

PE Curriculum Overview



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the Locally Agreed Syllabus as our statutory foundation and broadly share its principles and aims including:

- 'To provide students with an introduction to the essential knowledge that they need to be educated citizens. To introduce students to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop students' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

PE plays a crucial role in promoting a healthy lifestyle, fostering a love for movement, and equipping students with valuable physical and social skills that benefit them throughout their lives.

- Physical health: Physical education encourages students to be fitter and healthier by developing cardiovascular endurance, muscle strength, and flexibility.
- Lifelong enjoyment: PE can help students discover activities they enjoy and create a foundation for staying active throughout their lives.
- Understanding of movement: Students learn the skills and techniques behind various sports and physical activities.

- Well-being: PE promotes not just physical health but also mental and emotional well-being through stress reduction and mood improvement.
- Independence: Students develop self-reliance and problem-solving skills through participation in physical activities.
- Confidence: Overcoming challenges and mastering new skills in PE can boost self-esteem and confidence.
- Collaborative skills: Team sports and group activities within PE foster teamwork, communication, and cooperation.

Curriculum Aims

“Equipping students with the knowledge, skills and motivation to live active, healthy lives.”

Learners are nurtured into a ‘can do’ attitude towards learning, built through individual and team activities. Learners improve in confidence and develop resilience by challenging themselves to aim higher. Working in a team requires trust and Team PE work hard to build relationships with learners that help them feel comfortable about performing across all sports and exercise activities. Through participation in a variety of team activities our learners learn and understand the importance of teamwork and in turn develop social, leadership and communication skills. Taking part in a sporting event requires courage – courage in facing an opponent but also courage in pushing yourself to achieve further and our learners are given opportunities to perform through lessons and enrichment programme. By wearing our shared CHS kit, all children are part of Team CHS. They learn, assess, compete, and work collectively.

Physical Education at Cottingham High School opens your eyes to the amazing world of sports performance. Learners can perform in different sports and develop wide ranging knowledge into the how and why of physical activity and sport. The combination of the physical performance and academic challenge provides our learners with an interesting and challenging learning experience. The development of transferable skills including decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure. In our lessons, we develop competent performance by modelling and carefully breaking down the parts of each activity – from the fine movements and processes of unique actions to the strategies needed to overcome an opponent. We also provide opportunities to revisit and rehearse these skills and, through our assessment, help learners see how they are improving. Physical education requires a commitment to process of practice, review, and completion. It teaches learners the habits of working toward a personal goal.

We aim to ensure all learners leave the school possessing the skills, motivation and knowledge to enjoy a lifelong engagement with sport and physical activity. They will know the benefits and impacts of leading a healthy active lifestyle and have better physical, social and mental health. As team players, learners will be able to contribute to a wide range of experiences collectively working with others to achieve goals and objectives. It is our hope that we grow leaders of the future through a range of sports leadership opportunities that will develop a wide range of important life skills and qualities including confidence, communication, organisation, reliance and problem solving.

Building on prior learning - What can students do by the end of KS2?

Students should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball and rounders], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

What are the skills gaps?

- Sometimes a lack of PE subject specialists in primary school leads to a lack of core skills.
- Limited variety of sports with tennis, cricket and badminton at a significant disadvantage to other sports such as football and rounders.
- Limited exposure to competition and development of resilience for some students.

Curriculum Structure

Technical Skills	Tactical Skills
<p>Invasion Sports (Football, Netball, Rugby, Basketball, Hockey):</p> <ul style="list-style-type: none"> • Ball Control: This combines dribbling, passing, and shooting, emphasising manipulating the ball effectively to advance it towards the goal. • Footwork: Agility, balance, and proper footwork are crucial for manoeuvring around opponents, changing direction quickly, and maintaining control of the ball. <p>Net and Wall Sports (Badminton, Tennis, Pickleball):</p> <ul style="list-style-type: none"> • Serve and Return: Serving sets the rally in motion, while returning puts your opponent under pressure. Mastering both is essential. • Volley Control: The ability to consistently volley shots back and forth is fundamental to maintaining rallies and creating scoring opportunities. • Shot Selection: Knowing when to employ aggressive smashes, deceptive dropshots, or tactical clears helps gain an advantage over your opponent. <p>Striking and Fielding Sports (Rounders, Cricket, Softball):</p> <ul style="list-style-type: none"> • Batting: Developing a strong batting technique is key to hitting the ball solidly and scoring runs. • Bowling/Pitching: Mastering accuracy, pace, and spin allows bowlers/pitchers to make it difficult for batters to hit the ball cleanly. • Fielding: Catching, throwing accurately, and covering ground quickly are essential defensive skills. <p>Track and Field (Athletics):</p>	<ul style="list-style-type: none"> • Positioning and Formations: Mastering group and player positioning, along with different formations, allows for better control of the game and creates opportunities to exploit weaknesses. • Adaptability: Students must learn to be flexible and adjust their tactics to unexpected situations during a game. This could involve changing formations, switching strategies, or capitalising on a sudden opening. • Energy Management: Understanding how to pace yourself is crucial. Students need to conserve energy while having enough reserves for critical moments when speed and endurance are essential e.g. ‘Make the ball do the work in football’ • Dynamic Decision-Making: Throughout practice and competition, athletes constantly make decisions based on the ever-changing game situation. This involves: <ul style="list-style-type: none"> ○ Spatial Awareness: Knowing your position relative to the field/court, your opponents, and teammates allows for informed decision-making. ○ Distance Estimation: Accurately estimating distances to goals, baskets, teammates, or opponents is vital for successful execution of plays.

<ul style="list-style-type: none"> • Motor Skills: Running, jumping, and throwing are the fundamental movements at foundation of all track and field events. <p>Health & Fitness:</p> <ul style="list-style-type: none"> • Physical Conditioning: Building endurance and strength forms the foundation for optimal performance in all sports and activities. • Training Principles: Understanding the components of fitness (e.g., cardiovascular endurance, muscular strength) and different training methods allows individuals to design effective fitness programs. • Assessment: Regular testing helps individuals track progress and adjust their training accordingly. <p>Gymnastics:</p> <ul style="list-style-type: none"> • Movement Vocabulary: Mastering various actions is the foundation for building a diverse repertoire – travel, balance and flight. • Spatial Awareness: Understanding how to move effectively in relation to yourself and others within a designated space is essential. 	<ul style="list-style-type: none"> • Game Analysis: Reviewing performance, both individually and as a team, is essential for improvement. This includes: <ul style="list-style-type: none"> ○ Identifying Strengths and Weaknesses: Athletes need to understand their own capabilities and those of their opponents to exploit advantages and address shortcomings. ○ Feedback and Improvement: Constructive feedback helps players recognize areas for development and implement strategies for improvement. • Communication: In team sports, clear and concise communication is vital for success, especially during the intensity of a game. This involves: <ul style="list-style-type: none"> ○ Teamwork: Effective communication fosters better interaction and strengthens the overall team dynamic. ○ Respectful Language: Using precise and respectful language, tailored to the situation, ensures clear communication and avoids misunderstandings.
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Assessment Objectives

AO1	AO2	AO3	AO4	
Develop competence to excel in a broad range of physical activities Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	Be physically active for sustained periods of time Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	Engage in competitive sports and activities Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	Lead healthy, active lives Demonstrate and apply relevant skills and techniques in physical activity and sport	Black = Core PE Red = GCSE PE

Extra-curricular

The PE team contribute to the school’s comprehensive programme of extracurricular enrichment opportunities, with large numbers of students participating every week. These activities provide additional opportunities for students to practice and hone the technical skills learned during PE lessons, as well as developing tactical skills such as

teamwork, communication, cooperation and leadership. Students engage in a wide range of sports, such as football, netball, basketball, rugby, rounders and badminton. They develop their passion through competitive sport and represent their school with pride.

Core PE Curriculum Programme

In Key Stage 3 classes develop their knowledge and skills through a programme of activities, taught in rotation throughout the year and revisited in each year.

	1	2	3	4	5	6	7	8	9	10
Year 7	Baseline Fitness	Rugby	Football	Netball	Basketball	Hockey	Badminton	Rounders / Softball	Athletics	Gymnastics
Year 8	Fitness Suite	Rugby	Football	Netball	Basketball	Hockey	Badminton	Rounders / Softball	Athletics	Gymnastics
Year 9	Fitness Suite	Rugby	Football	Netball	Basketball	Hockey	Badminton	Rounders / Softball	Athletics	Gymnastics

In Key Stage 4 PE classes select five activities from the above rotations, participating in one per half term.

GCSE PE Curriculum Sequencing

Key Stage 4 Year 10 – OCR GCSE PE Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Foundations of Anatomy & Physiology Establishing foundational knowledge in applied anatomy and physiology, alongside initial practical skill development in chosen activities.</p> <p>1.1 Applied Anatomy and Physiology: The Skeletal System:</p> <ul style="list-style-type: none"> ▪ Structure and function of the skeleton (support, protection, movement, blood cell production, mineral storage). ▪ Major bones of the human body (e.g., cranium, vertebral column, ribs, sternum, clavicle, scapula, humerus, radius, ulna, carpals, metacarpals, phalanges, pelvis, femur, patella, tibia, fibula, tarsals, metatarsals). 	<p>Deepening A&P and Physical Fitness Expanding knowledge of physiological systems and introducing physical fitness components, alongside continued practical development.</p> <p>1.1 Applied Anatomy and Physiology (continued): The Respiratory System:</p> <ul style="list-style-type: none"> ▪ Structure and function of the respiratory system (lungs, trachea, bronchi, alveoli). ▪ Mechanism of breathing (inspiration and expiration). ▪ Gaseous exchange (at alveoli and muscles). ▪ Lung volumes (tidal volume, vital capacity) and their relevance. <p>The Cardiovascular System:</p>	<p>Socio-cultural Issues, Well-being, and Practical Refinement Exploring the social and psychological aspects of sport, and linking health, fitness, and well-being, while consolidating practical skills.</p> <p>2.1 Socio-cultural Influences:</p> <ul style="list-style-type: none"> ○ Participation patterns of different social groups (gender, age, ethnicity, disability). ○ Factors affecting participation (e.g., access, role models, media, cost). ○ Commercialization of physical activity and sport (sponsorship, media, advertising). ○ Ethics in sport (drugs in sport, violence, etiquette, sportsmanship). <p>2.3 Health, Fitness and Well-being:</p> <ul style="list-style-type: none"> ○ Definitions of health, fitness, and well-being.

	<ul style="list-style-type: none"> ▪ Types of bones (long, short, flat, irregular, sesamoid). ▪ Joints: Classification (fixed, slightly movable, freely movable/synovial), types of synovial joints (ball and socket, hinge, pivot, gliding, condyloid, saddle), and their movements. <p>The Muscular System:</p> <ul style="list-style-type: none"> ▪ Structure and function of muscles. ▪ Major muscle groups and their actions at joints (e.g., biceps/triceps, quadriceps/hamstrings, glutes, gastrocnemius, deltoids). ▪ Antagonistic muscle pairs. ▪ Muscle contractions (isotonic: concentric/eccentric; isometric). 	<ul style="list-style-type: none"> ▪ Structure and function of the heart, blood vessels (arteries, veins, capillaries), and blood. ▪ Pathway of blood through the heart and body. ▪ Cardiac cycle (diastole, systole). ▪ Heart rate, stroke volume, cardiac output. <p>Effects of Exercise on the Body:</p> <ul style="list-style-type: none"> • Immediate and short-term effects on skeletal, muscular, respiratory, and cardiovascular systems. <p>1.2 Physical Fitness:</p> <ul style="list-style-type: none"> ○ Introduction to components of fitness: <p>Health-related: Cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition.</p> <p>Skill-related: Agility, balance, coordination, power, reaction time, speed.</p> <p>Methods of fitness testing for each component (e.g., Multi-stage fitness test, sit and reach, handgrip dynamometer).</p> <p>Practical Content (Component 03 - Practical Activities):</p> <ul style="list-style-type: none"> • Skill Development (Activity 1 & 2): Refine skills, develop consistency and accuracy. Introduce advanced techniques. • Skill Development (Activity 3 - Complementary Group): Introduce a third practical activity from the remaining activity group (e.g., if Team/Individual were chosen, select another team or individual activity from the opposite group category to fulfill requirement for 2 distinct groups). 	<ul style="list-style-type: none"> ○ Components of a balanced diet and hydration. ○ Energy balance and its impact on performance and health. ○ Negative impacts of a sedentary lifestyle (e.g., obesity, heart disease). <p>Practical Content (Component 03 - Practical Activities):</p> <ul style="list-style-type: none"> • Refinement of All 3 Activities: Intensive practice of skills in game situations, focusing on decision-making, tactics, and consistency under pressure. • NEA Planning (Component 04): Introduce the Analysis and Evaluation of Performance component. Students begin considering which activity they will choose for their NEA and start initial observation. • Warm-up and Cool-down: Design and execute effective warm-ups and cool-downs, linking to physiological knowledge.
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		<ul style="list-style-type: none"> • Application of Fitness: Conduct fitness tests and analyze results in relation to sporting performance. 	
Assessment	<p>Assessment:</p> <ul style="list-style-type: none"> • Theoretical: Short quizzes on skeletal and muscular systems; diagram labelling. • Practical: Observation of skill execution in drills and small-sided games; participation and effort. <p>Key Learning Outcomes:</p> <ul style="list-style-type: none"> • Students can identify major bones and muscles and describe their roles in movement. • Students understand different joint types and their associated movements. • Students demonstrate basic skills and tactical understanding in selected practical activities. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Theoretical: Exams or extended writing questions on body systems and effects of exercise; data analysis of fitness test results. • Practical: Peer assessment of skills; continuous observation of performance in competitive situations. <p>Key Learning Outcomes:</p> <ul style="list-style-type: none"> • Students can describe the function of the respiratory and cardiovascular systems and how they respond to exercise. • Students can define and identify different components of fitness and appropriate tests. • Students demonstrate improving practical skills and an understanding of how fitness impacts performance. 	<p>Practical Content (Component 03 - Practical Activities):</p> <ul style="list-style-type: none"> • Refinement of All 3 Activities: Intensive practice of skills in game situations, focusing on decision-making, tactics, and consistency under pressure. • NEA Planning (Component 04): Introduce the Analysis and Evaluation of Performance component. Students begin considering which activity they will choose for their NEA and start initial observation. • Warm-up and Cool-down: Design and execute effective warm-ups and cool-downs, linking to physiological knowledge.

Key Stage 4: Year 11 – OCR GCSE PE Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p>Sports Psychology, Training Principles, and NEA Development</p> <p>Delving into the psychological aspects of sport and principles of training, alongside significant development of the NEA.</p> <p>Theoretical Content (Component 01 & 02):</p> <p>1.2 Physical Fitness (continued):</p> <ul style="list-style-type: none"> ○ Principles of Training (FITT, SPORT): Frequency, Intensity, Time, Type; Specificity, Progressive Overload, Reversibility, Tedium. 	<p>Exam Preparation, NEA Completion, and Final Practical Assessment</p> <p>Intensive revision of all theoretical content, finalization and submission of the NEA, and formal practical assessments.</p> <p>Theoretical Content (Components 01 & 02 - Revision):</p> <ul style="list-style-type: none"> • Systematic Revision: <ul style="list-style-type: none"> ○ Review of all topics from Components 01 and 02 using past papers, exam technique practice, and revision resources. ○ Focus on common misconceptions and difficult topics. 	<p>Exam Preparation</p>

- **Types of Training:** Continuous, interval, circuit, weight, Fartlek, cross-training, plyometrics.
- **Warm-up and Cool-down:** Importance and components.
- **Optimising Training:** Methods to monitor intensity (e.g., heart rate, RPE).

2.2 Sports Psychology:

- **Classification of Skills:** Open/closed, simple/complex, fine/gross.
- **Goal Setting:** SMART targets.
- **Feedback:** Intrinsic/extrinsic, knowledge of results/performance.
- **Guidance:** Visual, verbal, manual, mechanical.
- **Arousal:** Inverted U theory, effects on performance.
- **Motivation:** Intrinsic and extrinsic.
- **Aggression:** Causes and effects.

Practical Content (Component 03 & 04):

- **NEA Practical Application:** Students apply principles of training and psychological strategies to improve performance in their chosen NEA activity.
- **NEA Development:** Students gather data, analyze their chosen performance, identify strengths and weaknesses, and begin to formulate an action plan for improvement. This will involve video analysis, peer feedback, and self-reflection.
- **Practical Assessment Preparation:** Focused sessions on specific skills and drills required for formal practical assessment, aiming for consistency and high performance.

- Timed practice questions and full mock exams.
- **Links between Theory and Practical:** Reinforce how anatomical, physiological, socio-cultural, and psychological concepts relate directly to practical performance and analysis.

Practical Content (Components 03 & 04):

- **NEA Finalization:** Students complete and refine their written analysis and evaluation of performance, including the action plan. Submission according to school deadlines.
- **Formal Practical Assessment:** Final performance assessments for all three chosen activities, recorded and assessed by the teacher against OCR criteria.
- **Individualized Improvement:** Targeted practice based on NEA findings and ongoing feedback to maximize practical grades.

Assessment	<p>Assessment:</p> <ul style="list-style-type: none"> • Theoretical: Application questions on training principles; case studies related to sports psychology. • Practical: Formative assessment of NEA progress; mock practical assessments to identify areas for improvement. <p>Key Learning Outcomes:</p> <ul style="list-style-type: none"> • Students can apply principles of training to design effective training programmes. • Students understand key psychological concepts and their impact on performance. • Students are making substantial progress on their NEA, demonstrating analytical and evaluative skills. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Theoretical: Full mock examinations for Component 01 and 02. • Practical: Formal Practical Assessment (Component 03) and NEA Submission (Component 04). <p>Key Learning Outcomes:</p> <ul style="list-style-type: none"> • Students are confident in their theoretical knowledge and exam technique for both written papers. • Students have successfully completed and submitted their NEA. • Students have performed to the best of their ability in their final practical assessments across all three activities. 	