



## Curriculum Guide for Physical Education

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# 1. Curriculum Rationale for Physical Education



Granville Academy seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and students alike. We see Physical Education as a vital part of the education experience as a whole.

## **Intent**

The aims and objectives of the PE curriculum relate directly to those of the Academy as a whole: namely that we endeavour to provide an educational experience that inspires and students achieve through delivery and content.

All students will leave Granville Academy with a positive experience of Physical Education that will motivate and equip them with the knowledge and skills to continue to participate in physical activity in their future lives. Students will understand that leading a physically active life is key to their health & wellbeing. A broad and balanced curriculum and plethora of extra-curricular opportunities are provided to the students at Granville Academy.

We believe Physical Education is more than just being good at sport; It creates opportunities for students to develop their Knowledge, Physical Skills and Leadership Skills. We believe that students should possess physical, communication, leadership and social skills. They should acquire confidence and a positive attitude towards the subject and their peers. Skills and attitudes that will support them in their next stage of learning or employment and for lifelong participation in sport/physical activity.

Granville Academy seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and students alike. We see Physical Education as a vital part of the education experience as a whole. We embed the following principles.

## **SEND**

Specifically, within PE, adaptations would include:

- Different sized equipment that supports physical application
- Alternative tasks that reduce / increase the space to modify the activity that offer an appropriate level of challenge
- Different rules and scoring systems that simplify / motivate and promote success
- Structured pairing and group work to promote inclusivity and increase participation
- Increased think time to allow for processing and encourage responses
- Chunking of instructions and deliberate recall to ensure understanding
- Deliberate modelling of a skill replicated by the student

### High Quality Teaching & Learning

To teach high quality lessons every day that are enjoyable, safe and meet the needs of our students. We apply principles derived from cognitive psychology to ensure that our practice is effective in enhancing educational outcomes for all. We aim to prepare students with the skills, knowledge & understanding for GCSE PE at KS4.

### Motivation

We strive to motivate students to enjoy physical activity and expose students to the benefits that this brings to our lives. We have a particular focus on developing students' knowledge of how physical activity can improve both physical and mental health.

### Empower

Deploying a holistic, knowledge rich approach to develop the physical literacy, knowledge and understanding of our students. We want our students to feel empowered to continue to take part in physical activity and sport.

### Power of Practice

We ensure that students are active for sustained periods of time so that they can practise and refine their skills. This enables students to improve.

### Personal Development

We aim to build character so students have the ability to deal with success and failures in equal measure. Students learn to work individually and as part of a team, in situations that require them to problem solve.

### Enrichment

We provide a plethora of opportunities for students to develop their softer skills through a broad extra-curricular programme, community events and national/international trips.

## 2. What students will learn in Physical Education

	By the end of Year 9	By the end of Year 11
Knowledge & Understanding	<p>Students 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 understand what makes a performance effective and how to apply these principles to their own and others' work. They 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.</p> <p>Students are taught to:</p> <ul style="list-style-type: none"> <li>-Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</li> </ul>	<p>Students tackle complex and demanding physical activities. They participate in a range of activities that develop personal fitness and promote an active, healthy lifestyle.</p> <p>Students are taught to:</p> <ul style="list-style-type: none"> <li>-Use and develop a variety of tactics and strategies to overcome opponents in team and individual games</li> <li>- Develop their technique and improve their performance in other competitive sports</li> <li>-Demonstrate improvement across a range of physical activities to achieve their personal best</li> </ul>

	<ul style="list-style-type: none"> <li>- Develop their technique and improve their performance in other competitive sports</li> <li>-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</li> <li>-Demonstrate improvement to achieve their personal best</li> <li>-Engage in sports and activities outside school through community links or sports clubs.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to take part regularly in sports and activities outside school through community links or sports clubs.</li> </ul>
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### 3. Curriculum Map

YEAR 7 - X BAND					
BLOCK	BLOCK	BLOCK	BLOCK	BLOCK	BLOCK
1	2	3	4	5	6
TRAMPOLINING	BADMINTON	OAA	DANCE	ROUNDERS	TENNIS
TRAMPOLINING	TABLE TENNIS	FITNESS SUITE	NETBALL	ATHLETICS	ATHLETICS
FOOTBALL	RUGBY	BADMINTON	DANCE	ATHLETICS	ATHLETICS
RUGBY	FOOTBALL	TABLE TENNIS	OAA	CRICKET	ROUNDERS
FOOTBALL	TABLE TENNIS	FITNESS SUITE	NETBALL	ATHLETICS	ATHLETICS
RUGBY/FOOTBALL	BADMINTON	OAA	DANCE	ROUNDERS	CRICKET
TRAMPOLINING	OAA	TABLE TENNIS	FITNESS SUITE	CRICKET	TENNIS
TRAMPOLINING	FITNESS SUITE	BADMINTON	DANCE	ATHLETICS	ATHLETICS

  

YEAR 7 - Y BAND					
BLOCK	BLOCK	BLOCK	BLOCK	BLOCK	Block
1	2	3	4	5	6
TRAMPOLINING	BADMINTON	OAA	DANCE	ATHLETICS	ATHLETICS
FOOTBALL	RUGBY	FITNESS SUITE	DANCE	ATHLETICS	ATHLETICS
TRAMPOLINING	TABLE TENNIS	BADMINTON	OAA	ROUNDERS	CRICKET
FOOTBALL/RUGBY	TABLE TENNIS	FITNESS SUITE	NETBALL	ROUNDERS	CRICKET
TRAMPOLINING	BADMINTON	TABLE TENNIS	OAA	CRICKET	TENNIS
DODGEBALL	FITNESS SUITE	TAG RUGBY	DANCE	ATHLETICS	ATHLETICS/CRICKET

**YEAR 8 - X BAND**

BLOCK	BLOCK	BLOCK	BLOCK	BLOCK	BLOCK
1	2	3	4	5	6
TRAMPOLINING	BADMINTON	OAA	DODGEBALL	ROUNDERS	TENNIS
TRAMPOLINING	TABLE TENNIS	FITNESS SUITE	NETBALL	ATHLETICS	SOFTBALL
FOOTBALL	RUGBY	BADMINTON	BASKETBALL	ATHLETICS	VOLLEYBALL
RUGBY	FOOTBALL	TABLE TENNIS	DODGEBALL	CRICKET	ROUNDERS
FOOTBALL	TABLE TENNIS	FITNESS SUITE	NETBALL	ATHLETICS	CRICKET
FOOTBALL	BADMINTON	OAA	DODGEBALL	ROUNDERS	CRICKET
TRAMPOLINING	OAA	TABLE TENNIS	FITNESS SUITE	CRICKET	TENNIS
TRAMPOLINING	FITNESS SUITE	BADMINTON	OAA	ATHLETICS	SOFTBALL

**YEAR 8 - Y BAND**

BLOCK	BLOCK	BLOCK	BLOCK	BLOCK	BLOCK
1	2	3	4	5	6
TRAMPOLINING	BADMINTON	OAA	NETBALL	ATHLETICS	TENNIS
FOOTBALL	RUGBY	FITNESS SUITE	BASKETBALL	ATHLETICS	VOLLEYBALL
TRAMPOLINING	TABLE TENNIS	BADMINTON	OAA	ROUNDERS	SOFTBALL
FOOTBALL/RUGBY	TABLE TENNIS	FITNESS SUITE	BASKETBALL/HANDBALL	ROUNDERS	CRICKET
TRAMPOLINING	BADMINTON	TABLE TENNIS	OAA	CRICKET	TENNIS
DODGEBALL	FITNESS SUITE	TAG RUGBY	TYPES OF TRAINING	ATHLETICS	CRICKET

**YEAR 9 - X BAND**

BLOCK	BLOCK	BLOCK	BLOCK	BLOCK	BLOCK 6
1	2	3	4	5	
TRAMPOLINING	BADMINTON	HANDBALL	DODGEBALL	ROUNDERS	TENNIS
TRAMPOLINING	TABLE TENNIS	FITNESS SUITE	FOOTBALL	ATHLETICS	CRICKET
FOOTBALL	RUGBY	BADMINTON	BASKETBALL	ATHLETICS	VOLLEYBALL
RUGBY	FOOTBALL	TABLE TENNIS	HANDBALL	CRICKET	SOFTBALL
RUGBY	TABLE TENNIS	FITNESS SUITE	FOOTBALL	ATHLETICS	VOLLEYBALL
RUGBY	BADMINTON	HANDBALL	DODGEBALL	ROUNDERS	SOFTBALL
TRAMPOLINING	HANDBALL	TABLE TENNIS	FITNESS SUITE	CRICKET	TENNIS
TRAMPOLINING	FITNESS SUITE	BADMINTON	BASKETBALL	ATHLETICS	ROUNDERS

**YEAR 9 - Y BAND**

BLOCK	BLOCK	BLOCK	BLOCK	BLOCK	BLOCK
1	2	3	4	5	6
TRAMPOLINING	BADMINTON	HANDBALL	FOOTBALL	ATHLETICS	TENNIS
FOOTBALL	RUGBY	FITNESS SUITE	BASKETBALL	ATHLETICS	VOLLEYBALL
TRAMPOLINING	TABLE TENNIS	BADMINTON	RUGBY	ROUNDERS	SOFTBALL
RUGBY	TABLE TENNIS	FITNESS SUITE	DODGEBALL	ROUNDERS	VOLLEYBALL
TRAMPOLINING	BADMINTON	TABLE TENNIS	HANDBALL	CRICKET	TENNIS
DODGEBALL	FITNESS SUITE	NETBALL	TYPES OF TRAINING	ATHLETICS	CRICKET

**YEAR 10 - X BAND**

BLOCK	BLOCK	BLOCK	BLOCK	BLOCK	BLOCK
1	2	3	4	5	6
Table Tennis	Badminton	Football	Handball	Athletics	Tennis
Trampolining	Table Tennis	HRE	Outdoor Option	Rounders	Cricket
Football	HRE	Table Tennis	Badminton	Tennis	Rounders
HRE	Netball	Badminton	Table Tennis	Option	Softball

**Year 10- Y Band**

BLOCK	BLOCK	BLOCK	BLOCK	BLOCK	BLOCK
1	2	3	4	5	6
Table Tennis	Badminton	Football	Handball	Athletics	Tennis
Trampolining	HRE	Table Tennis	Dodgeball	Option	Cricket
Dodgeball	Table Tennis	Badminton	HRE	Cricket	Volleyball

**Year 11- X Band**

BLOCK	BLOCK	BLOCK	BLOCK	BLOCK	BLOCK
1	2	3	4	5	6
Table Tennis	Football	Badminton	Handball	Athletics	Tennis
Trampolining	HRE	Table Tennis	Dodgeball	Volleyball	Cricket
HRE	Badminton	Netball	Dance	Rounders	Option

**Year 11- Y Band**

BLOCK	BLOCK	BLOCK	BLOCK	BLOCK	BLOCK
1	2	3	4	5	6
Table Tennis	Football	Badminton	Handball	Athletics	Tennis
Trampolining	HRE	Table Tennis	Dodgeball	Option	Cricket
HRE	Badminton	Netball	Dance	Option	Rounders

## 4. Assessment Plan

### Assessment in PE - Rationale

In core PE, students are scored on their Attitude to Learning in order to foster positive attitudes and encourage their lifelong participation in PE & sport. This term we are introducing our new KS3 assessment strategy, focusing on students building their skills and knowledge. This will be assessed within 3 bands which build upon one another. Students will begin as band 1 and move through each band when they display the increased complexity of the knowledge and skill. This assessment allows students to progress through the key stage with a familiarity of the criteria and also builds upon prior learning in previous years. Alongside teacher assessment of core and advanced skills, students are encouraged to reflect on their performance and select an area of development that they feel will enable them to progress within the band system. It is recognised that students will have variation in terms of knowledge and skill between each sport discipline, and we hope that this self assessment of developmental areas will allow students to understand their transferable skills and knowledge.

### GCSE PE

In GCSE PE students are tested after each unit. These assessments will test all of the knowledge and skills that the students have developed up to that point. Since 'learning is a change in long term memory' (Kirschner et al, 2006), the aim of these assessments is to provide a proxy for the extent to which all of the content which has been taught has been mastered, rather than assessing performance. Each assessment therefore aims to cover questions from a range of difficulties, ensuring that students at different attainment levels can be distinguished between. Formative assessment, during which students are given advice on how to improve, should be a regular feature of each lesson as part of responsive teaching. Work books and topic reviews should be used as formative assessment strategies. The intent here is to use these strategies to assess performance rather than learning. Success within a lesson sequence does not provide an indication of learning, but failure to demonstrate competence is unlikely to lead to learning. All students are challenged to answer essay questions as these appear on the PE examination. Throughout the course they are given supported and real life essay tasks to assess performance. Students are given a variety of methods of support and practice in order to gain the maximum marks possible from this component of the exam.

### Retrieval practice

Theory lessons should begin with a short quiz on previously covered content (5-10 minutes). The aims of this are:

- To improve students' long-term retention of content and knowledge to help improve fluency, transfer and reduce cognitive load.
- To help develop a culture of high expectations, exemplary behaviour and rigour within every classroom.
- The systematic approach to retrieval practice ensures key knowledge and skills are recalled at specific intervals, leveraging the 'spacing effect' and 'testing effect' to build durable learning. The systematic approach ensures that information is repeated in a distributed fashion or spaced over time, it is learned more slowly but it is repeated much longer' (Roediger & Pyc, 2012). Within the recall practice students will be retrieving knowledge from the previous lesson as well as knowledge taught from lessons at the start of the course.
- To develop students who are capable of selecting required approaches from a variety of different interleaved questions, rather than providing solutions to a 'blocked' set of questions from the same topic (Rohrer, Dedrick & Burgess, 2014). Where the questions included in the systematic retrieval practice are not deemed appropriate for the students at that time, staff are encouraged to adapt the questions which are included according to the needs of the class.

## Sequencing

Students are taught the basic skills, knowledge & understanding skills in Year 7. In Year 8 these skills are built upon through progressively more challenging units of work where they are taught more tactics and then advanced skills in Year 9. This is evidenced in our sequencing document and also our centralised lesson planner. This enables teaching staff to build upon prior learning. A sports Education model is rolled out in KS4 core PE as students become more proficient and take on a more lead of the lesson while the teacher becomes the facilitator. The sequencing is designed to allow for interleaving of content; the placement of each unit within the scheme of work allows for knowledge to easily be transferred into some of following topics for example across invasion games & Gymnastic/trampolining.

Sports are also taught seasonally which allow for competition into local leagues, national competition calendar and useful links with NGB's.

Each section of the scheme of work references the prerequisites and dependents for that unit. This is in order to ensure that teaching builds on the knowledge and skills that students have, whilst ensuring that topics are taught in a way which best prepares them for success in future topics. Priority has been given to the sports/activities which are heavily built upon at Key Stage 4 GCSE. Each unit of the scheme of work has been broken down into carefully selected components so that new content is taught in small chunks, in order to ensure that working memory is not overloaded. When introducing new learning, methods students can manage the flow of new information they receive and make connections to previous learning. By minimising intrinsic load in this way, students are more likely to encode information into long term memory, in line with the principles of cognitive load theory (Kirschner et al, 2006).

## Specialist Vocabulary

	Year 7	Year 8	Year 9	Year 10	Year 11
1	Position	Attack	Control	Lead	Active lifestyle
2	Space	Defence	Power	Officiate	Teamwork
3	Pass	Tactics	Intercept	Coach	Free weights
4	Shoot	Extend	Reaction	Equipment manager	Zone defend
5	Warm up	Speed	Aerobic	Active lifestyle	Lead
6	Cool down	Warm up	Agility	Free Weights	Set play
7	REP	Cool down	Teamwork	Types of training	Outwitting opponents
10	Jump	Strength	Lead	Dynamic movement	Teamwork
11	Receive	Endurance	Spin	Outwitting	Warm up
12	Grip	Co-ordinates	Fluency	Plan	Cool down
13	Stretch	Cardio-vascular fitness	Advanced skill	Monitor	Coach
14	Controls	Footwork	Range	Evaluate	Positive mental attitude
15	Repeat	Lead	Outwitting	Teamwork	Stress relief



## 5. Cultural Capital

<b>Activity/event</b>	<b>Brief outline of the activity</b>	<b>Year group</b>
Sports clubs	Enrich students education to develop their sporting ability	All years
Sports Fixtures	Experience playing sport at different schools, going out of the local area, competing on a district stage and signposting to clubs	All years
Sports day	Being competitive, developing participation and celebration of the elite, being part of a team, developing the ability to win and lose graciously.	All years
Leadership	This Girl Can Campaign, developing female leaders. Level 2 Sports Leaders course in Year 10 and 11.	All years
Trips	Visiting sporting venues to inspire participation. E.g. Old Trafford and Madrid.	All years
Derby University Trip	Visiting further education venues to educate students on the different career pathways available in sport.	Year 10
PE lessons & Inter-form competitions.	Develop teamwork, communication, resilience, ability to win and lose graciously.	All

## 6. Homework and Independent Learning

In KS3, homework is set when appropriate. There are a number of extra-curricular opportunities we hope students will try and also represent Granville in competitive leagues within the local area.

In GCSE PE, homework is set each week to embed the learning from the classroom and develop their skills to be successful in the PE Examination. Homework is interleaved so that students are constantly re-visiting topic areas to ensure that their knowledge sticks. Homework tasks range from recall tasks to opportunities for students to practise their extended writing skills.