

St. Sampson's High School Subject Curriculum Overview			
Department	PE	HoD	Sadie Addlesee
Intent	<p><i>Our aim is to build character, embed values and develop key life skills by delivering a high-quality curriculum. We aim to inspire all pupils to have the confidence and resilience to participate and succeed in a variety of physical activities; to enable them to make informed choices, which leads to a healthy active lifestyle.</i></p>		
Big Ideas	<p><i>To develop knowledge and understanding of a range of sports and physical activities and of the roles and opportunities within sport.</i></p> <p><i>To gain the relevant skills and knowledge to continue engaging in physical activity into adulthood and to lead a healthy, active lifestyle.</i></p> <p><i>To develop resilience in order to develop skills and be successful in a range of sports and physical activities.</i></p> <p><i>To become independent learners who can reflect on, evaluate and adapt their own and others' performance in order to improve.</i></p> <p><i>To develop teamwork and communication skills in order to engage with others to be successful in a range of situations.</i></p> <p><i>To develop critical thinking and creativity so that learners can be successful in a range of physical activities.</i></p>	Key tier 2 and 3 vocabulary	<p>Tier 2 words (high frequency words) - Ability; Achieve; Active; Adapt; Aerobic; Analyse; Apply; Balance; Challenge; Competence; Consider; Control; Cooperation; Direction; Effective; Effort; Etiquette; Evaluate; Expert; Feedback; Fitness; Force; Fundamental; Guidance; Health; Joint; Performance; Skill; Speed; Stereotype; Strength; Suggest; Technique; Well-being;</p> <p>Tier 3 words (subject specific words) - Abduction; Adduction; Adrenaline; Agility; Alveoli; Anaerobic; Anatomy; Artery; Atria; Bronchi; Bursae; Capillary; Carbohydrates; Cardiovascular endurance; Cartilage; Concentric; Coordination; Cruciate; Dehydration; Diastole; Dodge; Doping; Eccentric; Ectomorph; Endomorph; Extension; Extrovert; Flexion; Flexibility; Fulcrum; Haemoglobin; Hypertrophy; Intercept; Introvert; Isotonic; Isometric; Leavers; Ligament; Mechanical advantage; Meniscus; Mesomorph; Momentum; Nausea; Obesity; Physiology;</p>

	<u>PE 'Road Map'</u>		Psychology; Resistance; Sedentary; Somatotype; Strategy; Sustained; Synovial; Systole; Tactics; Tendon; Trachea; Trajectory; Vasoconstriction; Vasodilation; Vein; Ventricle; Vertebrae
Enrichment or Opportunities for out of class learning	<p><i>Extra-Curricular Programme - changed on a half-termly basis. This includes pre-school, lunchtime & after-school clubs, as well as inter-school fixtures. In addition to this, we work collaboratively with the Guernsey Sports Commission to offer additional opportunities to all students (opt. in activities) e.g. Golf; Skateboarding, Boxing and Gymnastics.</i></p> <p><i>Gifted and Talented Programme - students highlighted as G&T in PE offered half termly workshops. NEW THIS ACADEMIC YEAR</i></p> <p><i>Examples of KS4 Core PE 'Opportunities for out of class learning' - Squash, Gym (@ BSJ), Padel Tennis, Boxing.</i> <u>Core PE</u></p> <p><i>Key Stage 4 PE trip (off island) NEW THIS ACADEMIC YEAR</i></p>		
Links to Rights Respecting School	<p><u>The Rights Respecting Schools Award</u></p> <p><i>Article 12 - Respect for Children's views - when important decisions are being made that affect you, you have the right to give your opinion and to be taken seriously. Students regularly have the opportunity to share their views and ideas via Student Voice; Students are involved in selecting the activities within their PE Curriculum at Key Stage 3 and 4; Students are encouraged to contribute their views and ideas to the extra-curricular programme; Students make choices relating to the house games programme.</i></p> <p><i>Article 13 - Freedom of Expression - every child has the right to find out and distribute information and to express their ideas. Students can use the internet, radio, TV, newspapers and other sources to collate and share information. Students are encouraged to share their own experiences and tell staff about newspaper articles that they appear in/their own successes in sport and physical activity.</i></p> <p><i>Article 15 - Freedom of Association - every child has the right to meet other people and to join groups and organisations. Students are encouraged and supported to join a variety of physical activity clubs. Clubs are displayed/advertised by the PE department in print form and via Class Charts. Staff make a conscious effort to encourage involvement outside of school. Staff make use of the Guernsey Sports Commission Voucher scheme.</i></p> <p><i>Article 16 - Privacy - every child has the right to privacy. Students are able to use cubicles within changing rooms. Students are able to change separately if provision is available.</i></p> <p><i>Article 17 - Mass Media - every child has the right to find out information and material from a variety of media sources. See Article 13.</i></p>		

	<p><i>Article 28 - Education - every child has the right to education. Different forms of secondary education should be available to every child. Students access at least 1 hour of PE each week; GCSE PE and BTEC PE offered at KS4 making PE accessible to a range of abilities. KS3 and KS4 curriculum has a variety of pathways on offer. Staff make PE accessible to all student regardless of illness and injury.</i></p> <p><i>Article 29 - Education and Children's development - education should help develop every child's personality, talents and mental and physical abilities to the full. Students are exposed to a range of physical activities (games; creative; swimming; athletic) and they are encouraged to explore and develop their abilities and talents in a wide range of extra-curricular activities throughout the academic year. Students are encouraged to take on various roles in PE. Students are encouraged to 'opt in' to fixtures and extra-curricular activities.</i></p> <p><i>Article 31 - Play and Cultural and Artistic - every child has the right to relax, play and take part in cultural and artistic activities. Students are offered a range of extra-curricular activities which change half-termly.</i></p>				
The key aspects of pupil achievement	Knowledge What should students know?		Understanding What should students understand?		Skills What should students be able to do?
By age 11 students should	Knowledge	<p>Students should know why healthy eating and physical activity are beneficial.</p> <p>Students should know their own strengths and weaknesses in a variety of physical activities.</p>	Understanding	<p>Students should understand some rules in competitive and cooperative games and physical activities.</p> <p>Students should be able to apply basic principles suitable for attacking and defending in games activities.</p> <p>Students should understand how to improve some of their weaknesses to improve their own performance.</p>	Skills <p>Students should be able to use fundamental movement skills (running, jumping, throwing and catching) in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis.</p> <p>Students should be able to perform dances using a range of movement patterns/replicate sequences and movement and take part in outdoor and</p>

						<p>adventurous activity challenges both individually and within a team.</p> <p>Students should be able to perform activities to develop their own strength, balance, speed and coordination.</p> <p>Students should be able to swim a minimum distance of 25m.</p>
KS3	Year 7		Year 8		Year 9	
Implement Autumn	<p><u>Year 7 – Developing individual skills in a variety of sports and physical activities</u></p> <p>Practical assessment is continuous for every activity during the unit of work, as well as at the end.</p> <p>Assessment grade is holistic; based on the ability:</p> <ol style="list-style-type: none"> to develop skills and physical competence 	<p><u>Football</u> Passing; Dribbling; Shooting</p> <p><u>Netball</u> Passing; Footwork; Shooting; Basic positioning</p> <p><u>Badminton</u> Serving; Adapted singles rules/scoring; Overhead clear</p> <p><u>HRF</u> Strength; Speed;</p>	<p><u>Year 8 – Focus on small-sided games/activities. Students begin to apply individual skills creatively to be successful</u></p> <p>Assessment - same across KS3</p>	<p><u>Football</u> 2 v 2 games; 3 v 3 games</p> <p><u>Netball</u> 3 v 3 games; circle play; 5 v 5 games; using channels and movement; marking a player, the ball and space; getting free.</p> <p><u>Badminton</u> Singles matches; Net shots; Smash; Doubles rules</p> <p><u>Swimming</u> Stroke development</p>	<p><u>Year 9 – Focus on game play, rules, regulations and adopting different roles within the sport</u></p> <p>Assessment - same across KS3</p>	<p><u>Football</u> Full sided games with focus; refereeing; officiating; coaching</p> <p><u>Netball</u> Full sided games; umpiring; officiating; coaching</p> <p><u>Badminton</u> Singles and doubles games; Umpiring and scoring; Coaching (identifying strength and weaknesses)</p>

	<p>2. to evaluate & improve performance</p> <p>3. to make and apply decisions</p> <p>4. to adopt different roles & responsibilities</p> <p>5. to lead a healthy, active lifestyle balancing physical activity, nutrition, leisure, work and rest</p> <p>6. to develop physical and mental capacity</p>	<p>Cardiovascular and muscular endurance; Power</p> <p><u>Swimming</u> Water confidence; Basic stroke technique</p> <p><u>Hockey</u> Dribbling; Passing and stopping; Shooting</p> <p><u>Basketball</u> Dribbling; Passing; Shooting (Set/LayUp)</p> <p><u>Gymnastics</u> Balance; Rolls; Linking movements</p>		<p><u>HRF</u> Strength; Speed; Cardiovascular and muscular endurance; Power; Agility; Flexibility; Students work in groups to develop their own stations/plans;</p> <p><u>Hockey</u> 2 v 2 games; 3 v 3 games; Short and long corners;</p> <p><u>Basketball</u> 2 v 2 games; 3 v 3 games;</p> <p><u>Gymnastics</u> Group balances; Flight</p> <p>;</p>		<p><u>HRF</u> Principles of overload; students adapt sessions to allow them to meet their goals.</p> <p><u>Hockey</u> Full sided games with focus; refereeing; officiating; coaching</p> <p><u>Basketball</u> Full sided games with focus; refereeing; officiating; coaching; running table</p> <p><u>Swimming</u> Personal survival; Life saving skills</p> <p><u>Rugby</u> Full sided games with focus; refereeing; officiating; coaching;</p> <p><u>Yoga/Pilates</u></p> <p><u>Gymnastics</u></p>
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Implement Spring		<u>Swimming</u> <u>Basketball</u> <u>Gymnastics</u> <u>Football</u> <u>Swimming</u> <u>Touch Rugby</u> <u>Badminton</u> Serving; Adapted singles rules/scoring; Overhead clear <u>HRF</u> Strength; Speed; Cardiovascular and muscular endurance; Power <u>Rugby</u> Passing; Running; Basic tackling technique;		<u>Gymnastics</u> <u>Basketball</u> <u>Swimming</u> <u>Invasion games</u> <u>Water Polo</u> <u>Dance</u> <u>Football</u> <u>Rugby</u> Small sided games; <u>Hockey</u> 2 v 2 games; 3 v 3 games; Short and long corners; <u>Badminton</u> Singles matches; Net shots; Smash; Doubles rules		<u>Gymnastics</u> <u>Swimming</u> Personal survival; Life saving skills <u>Rugby</u> Full sided games with focus; refereeing; officiating; coaching; <u>Netball</u> Introduction to rules;Full sided games; umpiring; officiating; coaching <u>Basketball</u> Full sided games with focus; refereeing; officiating; coaching; running table <u>Hockey</u> Full sided games with focus; refereeing; officiating; coaching <u>Basketball</u> Full sided games with focus;

						refereeing; officiating; coaching; running table <u>Water Polo</u> <u>Handball</u> Introduction to rules and tactics; full sided games; student officiating
Implement Summer		<u>Athletics</u> Throws; Jumps; Sprinting; Middle distance running <u>Striking and fielding</u> Basic fielding skills (throwing; catching; ground balls); Batting; Running around bases <u>Rugby</u> <u>Badminton</u> <u>Touch Rugby</u> <u>Rounders</u> <u>Softball</u> <u>Health Related Fitness</u>		<u>Athletics</u> Throws; Jumps; Sprinting; Middle distance running <u>Striking and fielding</u> Fielding tactics; running between bases; <u>Rounders</u> <u>Softball</u> <u>Health Related Fitness</u>		<u>Striking and fielding</u> Full game play; officiating; scoring; applying all rule <u>Athletics</u> Throws; Jumps; Sprinting; Middle distance running; officiating; timing; coaching <u>Rouders</u> <u>Softball</u> <u>Health Related Fitness</u>

By age 14 students should	Knowledge	<p>Students should know what a successful performer/performance looks like.</p> <p>Students should know correct techniques and know how they can improve in order to increase their NC Level (or sub-level).</p> <p>Students should know NC Level Descriptors and their current working level in each activity.</p> <p><i>Additional:</i></p> <p><i>The main muscles and bones in the body.</i></p> <p><i>Options for GCSE PE.</i></p> <p><i>Why taking part in a variety of activities is good practice.</i></p> <p><i>To observe closely, critically analyse and reflect both personal and peer strengths, set goals, prioritise and manage time and resources and understand how to improve.</i></p>	Understanding	<p>Students should understand what makes a successful performer and how this improves performance.</p> <p>Understand some basic (all students) and increasingly more challenging keywords (High Ability students).</p> <p>Students should understand and begin to apply correct techniques in isolation and in game situations.</p> <p><i>Additional:</i></p> <p><i>The effects of exercise on the body.</i></p> <p>How aspects such as diet and sleep affects a sports performer & their performance.</p> <p><i>Why a warm-up and cool-down are important.</i></p> <p><i>To understand and investigate a range of factors which can influence a physically and mentally healthy lifestyle and use this information</i></p>	Skills	<p>Students should be able to demonstrate a variety of skills in different activities, including:</p> <p>Passing Dribbling Shooting Front Crawl Breaststroke Backstroke Serve Overhead clear Forehand and backhand push shots Balance Flight</p> <p>These skills should be demonstrated in game/competitive situations.</p> <p><i>Additional:</i></p> <p><i>Creating space</i> <i>Resilience</i> <i>Decision-making</i> <i>High level of water confidence</i></p> <p><i>To use and apply fundamental movement skills within increasingly complex environments.</i></p>
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				<i>to discuss policies and inform one's own health choices.</i> <i>To understand how attitude behaviour and peer pressure can influence choice and behaviour and others' participation.</i>		<i>Select and apply a wide range of complex movement skills and strategies, creativity, accurately and with consistency and control.</i>
KS4	Year 10			Year 11		
Implement Autumn	BTEC Tech Award	Component 2	BTEC Tech Award		Component 1 Component 2 recap and exam	
	AQA GCSE PE	https://docs.google.com/spreadsheets/d/1svDfml2SlrjXNgD_-8sEE-8j3J7heli1L2d95S6d5PA/edit Anatomy and Physiology <ul style="list-style-type: none">- Bones and muscles- Joints- Movement analysis- Cardiovascular system Practical lessons - as appropriate for students	AQA GCSE PE		<ul style="list-style-type: none">- Health, fitness and training- Analysis and evaluation task	
Implement Spring	BTEC Tech Award	Component 2 and exam	BTEC Tech Award		Component 2 Exam	
	AQA GCSE PE	Component 1 Anatomy and Physiology <ul style="list-style-type: none">- Cardiovascular system- Effects of exercise- Biomechanics	AQA GCSE PE		<ul style="list-style-type: none">- Psychology- Social factors	

		- Health, fitness and training				
Implement Summer	BTEC Tech Award	Component 1	BTEC Tech Award	Component 3		
	AQA GCSE PE	<ul style="list-style-type: none">- Somatotypes- Energy use- Diet- Skill and ability	AQA GCSE PE	Social and cultural factors Mock exams		
By age 16 students should	Knowledge	<p>Students should know aspects of:</p> <ol style="list-style-type: none">1. Applied anatomy and physiology2. Movement analysis3. Physical training4. Use of data5. Sports psychology6. Socio-cultural influences7. Health, fitness and wellbeing <p>Students should know the rules and tactics associated with three different sports.</p>	Understanding	<p>Students should understand how to apply aspects of:</p> <ol style="list-style-type: none">1. Applied anatomy and physiology2. Movement analysis3. Physical training4. Use of data5. Sports psychology6. Socio-cultural influences7. Health, fitness and wellbeing <p>to a variety of physical activities</p> <p>Students should understand the rules and tactics associated with three different sports and how to improve their own performance to achieve better outcomes.</p>	Skills	Students will develop skills in a range of physical activities as per the AQA specification.