

# Information for website

## *Physical Education*

### Introduction and Vision

Our inclusive curriculum is based on enjoyment, participation and developing excellence. Our aim is to inspire our students to take part in regular physical activity and lead a healthy, active lifestyle.

At key stage 3, pupils will 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 will 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. They will be taught to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Students are encouraged to take part in competitive sports and to take part in activities outside of school through community links or sports clubs.

At Key Stage Four, students take part in 'core PE' for four hours a fortnight and can opt to take Physical Education as a GCSE, which also involves five theory lessons a fortnight. In core PE students are encouraged to build upon the skills learnt at Key Stage Three and develop personal fitness to promote a healthy, active lifestyle.

There is an extensive extra-curricular timetable offered to all students throughout Key Stage Three and Four.

### Key Stage 3

<b>Year 7</b>	<b>Topics covered</b>
Autumn	Netball, football, badminton, table tennis, cross country.
Spring	Rugby, fitness, gymnastics, dance, OAA, basketball.
Summer	Athletics, rounders, tennis, cricket.

<b>Year 8</b>	<b>Topics covered</b>
Autumn	Netball, football, badminton, table tennis, cross country.
Spring	Rugby, fitness, gymnastics, dance, OAA, basketball.
Summer	Athletics, rounders, tennis, cricket.

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Year 9	Topics covered
Autumn	GCSE theory preparation, netball, football, badminton, table tennis, cross country.
Spring	GCSE theory preparation, rugby, fitness, gymnastics, dance, OAA, basketball.
Summer	GCSE theory preparation, athletics, rounders, tennis, cricket.

#### Key Stage 4 – Edexcel GCSE PE

Year 10	Topics covered
Autumn	<p>Functions of the skeletal system</p> <p>Classification of bones</p> <p>Structure of the skeletal system</p> <p>Classification and roles of muscles</p> <p>Location and roles of key voluntary muscles</p> <p>Antagonistic muscles</p> <p>Fast and slow twitch muscle fibres</p> <p>Structure and function of the cardiovascular system</p> <p>Arteries, capillaries and veins</p> <p>Vascular shunting</p> <p>Components of blood and their significance for physical activity</p> <p>Respiratory system – composition of air; lung volumes</p> <p>Location and roles of principal components of respiratory system</p> <p>Structure and function of alveoli</p> <p>Energy sources; aerobic and anaerobic exercise and short-term effects of exercise</p>
Spring	<p>Physical, emotional, and social health</p> <p>Lifestyle choices</p> <p>Impact of lifestyle choices</p> <p>Sedentary lifestyles and consequences</p> <p>Balanced diet and the role of nutrients</p> <p>Dietary manipulation for sport</p> <p>Optimum weight</p> <p>Lever system – first-, second- and third-class levers</p> <p>Mechanical advantage in sport and physical activity</p> <p>Movement possibilities at joints; utilisation of movement in physical activity</p> <p>Joint classification and impact on movement axes</p> <p>Planes and axes – generalised movement patterns</p>
Summer	<p>Goal setting – SMART targets</p> <p>Classification of skills</p> <p>Forms of practice – theory and practical application</p> <p>Types of guidance – theory and practical application</p> <p>Mental preparation for performance; Types of feedback</p> <p>Sports psychology – use of data</p> <p>Revision of Year One content</p>

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	Mock exam
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<b>Year 11</b>	<b>Topics covered</b>
Autumn	An introduction to using a PEP to develop fitness, health, exercise, and performance PARQs; warmups and cool downs Components of fitness Fitness tests – theory and practice Principles of training Application of principles of training to a PEP Methods of training Application of methods of training to a PEP Long term effects of training on the Musculo-skeletal system Long term effects of training on the cardio-respiratory system Identification and treatment of injury Injury prevention in physical activity Revision and exam technique Mock exam
Spring	Performance enhancing drugs Factors affecting participation in physical activity Factors affecting participation in physical activity (ii) Participation rate trends – use of data Commercialisation and the media Advantages and disadvantages of commercialisation (i) Advantages and disadvantages of commercialisation (ii) Sporting behaviours Deviance in sport Review paper 1 content Review paper 2 content Mock exam Revision and exam technique
Summer	