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Ethos College

Curriculum Planning

Physical Education

Curriculum intent statement: Physical Education

Intent:

The intention of our PE curriculum is to engage pupils in activities that develop health and fitness, as well as to develop life skills and independence through problem-solving and physical challenges. We also recognise the ways in which our curriculum can support the development of self-esteem through the development of physical confidence and helping pupils to manage both success and failure in competitive and co-operative activities. We actively seek to develop skills as a team player, including praise for others and motivation skills and to provide all pupils with the confidence to participate in life sports. Alongside this, all pupils leave Ethos College with a PE qualification which reflects the best of their ability.

Implementation:

The curriculum is designed to build and expand on previous skills and understanding over a 1 year period whilst also planning explicit opportunities for repetition to embed subject knowledge into the long term memory. In PE we use a range of formative and summative assessment procedures to assess progress and attainment, including marking, self/peer assessment, targeted questioning, coursework as well as informal and formal examinations to assess understanding and inform teaching. At Ethos College we recognise the importance of meeting individual needs and use one page profiles to inform how the curriculum should be

taught so that all pupils can make progress and achieve.

Impact

The vast majority of pupils meet, or exceed, their expected progress in Physical Education and leave with a formally recognised Physical Education qualification. As well as making academic progress pupils will make exceptional SEMH progress, develop positive character traits and achieve targets set out in their My Support Plans and Educational Health Care Plans. Alongside this, life-skills and lifetime sports are embedded in the Physical Education curriculum and support pupils to make an effective transition to post-16 provision and succeed in modern Britain.

1 Year Plan

Half Term	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	<p>Structure and function of the skeletal system</p> <p>Structure and function of the muscular system</p> <p>Movement Analysis</p> <p>Components of fitness</p> <p>Health Fitness & Wellbeing</p>	<ul style="list-style-type: none"> • Function of the Skeletal System • Location of Major Bones • Types of Synovial joints • Types of movement at ball and socket joints and hinge joints • Other components of joints • Location of major muscles • The roles of muscles in movement • Components of fitness • Health, Fitness & Wellbeing 	<p>Students will start to learn about the skeletal and muscular systems as they are easier concepts to understand and provide a good foundation for learning more advanced content in this term and later on in the year. Movement analysis is covered next as it builds on knowledge learnt in previous lessons and students will need an understanding of this for next half term when they undertake the coursework element of the course. Component of fitness is taught in term 1 as it forms the first part of the coursework element. Health, Fitness and Wellbeing is taught in term 1 as students</p>	<p>Students will have the opportunity to learn about a range of different careers through the use of career profiles. Profiles shared will relate to the topic that is being taught and will help to bring the curriculum to life. Cultural Capital is built through regular visits to offsite facilities and through</p>	<p>Students will have a range of opportunities to experience reading in PE. Tier 2 and Tier 3 words are accessible to students in their folders to support them to access the qualification. Students will be introduced to exam style questions to develop build their confidence and understanding.</p>	<p>Boxall Strand B – Participates Constructively – Opportunities to work with other students through practical sessions and students encouraged to manage own equipment in lessons.</p> <p>Boxall Strand A – Gives Purposeful Attention – Regular praise given to students in lessons. Seating plans considered to support</p>

		<ul style="list-style-type: none"> Diet and Nutrition 	often already have knowledge around the content, therefore confidence in students is built on while relationships are being developed by staff.	practical elements of the course which involve a range of team sports which develop transferable skills.	Frayer Model will be used to understand key words where applicable.	students to access the lesson.
Half Term 2: Oct – Dec	<p>Applying the principles of training</p> <p>Preventing Injury in Sports</p> <p>Coursework</p> <p>Sports Psychology</p>	<ul style="list-style-type: none"> Principles of training Optimising training Prevention of Injury Time given to students to work on the coursework element of the course. (14 hours of lesson time) Classification of Skills Goal Setting 	In this term students will work on the coursework element. They will use knowledge from the previous term to help them to complete the coursework. principles of training, optimising training, prevention of injury, classification of skills and goal setting are all areas that students need to have a knowledge of for their coursework which is way they are taught alongside it in this term.	Students will have the opportunity to learn about a range of different careers through the use of career profiles. Profiles shared will relate to the topic that is being taught and will help to bring the curriculum to life. Cultural Capital is built through regular visits to offsite facilities and through practical elements of the course which involve a range of team sports	<p>Students will have a range of opportunities to experience reading in PE. Tier 2 and Tier 3 words are accessible to students in their folders to support them to access the qualification.</p> <p>Students will be introduced to exam style questions to develop build their confidence and understanding.</p> <p>Frayer Model will be used to understand key</p>	<p>Boxall Strand B – Participates Constructively – Opportunities to work with other students through practical sessions and students encouraged to manage own equipment in lessons.</p> <p>Boxall Strand A – Gives Purposeful Attention – Regular praise given to students in lessons. Seating plans considered to support students to access the lesson.</p>

				which develop transferable skills.	words where applicable.	
Half Term 3: Jan – Feb	Sports Psychology Engagement Patterns in Sport Commercialisation of Sport Ethical & Socio Cultural issues in Sport	<ul style="list-style-type: none"> • Characteristics of skilful movement • Mental preparation • Types of Guidance • Types of Feedback • Commercialisation in Sport • Ethics in Sport • Drugs in Sport • Violence in Sport 	Characteristics of Skilful movement, Mental Preparation, Types of Guidance, Types of Feedback all lead on from topics taught in the previous term. Teaching them now will allow students to continue to build on these concepts and develop their understanding further. Commercialisation, Ethics in Sport and Drugs in Sport and Violence in Sport will be new topics to students but will come up in paper 2 which students will sit in May/June.	Students will have the opportunity to learn about a range of different careers through the use of career profiles. Profiles shared will relate to the topic that is being taught and will help to bring the curriculum to life. Cultural Capital is built through regular visits to offsite facilities and through practical elements of the course which involve a range of team sports which develop transferable skills. Presentation and talk from	Students will have a range of opportunities to experience reading in PE. Tier 2 and Tier 3 words are accessible to students in their folders to support them to access the qualification. Students will be introduced to exam style questions to develop build their confidence and understanding. Frayer Model will be used to understand key words where applicable.	Boxall Strand B – Participates Constructively – Opportunities to work with other students through practical sessions and students encouraged to manage own equipment in lessons. Boxall Strand A – Gives Purposeful Attention – Regular praise given to students in lessons. Seating plans considered to support students to access the lesson.

				Industry focusing on sport related jobs in the travel industry.		
Half Term 4: Feb – April	<p>Cardiovascular System</p> <p>Respiratory System</p> <p>Effects of Exercise</p> <p>Lever Systems in Sport</p> <p>Planes & Axis</p>	<ul style="list-style-type: none"> • Structure & function of the cardiovascular system • Structure and function of the respiratory system • Aerobic and Anaerobic exercise • Short term effects of exercise • Long term effects of exercise • Lever Systems • Planes of Movement and Axis of rotation 	<p>Structure and function of the cardiovascular and respiratory system, short & long term exercise are new concepts to students but will come up on the exam paper in May/June. Lever systems and planes of movement are new concepts to students but will build on previous concepts taught in term 1. Revisiting this now will refresh student memory and allow for concepts to be recapped prior to exam delivery.</p>	<p>Students will have the opportunity to learn about a range of different careers through the use of career profiles. Profiles shared will relate to the topic that is being taught and will help to bring the curriculum to life.</p> <p>Cultural Capital is built through regular visits to offsite facilities and through practical elements of the course which involve a range of team sports which develop transferable skills.</p>		<p>Boxall Strand B – Participates Constructively – Opportunities to work with other students through practical sessions and students encouraged to manage own equipment in lessons.</p> <p>Boxall Strand A – Gives Purposeful Attention – Regular praise given to students in lessons. Seating plans considered to support students to access the lesson.</p>

Half Term 5:
April – May

Revision for Paper 1

- Skeletal System
- Muscular System
- Cardiovascular & Respiratory System
- Components of Fitness
- Movement Analysis
- Principles of training
- Exam techniques

Content learnt previously will be revisited with students to ensure that this is understood and learnt. Concepts that students have previously struggled will be given more time in lessons. Preparing students for exams will also be covered.

Students will have the opportunity to learn about a range of different careers through the use of career profiles. Profiles shared will relate to the topic that is being taught and will help to bring the curriculum to life. Cultural Capital is built through regular visits to offsite facilities and through practical elements of the course which involve a range of team sports which develop transferable skills. Opportunities to visit a university and learn about sport/pe

Students will have a range of opportunities to experience reading in PE. Tier 2 and Tier 3 words are accessible to students in their folders to support them to access the qualification.

Students will be introduced to exam style questions to develop build their confidence and understanding.

Fruyer Model will be used to understand key words where applicable.

				courses at higher education.		
Half Term 6: June – July	Revision for Paper 2	<ul style="list-style-type: none"> • Sports Injury • Engagement Patterns in Sport • Sport Psychology • Commercialisation in Sport • Ethical and Socio Cultural Issues in Sport • Exam techniques 	Content learnt previously will be revisited with students to ensure that this is understood and learnt. Concepts that students have previously struggled will be given more time in lessons. Preparing students for exams will also be covered.	Students will have the opportunity to learn about a range of different careers through the use of career profiles. Profiles shared will relate to the topic that is being taught and will help to bring the curriculum to life. Cultural Capital is built through regular visits to offsite facilities and through practical elements of the course which involve a range of team sports which develop transferable skills.	Students will have a range of opportunities to experience reading in PE. Tier 2 and Tier 3 words are accessible to students in their folders to support them to access the qualification. Students will be introduced to exam style questions to develop build their confidence and understanding. Frayer Model will be used to understand key words where applicable.	