

Physical Education Knowledge Sequencing

By the end of Key Stage 3 we want all students of Physical Education will know, apply and understand how to: build Physical and Mental Personal Fitness and health; develop Physical Muscle Memory in performance; develop cognitive high level knowledge of rules, tactics, and choreography when outwitting opponents, performing in other competitive sports, dance or outdoor and adventurous activities; Bio-mechanical science by being able to articulate their knowledge of body systems and knowledge about sport and fitness.

Prior Knowledge	In KS3, students build on the following prior learning: Fundamental movement skills from Key Stage 2. The concept of teamwork, communication and organisation. Key stage 3 skills such as, improved basic movement skills, understanding of rules, tactics, and competitiveness.
Future Knowledge	The Curriculum in KS3 Physical Education will prepare students for the following future learning: To move forwards to undertake examination level study of Physical Education. To be well rounded sports performers and have a desire to participate in sport or physical activity beyond the classroom.

	Term	Key Knowledge	Assessment Focus	
Year 7	1	Baseline Multisports / Football / Netball / Dance	Year 7 – Across Sports and Fitness <ul style="list-style-type: none"> Develop performance of basic skills and improve performance in competitive sports. Develop basic movement to music and choreographic skills. Demonstrate improvement to work towards a personal best. Analyse performances and identify strengths. Acquire a knowledge of tactics and strategies in both individual and team games. 	Each unit assessment will consider: <ul style="list-style-type: none"> Practical ability. Knowledge and understanding of tactics and rules. Teamwork and cooperation skills. Effort in participation.
	2	Football / Netball / Health Related Fitness / Dance		
	3	Badminton / Gymnastics / Tag Rugby / Health Related Fitness		
	4	Badminton/ Gymnastics / Tag Rugby		
	5	Athletics		
	6	Rounders / Tennis		
Year 8	1	Netball / Dance / Health Related Fitness / Football	Year 8 – Across Sports and Fitness <ul style="list-style-type: none"> Develop the consistent performance of skills and introduce more varied skills in competitive sports. Develop consistency in basic movement to music and use of choreographic skills. Continue to make improvements to work towards a personal best. Analyse performances and provide feedback to others. Develop their knowledge of tactics and strategies in competition. 	Each unit assessment will consider: <ul style="list-style-type: none"> Practical ability. Knowledge and understanding of tactics and rules. Teamwork and cooperation skills. Feedback for peers. Effort in participation.
	2	Netball / Dance / Health Related Fitness / Football		
	3	Orienteering / Tag Rugby / Badminton / Gymnastics		
	4	Orienteering / Tag Rugby / Badminton / Gymnastics		
	5	Athletics / Tennis / Rounders		
	6	Athletics / Tennis / Rounders		
Year 9	1	Volleyball / Dance / Health Related Fitness / Football	Year 9 – Across Sports and Fitness <ul style="list-style-type: none"> Develop more advanced skills to improve performance. Develop more advanced movement in Dance and apply choreographic skills with creativity. Develop understanding of how to make improvements to work towards a personal best. Analyse performances and suggest improvements based on strengths and weaknesses. Apply a range of tactics and strategies in competition that will outwit opponents. Develop organisation, teamwork, and communication skills to run competitive individual and team games. 	Each unit assessment will consider: <ul style="list-style-type: none"> Practical ability. Knowledge and understanding of tactics and rules. Teamwork and cooperation skills. Feedback for peers. Effort in participation.
	2	Volleyball / Dance / Health Related Fitness / Football		
	3	Badminton / Netball / Outdoor Games / Table Tennis		
	4	Badminton / Netball / Outdoor Games / Table Tennis		
	5	Athletics / Tennis / Rounders / Striking & Fielding		
	6	Athletics / Tennis / Rounders / Striking & Fielding		

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
Students will become familiar with and begin to use key terminology throughout the Key Stage 3 course. Lessons will reinforce the use of muscle names, sporting terms, training methods and fitness vocabulary.	Mutual Respect – Respect for other performers, coaches, and officials. Rewards and sanctions	Athlete Physiotherapist Personal Trainer	Living in the Wider World – Students are introduced to role models and sporting

<p>Books that are recommended to support reading around Physical Education:</p> <p>Run Rebel – Majeet Mann Edgar & Adolf – Michael Wagg & Phil Earle Kicking Off: Dick, Kerr Girls – Eve Ainsworth You Are A Champion: How to be the best you can be – Marcus Rashford Fall Off, Get Back On, Keep Going: 10 ways to be at the top of your game – Clare Balding & Jessica Holm I Got This: To Gold and Beyond – Laurie Hernandez</p>	<p>for both appropriate and inappropriate behaviour</p> <p>Rule of Law – Rules in lessons and competition appropriate for the group of students. Ethos of winning and losing fairly within the rules of the sport.</p> <p>Democracy – Different roles within group work and lessons mean students are aware of the need for their voice to be heard and to listen to others.</p> <p>Individual Liberty – Students can express themselves within activities and the ethos shared is non-judgemental in reflection and feedback.</p> <p>Tolerance of different faiths and beliefs – Students are taught about historical, cultural and religious differences, role models are diverse and different contexts are used for activities</p>	<p>Military personnel Community Health Worker Nutritionist Sports Writer PE Teacher Sports Agent Events Manager</p>	<p>competitions from around the globe; knowledge of Sport in Society is developed.</p> <p>Relationships – Students experience individual, pair, group, and team situations throughout the key stage. The different roles they undertake require different aspects of relationships, particularly developing the need for respect, communication, and cooperation.</p> <p>Health and wellbeing – Healthy Active Lifestyles are promoted through physical activity and sport. Confidence and self-confidence developed through participation, coaching, and officiating with a close link to reinforcing positive mental health and wellbeing.</p>
<p>Extra-Curricular and Co-Curricular Opportunities</p>		<p>Links with other subjects in the curriculum</p>	
<p>Extra-curricular programme is extensive for Key Stage 3 with the range of sports on offer outside classroom time.</p> <p>Fixtures challenge students to apply their knowledge in a variety of competitive situations in school, as friendly matches and in competitions locally, regionally, and nationally.</p> <p>Sports Leadership is supported with the opportunities provided by the Outreach team as part of the trust and includes training for, organising and running events for primary school children.</p>	<p>Drama: Teamwork and communication skills developed</p> <p>Geography: Map work skills and Orienteering</p> <p>Maths: Percentages, data collection (timing, measuring, addition)</p> <p>Science: Body Systems</p> <p>Technology (Food): Healthy Eating</p>		

Physical Education GCSE Knowledge Sequencing

By the end of Key Stage 4 we want all students of Physical Education to: Have a secure knowledge of examination level theory content and areas of assessment; be confident in their ability to perform in their chosen sport at the necessary level for the next stage of learning; Be able to participate in mature debate on current topical subjects relating to sport and the wider sporting context.

Prior Knowledge In KS4, students of Physical Education will build on the following prior learning: muscles and joints in the human body, how the body responds to exercise, what the benefits of taking part in sport and competition are, where to take part in sport and how to maintain health and fitness.

Future Knowledge The curriculum will prepare students for the following future learning: to take on the challenges of A-level or post 16 vocational study with an understanding of the areas of both theoretical and practical assessment and preparation for being able to apply their knowledge when answering examination questions.

	Term	Key Knowledge	Assessment Focus	
Year 10	1	<p>Theory: Paper 1 Physical Training</p> <p>Students will develop knowledge of Fitness testing, data collection, the principles of training, the methods of training and their impact, and the exercise session. They will apply their understanding and be able to give sporting examples.</p>	<p>Theory: Paper 2 Sports Psychology Students will develop their knowledge of skill classification and goal setting, apply their understanding and be able to give sporting examples</p> <p>Practical: Netball Building core skills for assessment, students will learn the drills to demonstrate the 5 skills in isolation, add challenge and use in competition.</p>	<p>Topic Tests: EOTT1 Physical Training, Skill Classification and Goal Setting</p> <p>Practical: Netball core skills and game play</p>
	2	<p>Theory: Paper 1 Physical Training & Effects of Exercise</p> <p>Students will develop knowledge of Altitude training, the training seasons, Aerobic and Anaerobic exercise, the effects of exercise and recovery. They will apply their understanding and be able to give sporting examples.</p>	<p>Theory: Paper 2 Sports Psychology Students will develop their knowledge of Information Processing, Guidance and Feedback, apply their understanding, and give sporting examples</p> <p>Practical: Badminton Building core skills for assessment, students will learn the drills to demonstrate the 5 skills in isolation, add challenge and use in competition.</p>	<p>Topic Tests: EOTT2 Altitude and Seasonal aspects, Information Processing, Guidance and Feedback</p> <p>Practical: Badminton core skills and game play</p>
	3	<p>Theory: Paper 1 Musculoskeletal System</p> <p>Students will develop knowledge and understanding of the key body systems and how they impact performance. They will apply their understanding and be able to give sporting examples.</p>	<p>Theory: Paper 2 Sports Psychology Students will develop their knowledge of Arousal, Stress Management, Aggression, Personality and Motivation, apply their understanding and be able to give sporting examples</p>	<p>Topic Tests: EOTT3 Musculoskeletal System & Sports Psychology</p> <p>Practical: External evidence collection</p>
	4	<p>Theory: Paper 1 Respiratory & Cardiovascular System</p> <p>Students will develop knowledge and understanding of the Respiratory and Cardiovascular systems and how they impact performance. They will apply their understanding and be able to give sporting examples.</p>	<p>Theory: Paper 2 Sports Psychology Students will develop their ability to apply their knowledge to examination questions. Will reinforce their understanding, develop their knowledge of command words, and the requirements of extended answer questions.</p> <p>Practical: Volleyball Building core skills for assessment, students will learn the drills to demonstrate the 5 skills in isolation, add challenge and use in competition</p>	<p>Year 10 Assessment Week: One paper combining paper 1 and paper 2 content with a combination of multiple choice, short and extended answer questions.</p> <p>Practical: Volleyball core skills and game play</p>
	5	<p>Theory: Paper 1 Cardiovascular System and Movement Analysis</p> <p>Students will continue to develop knowledge and understanding of the Cardiovascular system. They will develop knowledge of basic principles of movement and their effects on performance. They will apply their understanding and be able to give sporting examples.</p>	<p>Theory: NEA Analysis of performance Students will understand the written coursework component of their NEA. Select an activity they will complete their piece on and begin writing their analysis of performance.</p> <p>Practical: Athletics Building core skills for assessment, students will learn the drills to demonstrate the 5 skills in isolation, add challenge and use in competition</p>	<p>Topic Tests: EOTT4 Respiratory, Cardiovascular System and Movement Analysis</p> <p>Practical: Athletics initial performance and recording results (times/distances)</p>
	6	<p>Theory: NEA Analysis of performance Students will continue the written coursework component of their NEA. Having selected their chosen activity, they will identify their own strengths and weaknesses, analyse these, and start a training plan to remedy their weaknesses.</p> <p>Practical: Evidence collection Students collect evidence in their chosen external sports or in competition with others to support practical assessment.</p>		<p>Coursework: Planning stages</p> <p>Practical: Summer activity final DVD opportunity</p>
Year 11	Term	Key Knowledge		
	1	<p>Theory: Paper 2 Socio-cultural Issues</p> <p>Students will develop knowledge and understanding of Engagement patterns and how they impact performance. They will apply their understanding and be able to give sporting examples.</p>	<p>Theory: Paper 2 Socio-cultural Issues</p> <p>Students will develop knowledge and understanding of Hooliganism and how this impacts performance. They will apply their understanding and be able to give sporting examples.</p>	<p>Topic Tests: EOTT 1 Socio-cultural issues</p> <p>Practical: Finalise Netball performance grades/Dance performance grades where applicable/Trampoline skills</p>
	2	<p>Theory: Paper 2 Socio-cultural Issues</p> <p>Students will develop knowledge and understanding of Commercialisation, Media, Sponsorship, and Technology and how they impact performance. They will apply their understanding and be able to give sporting examples.</p>	<p>Theory Paper 2: Health Fitness and Wellbeing</p> <p>Students will develop knowledge and understanding of Physical, Emotional, and Social health, Obesity & Sedentary lifestyles and how they impact performance. They will apply their understanding and be able to give sporting examples.</p>	<p>Mock Examination period: Full Paper 1 and reduced Paper 2</p> <p>Practical: Finalise performance grades in Badminton, Dance, Volleyball, Trampoline</p>

3	<p>Theory: Paper 2 Socio-cultural Issues</p> <p>Students will develop knowledge and understanding of the conduct of performers and Substances and how they impact performance. They will apply their understanding and be able to give sporting examples.</p>	<p>Theory Paper 2: Health Fitness and Wellbeing</p> <p>Students will develop knowledge and understanding of Diet & Hydration and how they impact performance. They will apply their understanding and be able to give sporting examples.</p>	<p>Topic Tests: EOTT 2 Substances, player conduct an health, fitness and wellbeing</p> <p>Practical: Finalise performance grades in Badminton, Dance, Volleyball, Trampoline with cross-school moderation</p>
4	Revision – synthesising and embedding all practical elements and theory topics		Practical: Final marks awarded with all performances submitted for External Moderation with exam board
5	Revision and application of all core threads to examination content		External Examinations Commence

Opportunities for developing literacy skills and developing learner confidence and enjoyment in reading	Links to British Values	Links to Careers	Links to Other Personal Development
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<p>Students will develop their use of key terminology throughout the Key Stage 4 course.</p> <p>Booklets are used to encourage the familiarity and frequency of use of topic specific vocabulary.</p> <p>Recommended books:</p> <p>My Revision Notes: AQA GCSE (1-9) PE Third Edition – Kirk Bizley</p> <p>Women in Sport: Fifty Fearless Athletes Who Played to Win – Rachel Igotofsky</p> <p>Running Like a Girl – Alexandra Heminsley</p> <p>Unbelievable: From my childhood dreams to winning Olympic Gold – Jessica Ennis</p>	<p>Mutual Respect – Respect for other performers, coaches, and officials. Rewards and sanctions for both appropriate and inappropriate behaviour</p> <p>Rule of Law – Rules in lessons and competition appropriate for the group of students. Ethos of winning and losing fairly within the rules of the sport.</p> <p>Democracy – Different roles within group work and lessons mean students are aware of the need for their voice to be heard and to listen to others.</p> <p>Individual Liberty – Students can express themselves within activities and the ethos shared is non-judgemental in reflection and feedback.</p> <p>Tolerance of different faiths and beliefs – Students are taught about historical, cultural and religious differences, role models are diverse and different contexts are used for activities</p>	<p>Athlete Physiotherapist Sporting Official Personal Trainer Military personnel Community Health Worker Nutritionist Sportswriter PE Teacher Sports Agent Events Manager Sports Administrator Primary School Teacher Sports Psychologist Facilities Operations Manager Sports Journalist Sports Marketing, PR, or Communications Sports Statistical Analyst</p>	<p>Living in the Wider World - Topics include influences on participation, social groups, commercialisation, media, sponsorship, technology, and hooliganism. Students develop knowledge of sport in relation to these factors.</p> <p>Relationships – Students develop knowledge of Gender, Disability and Ethnic Minorities and the relationship they have with sport. Influences on participation both positive and negative are considered in relation to physical activity and sport.</p> <p>Health and wellbeing – Knowledge of physical, mental, and social health and wellbeing developed with particular links to sedentary lifestyle, obesity and diet and hydration.</p>
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Extra-Curricular and Co-Curricular Opportunities	Links with other subjects in the curriculum
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<p>Extra-curricular programme is extensive for Key Stage 4 with the range of sports on offer outside classroom time.</p> <p>Fixtures challenge students to apply their knowledge in a variety of competitive situations in school, as friendly matches and in competitions locally, regionally, and nationally.</p> <p>Sports Leadership is supported with the opportunities provided by the Outreach team as part of the trust and includes training for, organising and running events for primary school children.</p> <p>Opportunities to spectate high level competition and professional sport at special events.</p> <p>Opportunities to participate in additional sports (Rock Climbing/Trampoline) in addition to the sports offered in curriculum time.</p>	<p>Science: Body Systems, Aerobic and Anaerobic Respiration</p> <p>Maths: Percentages, graph work, data collection and interpretation.</p> <p>Psychology: Learning, Arousal and Personality</p> <p>Technology: Diet, Nutrition and Hydration</p> <p>English, History and Geography: Extended answer questions and writing in continuous prose</p>
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