

Curriculum rationale

Faculty : PE

Lead :

What is your curriculum statement for each key stage?

KS3:

The KS3 PE Curriculum is a broad and balanced programme which allows students to develop skills in a variety of invasion, net and wall games and individual activities. Throughout year 7 and 8 students develop skills in isolation and game play, as well as tactics and evaluating performance. Practical skills are underpinned by *'My Personal Best'* which is a Youth Sport Trust initiative to develop life skills of confidence, competence, motivation and resilience through participation in sport. These key skills are transferrable to other aspects school and life and aim to increase future employability. Students are assessed on their development of these skills as well as in a range activities including Netball, Hockey, Handball, Fitness, Athletics, Badminton, Gymnastics and Rounders. KS3 PE is taught in mixed ability groups, however lessons and complementing resources are differentiated to support, stretch and challenge all students.

KS4:

In KS4 students have 1 hour of core PE a week which focuses on developing the key transferable skills embedded at KS3 through physical recreation whilst also providing an environment in which students can develop their physical and mental well-being. Students participate in a variety of activities during core PE lessons including Netball, Hockey, Handball, Fitness, Badminton, Athletics, Trampolining and Rounders. Students are also encouraged to take on a variety of roles within sport such as leadership and umpiring in order to develop a more holistic and tactical understanding of the activities. At KS4 we also offer GCSE PE following the new AQA specification which enables students to develop their practice in a number of their strongest sports whilst also delving further into the supporting theoretical knowledge and understanding of sport and physical activity, helping to prepare them to continue into further avenues of study.

How does learning develop through each key stage?

Skills are developed and built upon following the GCSE PE curriculum to prepare them for the assessment. Pupils must be able to perform skills in isolation and within a competitive sporting environment. This also demonstrates knowledge and understanding of rules supported by knowledge of the body systems and components of fitness. Homework supports the pupil's practical skills and develops knowledge of each sporting activity

What principles guide your decision making? What is distinctive about your curriculum?

Curriculum rationale

Faculty : PE

Lead :

Facilities available and number of classes timetabled. Plus the sporting calendar influences seasonal sports and activities. Staff sporting experience.

How do you expect to see your curriculum delivered? How do you vary this delivery to meet the needs of all learners?

Mixed ability classes. Differentiation is shown through pupil outcomes and performances. Pupils are supported with different equipment and rules if required.

How do you vary the learning experiences when delivering the curriculum? In the classroom / outside the classroom / through different learning opportunities?

In practical and theory lessons staff use a variety of magenta principles to underpin the work being carried out. To support the curriculum the Pe department runs a variety of extra-curricular activities throughout the year. Hockey practice is run by Sefton hockey and all year groups take part in the league on a Thursday night. Netball practice is delivered by PE staff and all years take part in the league and city tournaments. Badminton club runs on a Friday evening by the PE department and football practice is delivered through a Liverpool FC coach. Waterpolo practice is delivered on a Sunday afternoon by two other members of staff and pupils are entered into the swimming competitions which is taken by a maths teacher. In the summer term the pe department deliver athletics a rounders practices and pupils are entered into the rounders leagues and the athletics competitions.

In addition to this interhouse competitions are run by the PE department throughout the year in a variety of activities. The PE department organised the fun day which is in the summer term and have built links with Sudley Infants. The PE department take pupils into Sudley to help deliver sporting activities such as Sportsday, which is great for the development of leadership skills. Trips are also offered to pupils for example the Power of Sport Conference at LJMU and skiing.

What impact does your curriculum have on the learners at Archbishop Blanch?

The sports that are on offer enable pupils to develop interests in a wide range of sports. The activities cater for different needs of the pupils and their likes and dislikes. Through the inclusion of the MY PB initiative the pupils now understand the important skills that are learnt in PE and sport and that these skills can be transferred to other lessons and the wider world.

Pupils are encouraged to develop an interest in a sport to allow lifelong participation and healthy lifestyles through the recreational approach in KS4 and through the extra-curricular timetable. .

What are your assessments for this academic year?

Curriculum rationale

Faculty : PE

Lead :

Term 1: Warming up / cooling down / skeletal and muscular system

Term 2: Netball or Hockey

Term 3: Fitness or gymnastics

Term 4: gymnastics or Fitness

Term 5: Athletics

Term 6: Rounder's and Tennis

ABS Curriculum Content – PE (2017 Update)

	HT1	HT2	HT3	HT4	HT5	HT6
7	Netball	Netball Hockey	Fitness Gymnastics	Fitness Gymnastics Athletics	Athletics	Rounders
8	Netball Hockey	Netball Hockey	Fitness Gymnastics Hockey	Fitness Gymnastics Athletics	Athletics	Rounders
9	Core: Netball, Handball, Hockey	Core: Netball Handball, Hockey	Core: Badminton, Fitness, handball, hockey	Core: Badminton Fitness, handball Athletics.	Core: Athletics	Core: Rounders
10 AQA GCSE PE 8582	GCSE: Paper 1 Physical Training Paper 1: The human Body and movement in physical activity and sport. The components of fitness with practical examples.	GCSE: Paper 1: The human Body and movement in physical activity and sport. Use of data. Presentation and analysis of data. Recap and review.	GCSE: Paper 2 Sport Psychology Classification of skills Goal setting Guidance Application to sporting experiences.	GCSE: Paper 2 Sport Psychology Feedback Arousal Aggression Motivation Personal control and management.	GCSE: NEA: non examined assessment. Analysis and evaluation task. Pupils work independently on their evaluation task.	GCSE: NEA: continues. Opportunities to feedback and develop evaluation.

Curriculum rationale

Fitness testing and limitations. Measuring components of fitness and data collection.

Faculty : PE

Paper 1 Mock Exam
Self-assessment
1: 1 teacher feedback interview.

Lead :

Analysis of techniques for different athletes.

**11
AQA GCSE
PE
8582**

Paper 2: Complete sports psychology and start socio cultural influence. Complete the practical element of the course including course work

Paper 2: Commercialisation of sport and ethical issues

Mock exam 2

Paper 2: Health and fitness

Revision of paper 1 and paper 2

Revision of paper 1 and paper 2 and moderation of practical element