with guidance and feedback to analyse and reflect on their learning and progression. The final lesson of a unit will focus on applying all the skills and techniques learnt throughout the unit into a range of competitive situations and evaluating the effectiveness of performance.					
Homework	Students are encouraged to participate in regular exercise outside of school, either through joining a local sports club or through leading a healthy, active lifestyle. Self-Assessment tasks will be set using Google Quiz Proforma for students to complete a self-assessment of their achievement in a unit of work.					

Yr 9 Units	Netball/ Football/ Handball/ Rugby	Badminton/ Table Tennis/ Health Related Exercise	Athletics/ Tennis/ Rounders/ Cricket
Key learning	Students will develop their ability to apply strategies and tactics in order to increase their success as a team member/ individual. Students will start to take a more active role in officiating the activity in order to secure their knowledge, understanding and implantation of the rules.	Students will develop an understanding of the strategies and tactics to outwit opponents in both doubles and singles game situations. Students will continue to develop their understanding of the different components and how to improve them through different training methods in order to improve their health and fitness.	Students will develop their ability to review their performance, identifying strengths and weaknesses and improve their performance through self-motivation. Students will start to develop their leadership skills in order to take control in specific game situations and change to outcome of the game.
Assessment	Feedback is provided verbally throughout the lessons to provide students with guidance and feedback to analyse and reflect on their learning and progression. The final lesson of a unit will focus on applying all the skills and techniques learnt throughout the unit into a range of competitive situations and evaluating the effectiveness of performance.		
Homework	Students are encouraged to participate in regular exercise outside of school, either through joining a local sports club or through leading a healthy, active lifestyle. Self-Assessment tasks will be set using Google Quiz Proforma for students to complete a self-assessment of their achievement in a unit of work.		
Yr 10 Units	Netball/ Football/ Handball/ Rugby/ Basketball/ Volleyball	Badminton/ Table Tennis/ Health Related Exercise	Athletics/ Tennis/ Rounders/ Cricket
Key learning	Students will develop their confidence and assertiveness to umpire/ referee activities, alongside their ability to analyse their own and others performance, suggesting ways to improve.	Students will develop a greater understanding of teamwork and sportsmanship as an individual and as part of a doubles team. Students will design and perform a 6 week training programme that is focused on improving areas of fitness specific to them.	Students will develop their confidence to coach a peer through a variety of disciplines/ activities, supporting them to improve their performance each time.
Assessment	Feedback is provided verbally throughout the lessons to provide students with guidance and feedback to analyse and reflect on their learning and progression. The final lesson of a unit will focus on applying all the skills and techniques learnt throughout the unit into a range of competitive situations and evaluating the effectiveness of performance.		
Homework	Students are encouraged to participate in regular exercise outside of school, either through joining a local sports club or through leading a healthy, active lifestyle. Self-Assessment tasks will be set using Google Quiz Proforma for students to complete a self-assessment of their achievement in a unit of work.		
Yr 11 Units	Netball/ Football/ Table Tennis/ Rugby/ Basketball/Volleyball	Badminton/ Table Tennis/ Health Related Exercise	Tennis/ Rounders/ Cricket
Key learning	Students will develop advanced skills in each of the activities that will allow them to continue activities beyond the school environment, evaluating their performance throughout.	Students will continue to develop advanced skills and techniques with a greater understanding of attacking and defending to enable them to be successful at club level. Students will design and implement a 6 week training programme for another student, taking on the role of a personal trainer so that they understand how to adapt training programmes to ensure improvement to targeted components of fitness is achieved.	Students will use the activities to release stress and provide alternative focus to revision/ preparation for exams.
Assessment	Feedback is provided verbally throughout the lessons to provide students with guidance and feedback to analyse and reflect on their learning and progression. The final lesson of a unit will focus on applying all the skills and techniques learnt throughout the unit into a range of competitive situations and evaluating the effectiveness of performance.		
Homework	Students are encouraged to participate in regular exercise outside of school, either through joining a local sports club or through leading a healthy, active lifestyle. Self-Assessment tasks will be set using Google Quiz Proforma for students to complete a self-assessment of their achievement in a unit of work.		

AQA GCSE PE						
Terms	1	2	3	4	5	6
Yr10 Units	Physical Training		Applied Anatomy and Physiology		Movement Analysis	Non-Exam Assessment
Key learning	Students will learn about the components of fitness, what they are, how to measure and how to improve them.	Students will learn about how to ensure a training programme improves performance as well as other factors to consider when training.	Students will learn how the structure and function of the musculoskeletal system and how they are affected by participation in physical activity.	Students will be taught about the structure and function of the cardiovascular system and how they are affected by participation in physical activity.	Students will be taught about how bones and joints act as levers and how the planes and axes of the body create different movements.	Students will complete an analysis of performance on their main sport, identifying fitness and skill strengths and weaknesses. They will design a Training programme that focuses on improving their fitness weakness.
Assessment	6 Mark Exam Question - application of knowledge gained	Physical Training Knowledge Check	9 Mark Exam question – application of knowledge gained	Applied Anatomy and Physiology Knowledge Check	Year 10 PPE Exam	Movement Analysis Knowledge Check
Homework	Revision Cards to be created as content is covered. Revision Booklets set as required to support revision of topics. All resources and lessons are available on the Google Classroom.					
Yr11 Units	Sports Psychology	Socio-Cultural Factors/ Health, Fitness and Wellbeing	Non-Exam Assessment		Exam Preparation/ Revision	

Key learning	Students will learn about the how skills can be classified and the impact of various psychological aspects has on performance, e.g. arousal, guidance, feedback.	Students will be taught about how different factors can affect the participation rates of different social groups, the impact of commercialisation and technology, and the ethical conduct of	Students will focus their 3 practical performance areas ready for assessment. They will practice their skills and implementing these successfully into the game situation.	Students will develop their confidence and knowledge to apply the theoretical content in preparation for their GCSE Exams
Assessment	Sports Psychology Knowledge Check	Year 11 PPE	Practical Performance Assessment	Exam Question understanding – Assessment Objectives associated with key words – Identify, Describe, Explain, Discuss, Evaluate and Justify
Homework	Revision Cards to be created as content is covered. Revision Booklets set as required to support revision of topics. All resources and lessons are available on the Google Classroom.			

New Course in Year 10

VCERT Health and Fitness						
Terms	1	2	3	4	5	6
Yr 10 Units	Unit 1 Introduction to body systems and principles of training in health and fitness (40%)					Unit 2 Preparing and planning for health and fitness (60%)
	LO1: Understand the structure and function of the body systems and how they apply to health and fitness		LO2: Understanding the effects of health and fitness on activities on the body	LO3: Understand health and fitness and the components of fitness LO4: Understand the principles of Training	Exam Preparation/ Revision	LO1: Understand the impact of lifestyle on health and fitness
Key learning	<u>1.1 Skeletal System</u> Students will learn about the structure and function of the skeletal system, types of bones, the structure and actions of different types of joints, and the structure of the spine and the effect of posture on the spine. <u>1.2 Muscular System</u> Students will learn about the different types of muscles as well as the structure of the muscular system. How muscles create movement and the different types of contraction and the muscle fibre types.	<u>1.3 Respiratory System</u> Students will learn about the structure and function of the respiratory system, how gaseous exchange occurs. Students will investigate the different lung volumes as a result of changes that happen when participating in activities. <u>1.4 Cardiovascular System</u> Students will learn about the structure and function of the heart and blood vessels. They will learn about how the heart contracts and relaxes as part of the cardiac cycle	<u>2.1 Effects of health and fitness activities on the body</u> Students will learn about the short-term and long-term effects of health and fitness activities on the body and why these effects occur.	<u>3.1 Health and fitness</u> Students will develop an understanding of health and fitness and the relationship between them. <u>3.2 Components of fitness</u> Students will learn about health-related and skill-relation components of fitness. <u>4.1 Principles of training</u> Students will learn about how to apply the principles of training to health and fitness activities, as well as how to adapt a programme to optimise performance.		<u>1.1 Lifestyle factors</u> Students will learn about how lifestyle factors can affect their health and fitness, looking at areas such as activity levels, diet, rest and recovery as well as other lifestyle choices (drugs, smoking, alcohol and stress).
Assessment	End of Topic Tests	Yr 10 PPE Exam (Nov)	End of Topic Tests	PPE Exam		Assessed Tasks
Homework	Revision Cards to be created as content is covered. Revision Booklets set as required to support revision of topics. All resources and lessons are available on the Google Classroom.					

Terms	1	2	3	4	5
	Unit 2 Preparing and planning for health and fitness (60%)				
Yr 11 Units	LO2: Understand how to test and develop components of fitness	LO3: Understand how to apply health and fitness analysis and set goals	LO4: Understand the structure of a health and fitness programme and how to prepare safely		External Quality Assurance check
Key learning	<u>2.1 Fitness testing</u> Students will learn about how health-related and skill-related	<u>2.3 Optimising a health and fitness programme</u>	<u>4.1 The structure of a health and fitness programme</u>		Students will be given the opportunity to ensure their work

	fitness components and how to carry out an appropriate test of them. <u>2.2 Training methods</u> Students will be taught about the different training methods and how to apply them to support the achievement of goals through a health and fitness programme.	Students will learn about how to use heart rate as a method of improving their fitness, as well as the use of repetitions and sets to improve muscle performance. <u>3.1 Health and fitness analysis and goal setting</u> Students will know how to collect data using questionnaires and how to goal set using the data for testing the different components of fitness.	Students will be taught about the necessary information that should be included within the programme as a whole, within each of the individual sessions. Students will understand the importance of carrying out a warm up and cool down as part of the session, what the main activity section should consist of as well as the health and safety consideration to be aware of.	meets the Grading Criteria for each of the Learning outcomes.
Assessment	Assessed Tasks	Assessed Tasks Resit of Unit 1 Exam Available	Assessed Tasks	
Homework	Revision Cards to be created as content is covered. Revision Booklets set as required to support revision of topics. All resources and lessons are available on the Google Classroom.			

CAMBRIDGE NATIONAL LEVEL 1/2 SPORT SCIENCE					
Terms	1	2	3	4	5
Yr 11 Units	RO43 The body's response to Physical Activity				Final Assessment
	LO1: Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles	LO2: Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness	LO3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems.	LO4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems.	
Key learning	Students will learn the importance of musculo-skeletal and cardio-respiratory system in health and fitness, from their structure and function to the role they have.	Students will learn to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems.	Students will be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems.	Students will be given a chance to review completed units against the Marking Criteria Grid and allowed to resubmit to gain higher grades.	Students will be given a chance to review completed units against the Marking Criteria Grid and allowed to resubmit to gain higher grades.
Assessment	Familiarisation of Marking Criteria Grid to support student progress				
Homework	Complete Tasks on Google Classroom to supplement the learning in lessons.				

CURRICULUM PROGRESSION MAPPING

PHYSICAL EDUCATION - CORE KNOWLEDGE & SKILLS - PROGRESSION MAPPING						
CONCEPT	INTERVENTION	EMERGING	DEVELOPING	MASTERING	EXTENDING	BEYOND
Healthy, Active Lifestyle	Students can identify what should be part of a basic healthy, active lifestyle, especially the inclusion of regular exercise.	Students identify some of the benefits of a healthy, active lifestyle as well as the consequences of a poor lifestyle.	Students describe the benefits of a healthy, active lifestyle and suggest ways to improve poor lifestyle choices.	Students describe the impact of diet on their lifestyle and the importance of energy balance in relation to weight maintenance.	Students understand the link between regular exercise and the benefits not only to the physical well-being but also the mental and social.	Students participate in some form of exercise on a daily basis as part of their healthy active lifestyle, with reduced poor lifestyle choices.
Understanding of what it is to be fit	Students can identify simple fitness terms such as stamina and flexibility.	Students identify the 10 fitness components: agility, balance, cardiovascular endurance, coordination, flexibility, muscular endurance, power, reaction time, speed and strength.	Students describe the 10 fitness components and understand how to carry out fitness tests for the majority of the components.	Students explain how each of the fitness components link to specific skills in some team and individual sports, with some emphasis on the impact they can have on overall performance.	Students identify how they can improve a selection of the fitness components using a variety of different types of training and how improving specific fitness components can impact on overall performance in team and individual sports.	Students justify the importance of specific fitness components to their overall performance in a specific sport and how they can maintain good fitness levels in order to perform skills and techniques effectively.

Preparing and Planning for Health and Fitness	Students can identify what they should do before starting to exercise and after exercise.	Students identify why it is important to complete a warm-up and cool down when exercising.	Students demonstrate the three sections of a warm-up (pulse raiser, mobility and stretching) as well as two sections of a cool down (pulse reducer, stretches).	Students complete a range of fitness tests, ensuring they work to the best of their ability, and using this information identify strengths and areas for development.	Students plan a fitness-training programme that focuses on improving the areas of fitness identified from fitness testing.	Students design a six-week training programme for a peer that will develop fitness components, adjusting the intensity to ensure adaptation is achieved.
Development of skills and techniques	Students can demonstrate simple basic skills of running, jumping and catching in controlled situations.	Students perform basic skills with some accuracy and control but with no pressure applied.	Students perform a variety of basic skills with more control and accuracy in drills and conditioned games.	Students perform some complex skills, with some mistakes within drills and conditioned games.	Students use a variety of complex skills and techniques to outwit opponents successfully both in conditioned games and full games, demonstrating good accuracy and control.	Students link together a wide range of complex skills and techniques that allows them to outwit their opponent in a variety of sports/ physical activities.
Tactical Awareness	Students can see the need to work together as a team when attacking and defending in a team game.	Students recognise the need to attack and defend in most games, and is able to contribute towards this in both team and individual sport.	Students use basic tactics within drills and game situations, to gain an advantage over an opponent, both team and individual sport.	Students use a range of tactics and strategies to outwit an opponent in direct competition in team and individual games.	Students use and develop a range of tactics and strategies that will outwit their opponents in a range of both team and individual games.	Students demonstrate good leadership skills that motivate and support the success of their team/ own performance in team and individual games.
Knowledge of rules and regulations for a range of activities	Students have some knowledge of the basic rules of modified games and can adhere to them.	Students identify some of the basic rules of activities they have taken part in for both team and individual sports.	Students describe a range of rules and regulations for a variety of sports they taken part in for both team and individual sports.	Students explain how to implement a variety of rules and regulations for a variety of sports they taken part in for both team and individual sports.	Students take on the role of referee/ umpire, implementing the majority of rules effectively both team and individual sports.	Students confidently apply and implement the rules and regulations in the role of a referee/ Umpire for a range of team and individual sports. (May hold Qualifications)
Analyse and Evaluate performance	Students are able to talk about what they are good at and what they are not so good in relation to skills and techniques, e.g. throwing, catching, jumping and running.	Students identify strengths and weaknesses of their own and others performances.	Students describe strengths and weaknesses of their own and others performances.	Students explain the strengths and weaknesses of their own and others performances and suggest practices/ drill that will help to bring about improvement to performance.	Students compare their performance to previous performances and suggest effective practices/ drill that will help to bring about improvement to performance.	Students justify why they have chosen the practices/ drills they have selected
School Values within PE- (Strong & spirited, Giving, Determined, Compassionate, Enthusiastic, Trustworthy, Respectful & Open-minded)	Students can identify the school values and apply to themselves.	Students identify which school values that demonstrate in specific situations in PE, e.g. enthusiastic and determined.	Students describe how the school values feature within their PE lessons, e.g. strong and spirited, open-minded, enthusiastic, determined.	Students explain how they demonstrate the school values when participating in variety of different PE situations.	Students demonstrate a wide range of school values when participating in PE lessons, extra-curricular clubs and fixtures.	Students represent the school and its values when representing the school in various competitions, both intra-school and inter-school.