



Curriculum Guide for Physical Education

1. Curriculum Rationale
2. What students will learn in our subject
3. Curriculum Map
4. Assessment Plan
5. Specialist Vocabulary
6. Cultural Capital
7. Homework and independent learning



The de Ferrers Trust



1. Curriculum Rationale for Physical Education



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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.

In order to do this we aim to:

1. Stimulate and maintain Student interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Enable Students to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
 - a. To enable students to see PE as:
 - i. A major feature in our lives, related to employment, leisure and culture.
 - ii. Part of a wider body of knowledge and skills, EG interpersonal and problem-solving skills.
 - b. To enable students to:
 - i. Understand and use safe practice and to appreciate its importance in PE.
 - ii. Understand the benefits of exercise on the body.
 - iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable students to develop a range of desirable personal qualities such as safety, awareness, politeness, resilience, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education department.
4. Enable Students to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all Students to have equal access to PE and to experience success and enjoyment in their PE work.
6. Develop an awareness in students of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
7. Allow Students to develop informed opinions and be able to support them in reasonable argument.

8. Provide opportunities for students to take part in a variety of extra curricular activities, compete against other schools and sign post students to sports clubs.

9. Prepare students with the skills, knowledge & understanding for GCSE PE at KS4



2. What students will learn in Physical Education



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	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"> -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 	<p>Students tackle complex and demanding physical activities. They get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <p>Students are taught to:</p> <ul style="list-style-type: none"> -use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, netball, rounders, rugby and tennis] - develop their technique and improve their performance in other competitive sports,[for example, athletics and Trampolining, or other physical activities [for example, dance] -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.

	<p>-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</p> <p>-analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>take part in competitive sports and activities outside school through community links or sports clubs.</p>	
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3. Curriculum Map



YEAR 7

PE Timetable 2020/21

Day	Period	Group	Gender	Staff	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
					2nd September to 25th October 8 WEEKS	4th November to 20th December 7 WEEKS	6th January to 14th February 6 WEEKS	24th February to 3rd April 6 WEEKS	20th April to 22nd May 5 WEEKS	1st June to 20th July 7 WEEKS
					BASELINE-----ASSESS WB: 2/9/19---WB: 21/10/19	BASELINE-----ASSESS WB: 4/11/19---WB: 16/12/19	BASELINE-----ASSESS WB: 6/1/20---WB: 10/2/20	BASELINE-----ASSESS WB: 24/2/20---WB: 30/3/20	BASELINE-----ASSESS WB: 20/4/20---WB: 18/5/20	BASELINE-----ASSESS WB: 1/6/20---WB: 13/7/20
						DATA DROP 04/12/19		DATA DROP 18/03/20		DATA DROP 08/07/19
Tue	4	A	M		RUGBY	BASKETBALL	HRE	GYMNASTICS	ATHLETICS	ATHLETICS
		B	F		FOOTBALL	HRE	GYMNASTICS	NETBALL	ROUNDERS	TENNIS
Tue	4	C	M		RUGBY	BASKETBALL	HRE	GYMNASTICS	ATHLETICS	ATHLETICS
		D	F		FOOTBALL	HRE	GYMNASTICS	NETBALL	ROUNDERS	TENNIS
Wed	2	E	M		RUGBY	HANDBALL	BASKETBALL	GYMNASTICS	ATHLETICS	ATHLETICS
		F	F		FOOTBALL	HRE	EX TO MUSIC	NETBALL	ROUNDERS	TENNIS
		G	MX		PROBLEM SOLVING	TABLE TENNIS	PROBLEM SOLVING (1)	PROBLEM SOLVING (3)	ATHLETICS	CRICKET
Wed	5	A	M		RUGBY	BASKETBALL	HRE	GYMNASTICS	ATHLETICS	ROUNDERS
		B	F		FOOTBALL	HRE	GYMNASTICS	NETBALL	ROUNDERS	TENNIS
THUR	4	E	M		FOOTBALL	TT (1,3)	HRE	FOOTBALL	CRICKET	TENNIS
		F	F		NETBALL	DANCE	GYMNASTICS	TT (1,2)	ATHLETICS	CRICKET
		G	MX		FOOTBALL (3)	Trampolineing	trampolineing	trampolineing	ROUNDER	TENNIS
FRI	4	C	M	JGO	FOOTBALL	TT	Handball	FOOTBALL	CRICKET	TENNIS
		D	F	KBR	NETBALL	DANCE	EX TO MUSC	TT	ATHLETICS	ATHLETICS

YEAR 8

PE Timetable 2020/21

Day	Period	Group	Gender	Staff	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
					2nd September to 25th October 8 WEEKS	4th November to 20th December 7 WEEKS	6th January to 14th February 6 WEEKS	24th February to 3rd April 6 WEEKS	20th April to 22nd May 5 WEEKS	1st June to 20th July 7 WEEKS
					BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS
					WB: 2/9/19---WB: 21/10/19	WB: 4/11/19---WB: 16/12/19	WB: 6/1/20---WB: 10/2/20	WB:24/2/20---WB:30/3/20	WB:20/4/20---WB:18/5/20	WB: 1/6/20---WB: 13/7/20
						DATA DROP 04/12/19		DATA DROP 18/03/20		DATA DROP 08/07/19
MON	3	A	M		FOOTBALL	HRE	TRAMPOLINING	FOOTBALL	ATHLETICS	ATHLETICS
		B	F		NETBALL	DANCE	GYMNASTICS	TT	ROUNDERS	TENNIS
MON	3	C			FOOTBALL	HRE	TRAMPOLINING	FOOTBALL	ATHLETICS	ATHLETICS
		D			NETBALL	DANCE	GYMNASTICS	TT	ROUNDERS	TENNIS
WED	4	E	M		FOOTBALL	HRE	TRAMPOLINING	FOOTBALL	ATHLETICS	ATHLETICS
		F	F		NETBALL	DANCE	GYMNASTICS	TT	ROUNDERS	TENNIS
THUR	3	E	M		RUGBY	HANDBALL OUT	GYMNASTICS	TT	CRICKET	TENNIS
		F	F		FOOTBALL	HRE	HANDBALL	NETBALL	ATHLETICS	ATHLETICS
FRI	1	A	M		RUGBY	HANDBALL	GYMNASTICS	TT	CRICKET	TENNIS
		B	F		FOOTBALL	HRE	Handball	NETBALL	ATHLETICS	ATHLETICS
FRI	2	C	M		RUGBY	HANDBALL	GYMNASTICS	TT	CRICKET	TENNIS
		D	F		FOOTBALL	HRE	Handball	NETBALL	ATHLETICS	ETHLEICS

YEAR 9

PE Timetable 2020/21

Day	Period	Group	Gender	Staff	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
					2nd September to 25th October 8 WEEKS	4th November to 20th December 7 WEEKS	6th January to 14th February 6 WEEKS	24th February to 3rd April 6 WEEKS	20th April to 22nd May 5 WEEKS	1st June to 20th July 7 WEEKS
					BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS
					WB: 2/9/19---WB: 21/10/19	WB: 4/11/19---WB: 16/12/19	WB: 6/1/20---WB: 10/2/20	WB:24/2/20---WB:30/3/20	WB:20/4/20---WB:18/5/20	WB: 1/6/20---WB: 13/7/20
						DATA DROP 04/12/19		DATA DROP 18/03/20		DATA DROP 08/07/19
TUE	2	A	M	JGO	FOOTBALL	Table Tennis	Hre	FOOTBALL	Athletics	ATHLETICS
		B	F	JWI	NETBALL	HRE	TT	BASKETBALL	Rounders	TENNIS
		C	MX		FOOTBALL	Handball	handball	handball	ATHLETICS	ATHLETICS
TUE	3	E	M	JGO	FOOTBALL	TT	Hre	BASKETBALL	Athletics	ATHLETICS
		F	f	JWI	NETBALL	Handball out	ex to music	NETBALL	Rounders	TENNIS
		G	mx	KBR	HANDBALL	HRE		ex to music	ATHLETICS	ATHLETICS
WED	1	E	M	JGO	RUGBY	Handball out	football	HANDBALL	Cricket	ROUNDERS
		F	f	JWI	FOOTBALL	TT		BASKETBALL	ROUNDERS	ATHLETICS
THU	5	G	mx	JWI	BASKETBALL	DANCE	ex to music	HALL OR DS	ROUNDERS	ATHLETICS/?
FRI	5	A	M	JGO	RUGBY	Handball	Basketball	B	Cricket	ROUNDERS
		B	F	JWI	FOOTBALL	DANCE		NETBALL	Athletics	ATHLETICS
		C			HANDBALL	trampolining	trampolining	trampolining	ROUNDERS	TENNIS

YEAR 10

PE Timetable 2020/21

Day	Period	Group	Gender	Staff	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
					2nd September to 25th October 8 WEEKS	4th November to 20th December 7 WEEKS	6th January to 14th February 6 WEEKS	24th February to 3rd April 6 WEEKS	20th April to 22nd May 5 WEEKS	1st June to 20th July 7 WEEKS
					BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS
					WB: 2/9/19---WB: 21/10/19	WB: 4/11/19---WB: 16/12/19	WB: 6/1/20---WB: 10/2/20	WB:24/2/20---WB:30/3/20	WB:20/4/20---WB:18/5/20	WB: 1/6/20---WB: 13/7/20
						DATA DROP 04/12/19		DATA DROP 18/03/20		DATA DROP 08/07/19
	3		M	JGO	FOOTBALL	OPTION	OPTION	OPTION	ROUNDERS	CRICKET
			F	JWI	NETBALL	HRE	TABLE TENNIS	VOLLEYBALL	TENNIS	ROUNDERS

YEAR 11

PE Timetable 2020/21

Day	Period	Group	Gender	Staff	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
					2nd September to 25th October 8 WEEKS	4th November to 20th December 7 WEEKS	6th January to 14th February 6 WEEKS	24th February to 3rd April 6 WEEKS	20th April to 22nd May 5 WEEKS	1st June to 20th July 7 WEEKS
					BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS	BASELINE-----ASSESS
					WB: 2/9/19---WB: 21/10/19	WB: 4/11/19---WB: 16/12/19	WB: 6/1/20---WB: 10/2/20	WB:24/2/20---WB:30/3/20	WB:20/4/20---WB:18/5/20	WB: 1/6/20---WB: 13/7/20
						DATA DROP 04/12/19		DATA DROP 18/03/20		DATA DROP 08/07/19
		11SC1/P	M	JGO	FOOTBALL	HRE	TRAMPOLINING	VOLLEYBALL	ROUNDERS	TENNIS
		11SC3/P	F	KBR	NETBALL	TABLE TENNIS	HRE	BASKETBALL	CRICKET	ROUNDERS



4. Assessment Plan



Assessment in PE - Rationale

KS3 core- Students are assessed at the end of each using descriptors of Bronze, Silver & Gold for each sport. Students are taught the basic skills in each sport in Year 7, in Year 8 these skills are built upon through a progressively more challenging units of work where they are taught more tactic and then advanced skills in Year 9. A sports Education model is rolled out in KS4 core PE as students become more proficient and the students take on more of lead of the lesson while the teacher becomes the facilitator. In KS4 Core, students are scored on their Attitude learning in order to foster positive attitudes and encourage their lifelong participation in PE & sport.

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 (5-10minutes). 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. 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 dependants 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



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	Yr 7	Yr8	Yr9	Yr10	Yr11
1	Position	Attack	Control	Lead	Routine
2	Space	Defence	Power	Officiate	Dig
3	Pass	Tactics	intercept	Coach	Set
4	Shoot	Extend	Reaction	Equipment officer	Zone defend
5	Warm up	Flex	Anticipate	Active lifestyle	Centre pass set play
6	Cool Down	Speed	Musicality	Free Weights	Free kick set play
7	REP	Tension	Program	Types of training	Outwitting opponents
10	Jump	Strength	Test	Dynamic movement	Team strengths
11	Roll	Endurance	Spin	Advanced twist	Team weaknesses
12	Balance	Formation	Fluency	Plan	Obesity
13	Stretch	Cardio-vascular fitness	Advanced skill	Monitor	Cancer
14	Copy	Motif	Set Plays	Evaluate	Positive Mental Attitude
15	Repeat	Set	Advanced skill	Teamwork	Stress relief



5. Cultural Capital



Activity/event	Brief outline of the activity	Year group
Sports clubs	Enrich students education to develop their sporting ability	All years
Sports Fixtures/ Dance in the forest	Experience playing sport at different schools, going out of the area, competing on a district stage, signposting to clubs	All years
Sports day	Being competitive, developing participation and well as celebration of elite, being part of a team, developing winning and losing coping skills	All years
Sporting etiquette	Taught through each sport. How we present, start and finish competitions.	All years
Indian Dance	Developing appreciation of dance from other countries. Research in to cultural diversity	Year 8 Girls
Derby Velodrome Trip	Visiting other sporting venues, inspirations, experience of a range of sports, pathways to participation	Year 10
PE lessons	Develop teamwork, communication, resilience, winning & losing	All



6. Homework and independent learning



In KS3 homework is set when appropriate. There are a number of extra-curricular opportunities we hope student will get involved in and 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