

# Curriculum Overview

## Physical Education

### KS3

	Year 7	Year 8	Year 9
	<p>The Key Stage 3 PE curriculum provides students with a broad and balanced range of physical activities that build on prior learning from Key Stage 2. Students develop core physical skills, apply tactics in both individual and team activities, and learn to solve problems in competitive and cooperative situations.</p> <p>Through regular opportunities for self and peer assessment, students learn to evaluate performance and identify areas for improvement. Leadership is embedded within lessons, with students encouraged</p>	<p>In Year 8, students build on and embed the skills and physical development introduced in Year 7. They become more confident and competent in applying techniques across a range of sports and physical activities, improving performance, decision-making, and teamwork.</p> <p>Students are encouraged to take an active role in lessons by volunteering for tasks and contributing both independently and as part of a team. Leadership opportunities allow students to apply prior knowledge in a variety of situations, including organising activities, supporting peers, and taking responsibility during lessons, enrichment activities, and fixtures.</p> <p>Students further develop their ability to evaluate performance, helping them to identify personal strengths and areas for improvement. Health and fitness concepts are</p>	<p>In Year 9, students are provided with opportunities to take part in increasingly challenging and competitive activities. They develop a high level of practical skill, tactical understanding, and decision-making across a range of sports. In aesthetic activities, students create and refine routines, while in games they devise tactics and set plays, applying a detailed understanding of rules and regulations.</p> <p>Students apply principles of effective performance to evaluate their own and others' work, developing resilience through perseverance and positive attitudes to learning. A focus on individual mastery allows students to revisit and refine skills developed in Years 7 and 8, aiming to produce</p>

	<p>to lead warm-ups, small group activities, and contribute positively as part of a team.</p> <p>Students develop resilience, confidence, and a positive attitude towards physical activity while improving their technical ability and understanding of rules and regulations across a range of sports. Fitness lessons introduce key training methods and an understanding of the body, supporting progression into Years 8 and 9 and preparing students for KS4 examination pathways.</p> <p>The curriculum actively promotes participation in extra-curricular and competitive sport, supporting students' physical development, wellbeing, and lifelong engagement in physical activity. Always following the 'fit to learn, fit to lead, fit for life' initiative we adopt.</p> <p>The student's learning is completed through a range of different sports, including: Rugby, Football, Badminton, Basketball, Netball,</p>	<p>linked to everyday activity and sports participation, with students learning to identify key components of fitness. This supports informed choices about physical activity and helps students consider pathways into KS4 PE and sport-related courses. Always following the 'fit to learn, fit to lead, fit for life' initiative we adopt.</p> <p>The student's learning is completed through a range of different sports, including: Rugby, Football, Badminton, Basketball, Netball, Hockey, Fitness, Rounders, Tennis, Cricket, Athletics</p>	<p>effective performances in their preferred activities.</p> <p>Leadership is a key focus in Year 9. Students are given opportunities to lead activities within lessons, support younger students at fixtures, and contribute to wider school sporting events. This develops confidence, responsibility, and communication skills.</p> <p>The Year 9 curriculum supports informed decision-making about GCSE PE and BTEC Sport pathways and prepares students for the practical and leadership demands of Key Stage 4. always following the 'fit to learn, fit to lead, fit for life' initiative we adopt.</p> <p>The student's learning is completed through a range of different sports, including Rugby, Football, Badminton, Basketball, Netball, Hockey, Fitness, Rounders, Tennis, Cricket, Athletics</p>
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	<b>Hockey, Fitness, Rounders, Tennis, Cricket, Athletics</b>		
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## Curriculum Overview

### GCSE Physical Education

#### KS4

	<b>Year 10</b>	<b>Year 11</b>
<b>Half term 1</b>	<p><b>Structure &amp; Function of the Musculo-Skeletal System:</b> Identify major bones, muscles &amp; joints in the body. Understand the structure &amp; function of the skeleton, muscles and joints and how the muscles contract.</p>	<p><b>Sports Psychology:</b> Classification of skills. Use of SMART targets. Information processing, guidance &amp; feedback. Mental preparation.</p>

<b>Half term 2</b>	<p><b>Structure &amp; Function of the Cardio-Respiratory System:</b> Identify the structure of the heart and lungs. Understand the pathway of blood and air through the body and the process of gaseous exchange and the mechanics of breathing. Aerobic &amp; Anaerobic exercise, the effects of exercise.</p>	<p><b>Socio-Cultural Influences:</b> Engagement patterns of different social groups. Commercialisation of physical activity &amp; sport. Ethical and socio-cultural issues in physical activity &amp; sport.</p>
<b>Half term 3</b>	<p><b>Movement Analysis:</b> Lever systems. Planes and axes of movement.</p>	<p><b>NEA Written Coursework:</b> Analysis of performance, identifying strengths &amp; weaknesses, planning how to improve weaknesses.</p>
<b>Half term 4</b>	<p><b>Physical Training (Health &amp; Fitness):</b> The relationship between health and fitness and the role of exercise in both.</p>	<p><b>Health, Fitness &amp; Well-Being:</b> Physical, emotional &amp; social health, fitness &amp; well-being. The consequences of a sedentary lifestyle. Energy use, diet nutrition &amp; hydration.</p>
<b>Half term 5</b>	<p><b>Physical Training (Components of Fitness &amp; Principles of Training):</b> The components of fitness, benefits for sport and how fitness is measured and improved, including fitness testing.</p>	<p><b>Revision &amp; Exam Preparation.</b></p>
<b>Half term 6</b>	<p><b>Physical Training (Injury Prevention):</b> Optimising training and prevent injury. Effective use of warm-up and cool-down.</p>	

## Curriculum Overview

### BTEC Sport L1/2

#### KS4

	Year 10	Year 11
Half term 1	Explore types and provision of sport and physical activity for different types of participants.	Demonstrate ways to improve participants sporting techniques. This will link to the coaching task, where students will have to coach a fundamental skill from a sport of their choice.
Half term 2	Examine equipment and technology required for participants to use when taking part in sport and physical activity	Submission of component 2. Recommended guidance for completion is 4 hours.

<b>Half term 3</b>	Prepare participants to take part in sport and physical activity. This links to the practical assignment in which students will have to lead a warmup for a group of students.	From here until the summer, this will be content during lessons in preparation for the exam. Explore the importance of fitness for sports performance. Investigate fitness testing to determine fitness levels. Participate in fitness tests.
<b>Half term 4</b>	Sit component 1 assignment. Recommended 5 hours to complete the tasks.	Investigate different training methods for the component of fitness learned. Students will participate in practical lesson where they will explore different training methods.
<b>Half term 5</b>	Understand how different components of fitness are used in different physical activities. This links to component 2 task 1, where students will be given a case study where they will have to explain how the 11 components of fitness link to the activity.	Investigate fitness training programming to improve fitness and sports performance. Students will sit component 3 exam.
<b>Half term 6</b>	Be able to participate in sport and understand the roles and responsibilities of officials. This links Component 2 task 3 where students will complete a task on the roles and responsibilities of officials.	

## Curriculum Overview

### A-Level Physical Education

#### KS5

	<b>Year 12</b>	<b>Year 13</b>
<b>Half term 1</b>	<p><b>Sport &amp; society:</b> Pre-Industrial (pre-1780). Industrial &amp; post-industrial (1780 – 1900). Post World War II (1950 – present). Sociological theory applied to equal opportunities.</p>	<p><b>Sport &amp; society and the role of technology:</b> Concepts of physical activity &amp; sport. Development of elite performers in sport. Ethics, violence &amp; drugs in sport. Sport and the law. Impact of commercialisation. The role of technology in physical activity &amp; sport.</p>
<b>Half term 2</b>	<p><b>Skill acquisition:</b> Skill, skill continuums and transfer of skills. Impact of skill classification on structure of practice for learning. Principles and theories of learning and performance.</p>	<p><b>NEA written work &amp; Preparation for practical:</b></p>

	<p>Use of guidance and feedback. General information processing model. Efficiency of information processing.</p>	
<b>Half term 3</b>	<p><b>Sports psychology:</b> Personality, attitudes, arousal, anxiety aggression, motivation. Social facilitation, Group dynamics. Goal setting. Attribution theory, self-efficacy &amp; confidence. Leadership. Stress management.</p>	<b>NEA practical preparation:</b>
<b>Half term 4</b>	<p><b>Applied anatomy &amp; physiology:</b> Cardio-respiratory system. Neuromuscular system. Musculo-skeletal system &amp; analysis of movement.</p>	<b>Revision &amp; exam practice:</b>
<b>Half term 5</b>	<p><b>Biomechanics:</b> Biomechanical principles. Levers. Linear, angular &amp; projectile motion. Fluid mechanics.</p>	<b>Revision &amp; exam practice:</b>
<b>Half term 6</b>	<p><b>Exercise physiology:</b> Diet &amp; nutrition. Preparation &amp; training methods. Injury prevention.</p>	

# Curriculum Overview

## BTEC Sport L3

### KS5

	Year 12	Year 13
Half term 1	<p><b>Structure &amp; Function of the Skeletal &amp; Muscular Systems:</b> Identify major bones, muscles &amp; joints in the body. Understand the structure &amp; function of the skeleton, muscles and joints and how the muscles contract and work together to create movement patterns.</p>	<p><b>Learning aim A: Understand the career and job opportunities in the sports industry</b></p> <p>Scope and provision of the sports industry: Size, breadth and geographic spread of the sports industry, locally and nationally, factors that affect sports provision and employment opportunities.</p>
Half term 2	<p><b>Structure &amp; Function of the Cardiovascular System:</b> Identify the structure of the heart and blood/blood vessels. Understand the pathway of blood through the body, the functions of the system and how they work together.</p>	<p>Careers and jobs in the sports industry: Sectors, local employers, national employers, sources of information on careers in sports, definitions of types of employment. Key pathways in employment in the sector: Legislations, Governing bodies, Training routes &amp; CPD</p>
Half term 3	<p><b>Structure &amp; Function of the Respiratory System:</b> Identify the structure of the lungs. Understand the pathway of air through the body, the process of gaseous exchange and the mechanics of breathing. How the systems work together.</p>	<p><b>Learning aim B: Explore own skills using a skills audit to inform a career development action plan</b></p> <p>Personal skills audit for potential careers: producing a personal skills audit against a chosen career pathway: Planning personal development towards a career in the sports industry:</p>

		use of personal skills audit to produce an action plan towards a chosen sports career.
<b>Half term 4</b>	<p><b>Structure &amp; Function of the Energy Systems:</b> Identify the structure of the three systems. Understand how the systems work in isolation, together and relate to the type of activity they are performing. Aerobic &amp; Anaerobic exercise.</p>	<p><b>Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway.</b></p> <p>Job applications: selection of a job role in a suitable career pathway. Interviews and selected career pathway-specific skills</p>
<b>Half term 5</b>	<p><b>The Effects of Exercise on the Body Systems:</b> Identify the effects of exercise on all the body systems studied and how these systems interrelate to allow physical activity and sporting actions to be completed.</p>	<p><b>Learning aim D: Reflect on the recruitment and selection process and your individual performance.</b></p> <p>Review and evaluation: Role-play activity, individual appraisal of own roles in being interviewed, interviewing and observing, review of communication skills, review of organisational ability assessment of how the skills acquired support the development of employability skills.</p>
<b>Half term 6</b>	<b>Revision – Exam completion.</b>	