

Year 7: Curriculum Intent			
The PE curriculum has been planned with the school and departmental vision in mind. Our focus is on high-quality Physical Education that develops our students’ fitness and wellbeing as well as their respect for others. The PE department focuses on building our young people’s confidence, resilience, emotional wellbeing, physical health and life skills. Physical Education at The Kingsway is a vehicle through which a joy of movement is established, leadership skills are developed and a love for sport and physical activity is fostered. In year 7, students will experience a range of sports and physical activities and will increase their skills and knowledge in all of them. The foundational skills and knowledge taught in year 7 will be developed and the level of skill increased, not only though the unit of work but also from year to year when pupils will re-visit several sports and physical activities to develop further. The rationale for the subject is extended beyond the curriculum, where students are encouraged to pursue excellence in performance, engage in competition and experience new activities. Physical Education National Curriculum aims: ● lead healthy lives ● be physically active for sustained periods ● develop competence to excel in a broad range of physical activities ● engage in competitive sports and activities. Aims associated with the needs of our pupils: ● be able to work cooperatively and as a leader. ● grow in self-confidence to lead and share their ideas ● Be inclusive of others and respect all our differences. ● to be self-reflective and think critically. ● to have a positive attitude towards learning and enjoy PE.			
Year 7 Essential Knowledge Summary			
Badminton	Football	Rugby	Netball
Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Badminton. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge: ● Demonstrating the correct grip. ● Demonstrating an effective stance and ready position. ● Return to centre court after a shot. ● Show an understanding of the rules of badminton. Procedural Knowledge: -Serving (Short backhand serve/ High underarm serve) -Overhead/ Underarm clear - Drop Shot (Forehand) - Net Shot (Underarm) -Smash shot (Forehand) Upper Hierarchical Knowledge -Match Play (Analysis & Assessment) - Application of skill in a competitive situation. - Playing to the correct rules and regulations of the game with correct scoring. Curriculum Concepts: Strategy - shot selection to outwit opponents; Systems and Structures - rules and scoring.	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Football. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge ● Ball skills - Dribbling with the ball under control. ● Passing and receiving the ball with control and accuracy. <u>Declarative</u> What makes a legal tackle? Knowing the offside rule. Procedural Knowledge: -Running with the Ball -Turning with control -Shooting with accuracy. - demonstrate movement off the ball to get into and create space. Upper Hierarchical Knowledge -Match Play (Analysis & Assessment) - Work as a team to keep possession of the ball and to move the ball around to create a scoring opportunity. Curriculum Concepts: Strategy - creating space; Communication - effective teamwork.	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Rugby. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Ball handling - catching and passing the ball. - Tackling (Front/Side on with correct and safe technique. - Presentation of the ball. - Understanding the safety aspects of rugby and basic game laws. Procedural Knowledge: -Passing/receiving whilst moving forward. -Tackling a runner from different angles with correct, safe and effective technique. -Running with the ball - evading opponents, looking for space. - Rucking - setting up a ruck correctly, safely and effectively. Upper Hierarchical Knowledge Match Play (Analysis & Assessment) - Application of skills to a competitive situation. - Working as a team to keep possession and outwit opponents.	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Netball. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge -Handling Skills - Passing and receiving the ball (Chest / Bounce / shoulder pass) - demonstrating a range of passes. - Receiving the ball with correct footwork. - Understand basic rules of Netball. Procedural Knowledge: -Pivoting at pace to evade opponent. Movement off the ball to create and find space to receive the ball. - Demonstrate an effective shooting technique. Upper Hierarchical Knowledge. - To know and understand the different positions,their role in the game and which areas they can and cannot go. - Match Play (Analysis & Assessment) - Application of skills to a competitive situation. - Working as a team to keep possession and outwit opponents. Curriculum Concepts: Systems and Structures - positions and court areas; Strategy - possession and scoring opportunities.

		Curriculum Concepts: Communication - supporting teammates; Values - teamwork, respect and safe play.		
Rounders	Table Tennis	Basketball	OAA	Fitness
Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Rounders. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Fielding skills: Throwing the ball with accuracy and power. - Catching the ball. - Picking up from the ground. -Long and short barriers to stop the ball. - Correct stance and grip on the bat. - Demonstrate a basic pitch technique, underarm. - Show an understanding of the basic rules and game play of rounders. Procedural Knowledge: - Demonstrate fielding skills on the bases and catching and throwing under pressure. - Demonstrate batting technique, looking to hit the ball into space and with good power and accuracy. - Pitching with good pace and accuracy. Upper Hierarchical Knowledge - Showing good team work and communication when running between bases and when fielding. - Showing good decision making skills when running between bases and when fielding. - Applying tactics in a competitive situation to outwit your opponent. Curriculum Concepts: Communication - organising fielding; Strategy - decision making to outwit opponents.	Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Table Tennis. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Use the correct grip on the bat. - Demonstrate an effective stance (low to the table and 1m back) - Push shots - Forehand and backhand. - Understand the basic gameplay rules and regulations for Tennis (Singles) Procedural Knowledge: -Serving - apply the correct serving rules and technique. - Push shots - Forehand and backhand with power, accuracy and good decision making. - Drive shots (Forehand/Backhand) Upper Hierarchical Knowledge -Match Play (Analysis & Assessment) - Moving opponent around the table (Outwitting opponent) with shot selection. Curriculum Concepts: Strategy - shot selection and moving an opponent around the table.	Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Basketball. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Passing and receiving the ball (chest/ bounce pass) - Moving with the ball (dribbling / pivot) - Demonstrate a basic set shot technique. - Understand the basic rules of Basketball and demonstrate knowledge during conditioned games (Travel/Double dribble/contact) Procedural Knowledge: - Understanding and demonstrating the lay-up technique. - Demonstrate more advanced dribbling techniques to outwit opponents. Dribbling at speed and using both hands to keep it away from opponents. - Demonstrate blocking when in defence. Upper Hierarchical Knowledge - Students are to observe and analyse performance and identify strengths and weaknesses. - Application of skills to a competitive situation. - Working as a team to keep possession and outwit opponents.	Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in OAA. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation and when completing team building activities. Component Knowledge: Foundational Knowledge - Carry out tasks within a team communicating on a limited basis, offering some support for team mates, discussing ideas, tactics and strategies some of the time. Procedural Knowledge: - Use basic map reading skills to complete orienteering course. - Work with a partner to complete an orienteering route. Upper Hierarchical Knowledge: - Complete orienteering course using correct terminology and map reading techniques to compete in an orienteering event, individually or as a team Curriculum Concepts: Communication - sharing ideas; Strategy - route planning and problem solving.	Composite Knowledge: - Students focus on developing their understanding of fitness training and how this can affect the body. - Students look to incorporate the different types of fitness training they have learnt from their previous units of work or previous lessons to improve their knowledge and understanding of the benefits of exercise and training. - Students will aim to apply their knowledge of fitness training to improve their fitness over a period of time and learn how to measure improvements of fitness. Component Knowledge: Foundational Knowledge - To learn about the short term benefits of exercise and be able to identify short term effects of exercise. - Take part in a range of training methods. - Understand the advantages and disadvantages of different training methods. Procedural Knowledge: - Identify different components of fitness. - Take part in training methods and understand how they will benefit different components of fitness. Upper Hierarchical Knowledge - Understand the link between components of fitness and different sporting activities. Curriculum Concepts: Identity - personal fitness strengths and areas for development; Systems and Structures - linking training to fitness components.

Athletics	Cricket
Composite Knowledge: - Students focus on developing a new event or aspect of the unit each lesson. -Students look to incorporate the skills and knowledge of Athletics they have learnt from their previous units of work or previous lessons to improve their application of skill in Athletics events. - Students will aim to apply their learnt skills and knowledge of Athletics and apply it into a competitive situation in each lesson in track and field events. Component Knowledge: Foundational Knowledge - Demonstrate basic knowledge and skill level in both Track and Field events. Procedural Knowledge: - Demonstrate the correct and safe Javelin Technique from a standing position. - Demonstrate the correct and safe Shot putt technique from a standing position. - Demonstrate the correct and safe Discus technique from a standing position. - Learn the rules and safety considerations for throwing events. - Learn good sprinting technique for 100m, 200m and relay events. - Show good fitness and technique when running middle distance (800m) Upper Hierarchical Knowledge: - Identify strengths and areas for developmen in your own technique/ performance. - Record a time or distance in each event in a competitive situation. Curriculum Concepts: Identity - personal strengths and areas for development; Values - resilience and personal improvement.	Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Cricket. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into conditioned games of Cricket in a competitive situation. Component Knowledge: Foundational Knowledge - Fielding skills: Throwing the ball with accuracy and power. - Catching the ball. - Picking up from the ground. - Long and short barriers to stop the ball. - Correct stance and grip on the bat. - Demonstrate a basic bowl with a straight arm action. - Show an understanding of the basic rules and game play of cricket. Procedural Knowledge: - Demonstrate forward and back defensive shots to defend wicket. - Demonstrate basic attacking shots - Drive shots, Cut shots. - Demonstrate correct bowling action with good line and length. Upper Hierarchical Knowledge - Show good decision making and shot selection when batting. - Showing leadership skills and decision making skill when fielding and organising fielding positions. - Apply tactics and knowledge of the game to ouwit opponents. Curriculum Concepts: Strategy - shot selection, field placement and tactics; Communication - organising the fielding team.
Year 7 Final Composite Knowledge End Point	
- Pupils will choose and use combinations of skills with confidence, accuracy and consistent quality in most of the sports and activities they take part in. - Use a sound understanding of the principles of play when planning their approaches to games, final performances or fitness testing. - Work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; - Apply correct and safe technique when taking part in creative activities such as Gymnastics and trampolining as well in Athletics and Fitness activities. - Follow appropriate warm-up routines; - Identify the main aspects of a good performance and what makes it good. - Recognise weaknesses; suggest how a performance could be improved.	

Year 8: Curriculum Intent
The PE curriculum has been planned with the school and departmental vision in mind. Our focus is on high quality Physical Education that develops our students’ fitness and wellbeing as well as their respect for others. The PE department focuses on building our young people’s confidence, resilience, emotional wellbeing, physical health and life skills. Physical Education at The Kingsway is a vehicle through which a joy of movement is established, leadership skills are developed and a love for sport and physical activity is fostered. In year 8, students will continue to experience a range of sports and physical activities. Some sports and activities will differ from year 7, to continue the varied and broad curriculum offer to our students. The skills and knowledge acquired will build on the prior knowledge students developed in year 7 and will aim to increase the level of complexity in all sports and activities. Students will build on the foundational skills and knowledge taught in year 7, and will look at the tactics and techniques of activities in more detail, analysing strengths and weaknesses of the game but also enabling students to further improve their knowledge, skill set and enjoyment of the activities. The rationale for the subject is extended beyond the curriculum, where students are encouraged to pursue excellence in performance, engage in competition and experience new activities. Physical Education National Curriculum aims: - lead healthy lives - be physically active for sustained periods - develop competence to excel in a broad range of physical activities - engage in competitive sports and activities. Aims associated with the needs of our pupils: - be able to work cooperatively and as a leader. - grow in self confidence to lead and share their ideas - Be inclusive of others and respect all our differences.

● to be self-reflective and think critically. ● to have a positive attitude towards learning and enjoy PE			
Year 8: Essential Knowledge Summary			
Badminton	Football	Rugby	Netball
Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Badminton. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge: ● Demonstrating the correct grip ● Demonstrating an effective stance and ready position. ● Return to centre court after a shot. ● Show an understanding of the rules of badminton. Procedural Knowledge: -Serving (Short backhand serve/ High underarm serve) -Overhead/ Underarm clear - Drop Shot (Forehand) - Net Shot (Underarm) -Smash shot (Forehand) Upper Hierarchical Knowledge -Match Play (Analysis & Assessment) - Application of skill in a competitive situation. - Playing to the correct rules and regulations of the game with correct scoring. Curriculum Concepts: Strategy - selecting shots to outwit an opponent; Systems and Structures - applying rules, scoring and court positioning	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Football. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge ● Ball skills - Dribbling with the ball under control. ● Passing and receiving the ball with control and accuracy. Procedural Knowledge: -Running with the Ball (At pace and with the inside and outside of the feet) -Turning with control -Shooting with accuracy. - demonstrate movement off the ball to get into and create space. Upper Hierarchical Knowledge -Match Play (Analysis & Assessment) - Work as a team to keep possession of the ball and to move the ball around to create a scoring opportunity. - Application of skills in a competitive situation. - Applying tactics and strategies to outwit opponents. Curriculum Concepts: Strategy - using tactics and decision making to create opportunities; Communication - working effectively with others during play	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Rugby. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Ball handling - catching and passing the ball. - Running with the ball - running forward. - Tackling (Front/Side on with correct and safe technique. - Presentation of the ball / setting up a ruck to keep possession. Procedural Knowledge: -Passing/receiving whilst moving forward. -Tackling a runner from different angles with correct, safe and effective technique. -Running with the ball - evading opponents, looking for space. - Rucking - setting up a ruck correctly, safely and effectively. - Creating space in attack (loop, switch, miss pass) apply to a competitive situation. - Setting up a scrum. Upper Hierarchical Knowledge Match Play (Analysis & Assessment) - Application of skills in a competitive situation. - Applying tactics and strategies to outwit opponents. Curriculum Concepts: Strategy - using attacking tactics to create and exploit space; Communication - supporting teammates and organising play; Values - playing safely, fairly and with respect	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Netball. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge -Handling Skills - Passing and receiving the ball (Chest / Bounce / shoulder pass) - demonstrating a range of passes. - Receiving the ball with correct footwork. - Understand basic rules of Netball. Procedural Knowledge: -Pivoting at pace to evade opponent. Movement off the ball to create and find space to receive the ball. - Understand the different positions in Netball. - Demonstrate an effective shooting technique. Upper Hierarchical Knowledge. - To know and understand the different positions,their role in the game and which areas they can and cannot go. - Application of skills in a competitive situation. - Applying tactics and strategies to outwit opponents. - Match Play (Analysis & Assessment) Curriculum Concepts: Systems and Structures - understanding positions, roles and court areas; Strategy - using movement and tactics to outwit opponents; Communication - working together to maintain effective team play
Fitness	Table Tennis	Basketball	OAA
Composite Knowledge: ● Students focus on developing thie understanding of fitness training and how this can effect the body. ● -Students look to incorporate the different types of fitness training thay have learnt from their previous units of work or previous lessons to improve their knowledge and understandin of the benefits of exercise and training. ● Students will aim to apply their knowledge of fitness training to	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills thay have learnt from their previous units of work or previous lessons to improve their application of skill in Table Tennis. ● Students will aim to apply their learnt skills and knowledge of the sport and	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Basketball. ● Students will aim to apply their learnt skills and knowledge of	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills thay have learnt from their previous units of work or previous lessons to improve their application of skill in OAA. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation and

improve their fitness over a period of time and learn how to measure improvements of fitness. Component Knowledge: Foundational Knowledge - To learn about the short term benefits of exercise and be able to identify short term effects of exercise. - Take part in a range of training methods. Procedural Knowledge: - Understand the advantages and disadvantages of different training methods. - Identify different components of fitness. - Take part in training methods and understand how they will benefit different components of fitness. Upper Hierarchical Knowledge - Understand the link between components of fitness and different sporting activities. - Understand how to analyse data to track performance and progression. Curriculum Concepts: Identity - recognising personal strengths and areas for improvement; Power - understanding how fitness and physical capability affect performance	apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Use the correct grip on the bat. - Demonstrate an effective stance (low to the table and 1m back) - Push shots - Forehand and backhand. - Understand the basic gameplay rules and regulations for Tennis Tennis (Singles) Procedural Knowledge: -Serving - apply the correct serving rules and technique. -Forehand Drive -Backhand Drive - Play forehand and backhand serves. - Apply slice to push shots and serves. - Apply spin to serves and push shots. Upper Hierarchical Knowledge -Match Play (Analysis & Assessment) - Moving opponent around the table (Outwitting opponent) with shot selection. - Application of skills in a competitive situation. - Applying tactics and strategies to outwit opponents. Curriculum Concepts: Strategy - selecting and adapting shots to move and outwit an opponent	the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Passing and receiving the ball (chest/ bounce pass) - Moving with the ball (dribbling / pivot) - Demonstrate a basic set shot technique. - Understand the basic rules of Basketball and demonstrate knowledge during conditioned games (Travel/Double dribble/contact) Procedural Knowledge: - Understanding and demonstrating the lay-up technique. - Demonstrate more advanced dribbling techniques to outwit opponents. -Dribbling at speed and using both hands to keep it away from opponents. - Demonstrate blocking when in defence. Upper Hierarchical Knowledge - Demonstrate good Spatial Awareness and how to create and exploit space. - Students are to observe and analyse performance and identify strengths and weaknesses. Curriculum Concepts: Strategy - using tactics and decision making to create opportunities; Communication - working effectively with others during play	when completing team building activities. Component Knowledge: Foundational Knowledge ● Carry out tasks within a team communicating on a limited basis, offering some support for team mates, discussing ideas, tactics and strategies some of the time. Procedural Knowledge: - Use basic map reading skills to complete orienteering course. - Work with a partner to complete an orienteering route. Upper Hierarchical Knowledge: - Application of skill in an orienteering event working individually or as a team. Curriculum Concepts: Communication - sharing information clearly when working with a partner or team; Strategy - planning routes and solving problems efficiently; Values - cooperating, supporting others and showing responsibility
Athletics	Cricket	Rounders	
Composite Knowledge: ● Students focus on developing a new event or aspect of the unit each lesson. ● -Students look to incorporate the skills and knowledge of Athletics they have learnt from their previous units of work or previous lessons to improve their application of skill in Athletics events. ● Students will aim to apply their learnt skills and knowledge of Athletics and apply it into a competitive situation in each lesson in track and field events. Component Knowledge: Foundational Knowledge - Demonstrate the correct and safe throwing event from standing. - Learn the rules and safety considerations for throwing events. - Learn good sprinting technique for 100m, 200m and relay events. - Show good fitness and technique when running middle distance (800m) - Demonstrate good technique in triple and long jump. Procedural Knowledge: - Application of skill in throwing events to measure a distance of the throw.	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Cricket. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into conditioned games of Cricket in a competitive situation. Component Knowledge: Foundational Knowledge - Fielding skills: Throwing the ball with accuracy and power. - Catching the ball. - Picking up from the ground. -Long and short barriers to stop the ball. - Correct stance and grip on the bat. - Demonstrate a basic bowl with a straight arm action. - Show an understanding of the basic rules and game play of cricket.	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Rounders. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Fielding skills: Throwing the ball with accuracy and power. - Catching the ball. - Picking up from the ground. -Long and short barriers to stop the ball. - Correct stance and grip on the bat. - Demonstrate a basic pitch technique, underarm. - Show an understanding of the basic rules and game play of rounders.	

- Demonstrate the correct sprint start technique in 100m, 200m and relay races. - Understand the importance of pacing and apply it to an 800m race. - - Understand the rules of each event and perform them with effective technique and safely. Upper Hierarchical Knowledge: - Record a time or distance in each event. - Apply knowledge of track and field events in a competitive situation. Curriculum Concepts: Identity - recognising personal strengths and areas for improvement; Power - understanding how fitness and physical capability affect performance	Procedural Knowledge: - Demonstrate forward and back defensive shots to defend wicket. - Demonstrate basic attacking shots - Drive shots, Cut shots. - Demonstrate correct bowling action with good line and length. Upper Hierarchical Knowledge - Demonstrate attacking shots and play into the space (boundaries) - Show good decision making and shot selection when batting. - Demonstrate a correct bowling technique with good line and length, applying pace or spin. - Showing leadership skills and decision making skill when fielding and organising fielding positions. - Apply tactics and knowledge of the game to outwit opponents.	Procedural Knowledge: - Demonstrate fielding skills on the bases and catching and throwing under pressure. - Demonstrate batting technique, looking to hit the ball into space and with good power and accuracy. - Pitching with good pace and accuracy. Upper Hierarchical Knowledge - Showing good team work and communication whn running between bases and when fielding. - Showing good decision making skills when running between bases and when fielding. - Applying tactics in a competitive situation to outwit your opponent. Curriculum Concepts: Strategy - using decision making and tactics to exploit space and outwit opponents; Communication - organising and supporting teammates effectively	
Year 8: Final Composite Knowledge End Point			
● Pupils will choose and use combinations of skills with confidence, accuracy and consistent quality in most of the sports and activities they take part in. ● Use a sound understanding of the principles of play when planning their approaches to games, final performances or fitness testing. ● Work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; ● Apply correct and safe technique when taking part in creative activities such as Gymnastics and trampolining as well in Athletics and Fitness activities. ● Follow appropriate warm-up routines; ● Identify the main aspects of a good performance and what makes it good. ● Recognise weaknesses; suggest how a performance could be improved.			

Year 9: Curriculum Intent The PE curriculum has been planned with the school and departmental vision in mind. Our focus is on high quality Physical Education that develops our students’ fitness and wellbeing as well as their respect for others. The PE department focuses on building our young people’s confidence, resilience, emotional wellbeing, physical health and life skills. Physical Education at The Kingsway is a vehicle through which a joy of movement is established, leadership skills are developed and a love for sport and physical activity is fostered. Pupils should build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others’ work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. The rationale for the subject is extended beyond the curriculum, where students are encouraged to pursue excellence in performance, engage in competition and experience new activities. Physical Education National Curriculum aims: ● lead healthy lives ● be physically active for sustained periods ● develop competence to excel in a broad range of physical activities ● engage in competitive sports and activities. Aims associated with the needs of our pupils: ● be able to work cooperatively and as a leader. ● grow in self confidence to lead and share their ideas ● Be inclusive of others and respect all our differences. ● to be self-reflective and think critically. ● to have a positive attitude towards learning and enjoy PE.
Year 9: Essential Knowledge Summary

Badminton	Football	Rugby	Netball
Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Badminton. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge: - Demonstrating the correct grip - Demonstrating an effective stance and ready position. - Return to centre court after a shot. - Show an understanding of the rules of badminton. Procedural Knowledge: -Serving (Short backhand serve/ High underarm serve) -Overhead/ Underarm clear with power and accuracy. - Drop Shot (Forehand) with accuracy and correct timing. - Net Shot (Underarm) with accuracy and correct timing. -Smash shot (Forehand) with power. Upper Hierarchical Knowledge -Match Play (Analysis & Assessment) - Application of skill in a competitive situation to outwit opponent and control the game. - Playing to the correct rules and regulations of the game with correct scoring. Curriculum Concepts: Strategy – select shots to move and outwit an opponent. Systems and structures – apply rules, scoring and court positioning.	Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Football. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Ball skills - Dribbling with the ball under control. - Passing and receiving the ball with control and accuracy. Procedural Knowledge: -Running with the Ball (At pace and with the inside and outside of the feet) with control. -Turning with control and speed to outwit or get away from opponent. -Shooting with accuracy and power. - demonstrate movement off the ball to get into and create space or to read play and stop an attack in defence. Upper Hierarchical Knowledge -Match Play (Analysis & Assessment) - Work as a team to keep possession of the ball and to move the ball around to create a scoring opportunity. - Apply the basic principles of attack and defence. - Application of skills in a competitive situation. - Applying tactics and strategies to outwit opponents. Curriculum Concepts: Strategy – apply attacking and defensive tactics to create or deny space. Communication – work with teammates to maintain possession and organise play.	Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Rugby. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Ball handling - catching and passing the ball on the move. - Running with the ball - running forward into space. - Tackling (Front/Side on with correct and safe technique. - Presentation of the ball / setting up a ruck to keep possession in attack. Procedural Knowledge: - Creating space in attack (loop, switch, miss pass) apply to a competitive situation. - Applying attacking back line moves. - Demonstrating a good defensive line. - Setting up a line out. - Setting up a scrum. Upper Hierarchical Knowledge Match Play (Analysis & Assessment) - Application of skills in a competitive situation. - Application of attacking moves and defensive lines in a game situation. - Applying tactics and strategies to outwit opponents. Curriculum Concepts: Strategy – use attacking moves and defensive lines to outwit opponents. Values – apply safe play, teamwork and respect within competitive situations.	Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Netball. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge -Handling Skills - Passing and receiving the ball (Chest / Bounce / shoulder pass) - demonstrating a range of passes. - Receiving the ball with correct footwork. - Understand basic rules of Netball. Procedural Knowledge: -Pivoting at pace to evade opponent. Movement off the ball to create and find space to receive the ball to outwit opponent. - Demonstrate an effective shooting technique .- To know and understand the different positions,their role in the game and which areas they can and cannot go. Upper Hierarchical Knowledge. - Application of skills in a competitive situation. - Applying tactics and strategies to outwit opponents. - Applying attacking principles to create a shooting oppotunity. - Match Play (Analysis & Assessment) Curriculum Concepts: Strategy – use movement and attacking principles to create shooting opportunities. Systems and structures – understand positions, areas and rules within the game.
Fitness	Table Tennis	<u>Basketball</u>	<u>Gymnastics</u>
Composite Knowledge: - Students focus on developing thie runderstading of fitness training and how this can effect the body. -Students look to incorporate the different types of fitness training they have learnt from their previous units of work or previous lessons to improve their knowledge and understandin of the benefits of exercise and training. - Students will aim to apply their knowledge of fitness training to improve their fitness over a period of time and learn how to measure improvements of fitness. Component Knowledge:	Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Table Tennis. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge:	Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. - Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Basketball. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge	Composite Knowledge: - Students focus on developing a new skill or aspect of the unit each lesson. -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Gymnastics. - Students will aim to apply their learnt skills and knowledge of the sport and apply it into a routine to consolidate skills learnt. Component Knowledge:

Foundational Knowledge - To learn about the short term benefits of exercise and be able to identify short term effects of exercise. - Take part in a range of training methods. - Understand the advantages and disadvantages of different training methods. Procedural Knowledge: - Identify different components of fitness. - Take part in training methods and understand how they will benefit different components of fitness. - Understand the link between components of fitness and different sporting activities. Upper Hierarchical Knowledge - Understand how to analyse data to track performance and progression. - Apply knowledge of fitness training to create a training programme applying the principles of training. Curriculum Concepts: Identity – analyse personal performance and identify individual areas for improvement. Systems and structures – apply training principles to structure an effective programme.	Foundational Knowledge - Use the correct grip on the bat. - Demonstrate an effective stance (low to the table and 1m back) - Push shots - Forehand and backhand. - Understand the basic gameplay rules and regulations for Tennis Tennis (Singles) -Serving - apply the correct serving rules and technique. Procedural Knowledge: -Forehand Drive - Play with power and accuracy. -Backhand Drive - Play with power and accuracy. - Play forehand and backhand serves. - Apply slice to push shots and serves. - Apply spin to serves and push shots. Upper Hierarchical Knowledge -Match Play (Analysis & Assessment) - Moving opponent around the table (Outwitting opponent) with shot selection dependant on opponents strengths and weaknesses. - Application of skills in a competitive situation. - Applying tactics and strategies to outwit opponents. Curriculum Concepts: Strategy – select shots based on an opponent’s strengths and weaknesses. Systems and structures – apply rules and scoring correctly in match play.	- Passing and receiving the ball (chest/ bounce pass) - Moving with the ball (dribbling / pivot) to outwit the opponent. - Demonstrate a basic set shot technique with accuracy and good technique. - Understand the basic rules of Basketball and demonstrate knowledge during conditioned games (Travel/Double dribble/contact) - Understanding and demonstrating the lay-up technique with accuracy. Procedural Knowledge: - Demonstrate more advanced dribbling techniques to outwit opponents. Dribbling at speed and using both hands to keep it away from opponents. - Passing at speed with good power and accuracy to outwit opponents and create an attacking situation. - Demonstrate man to man and zonal marking. Upper Hierarchical Knowledge - Demonstrate good Spatial Awareness and how to create and exploit space to create an scoring opportunity. - Students are to observe and analyse performance and identify strength and weaknesses. Curriculum Concepts: Strategy – create and exploit space using attacking and defensive tactics. Communication – work effectively with teammates in attack and defence.	Foundational Knowledge - Balance and counter balance with good flexibility and strength. - Travelling with good flexibility and control. - Jumping and landing with good power, control and technique. - Rolls with good control and technique. Procedural Knowledge: - Used acquired knowledge to create a routine which is controlled, and demonstrates good balance, strength and flexibility. - Develop understanding on how to make the movements look aesthetically pleasing and apply to a performance. - Perform movements with control and fluency. - Develop knowledge and skill set within gymnastics to perform more complex skills; round offs, forward rolls, walkover, headsprings. Upper Hierarchical Knowledge - Observe and Identify strength and weaknesses of a routine state how to improve. - Create a routine to demonstrate the skills learnt and perform with good control, strength, fluency and flexibility. Curriculum Concepts: Identity – evaluate personal strengths and areas for development. Systems and structures – sequence skills to create a controlled and fluent routine.
Athletics	Cricket	Rounders	Trampolining
Composite Knowledge: ● Students focus on developing a new event or aspect of the unit each lesson. ● -Students look to incorporate the skills and knowledge of Athletics they have learnt from their previous units of work or previous lessons to improve their application of skill in Athletics events. ● Students will aim to apply their learnt skills and knowledge of Athletics and apply it into a competitive situation in each lesson in track and field events. Component Knowledge: Foundational Knowledge - Demonstrate the correct and safe throwing event from standing. - Learn the rules and safety considerations for throwing events. - Show good fitness and technique when running middle distance (800m) - Demonstrate good technique in triple and long jump. - Demonstrate the correct sprint start and sprint technique in 100m, 200m and relay races.	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Cricket. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into conditioned games of Cricket in a competitive situation. Component Knowledge: Foundational Knowledge - Fielding skills: Throwing the ball with accuracy and power. - Catching the ball at different heights and speeds. - Picking up from the ground whilst static and moving. -Long and short barriers to stop the ball at different speeds.	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Rounders. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a competitive situation. Component Knowledge: Foundational Knowledge - Fielding skills: Throwing the ball with accuracy and power. - Catching the ball at different heights and speeds. - Picking up from the ground, static and on the move. -Long and short barriers to stop the ball at different speeds.	Composite Knowledge: ● Students focus on developing a new skill or aspect of the unit each lesson. ● -Students look to incorporate the skills they have learnt from their previous units of work or previous lessons to improve their application of skill in Trampolining. ● Students will aim to apply their learnt skills and knowledge of the sport and apply it into a routine to consolidate skills learnt. Component Knowledge: Foundational Knowledge - Understanding the safety considerations of trampolining. - Basic shapes - Pike jump/Straddle jump/ Tuck jump. - Half twist and full twist. - Basi bounce and stopping with good technique. Procedural Knowledge:

Procedural Knowledge: - Application of skill in throwing events to measure a distance of the throw and compare to the ESAA Bronze, Silver and Gold. - Understand the importance of pacing and apply it to an 800m race. - Understand the rules of each event and perform them with effective technique and safely. Upper Hierarchical Knowledge: - Record a time or distance in each event. - Apply knowledge of track and field events in a competitive situation. Curriculum Concepts: Identity – use recorded performances to evaluate personal progress. Power – apply force, speed and technique effectively across track and field events.	- Correct stance and grip on the bat. - Demonstrate a basic bowl with a straight arm action. - Show an understanding of the basic rules and game play of cricket. Procedural Knowledge: - Demonstrate forward and back defensive shots to defend wicket. - Demonstrate basic attacking shots - Drive shots, Cut shots and play into space. - Demonstrate correct bowling action with good line and length, applying pace or spin. Upper Hierarchical Knowledge - - Show good decision making and shot selection when batting. - Showing leadership skills and decision making skill when fielding and organising fielding positions. - Apply tactics and knowledge of the game to ouwit opponents. Curriculum Concepts: Strategy – use shot selection, bowling and field placement to outwit opponents. Communication – lead and organise teammates effectively when fielding.	- Correct stance and grip on the bat. - Demonstrate a basic pitch technique, underarm, applying powerand accuracy. - Show an understanding of the basic rules and game play of rounders. Procedural Knowledge: - Demonstrate fielding skills on the bases and catching and throwing under pressure. - Demonstrate batting technique, looking to hit the ball into space and with good power and accuracy. - Pitching with good pace and accuracy. Upper Hierarchical Knowledge - Showing good team work and communication whn running between bases and when fielding. - Showing good decision making skills when running between bases and when fielding. - Applying tactics in a competitive situation to outwit your opponent. Curriculum Concepts: Communication – coordinate effectively when fielding and running between bases. Strategy – make decisions and apply tactics to outwit opponents.	- More complex skills with good technique. accuracy and fluency. - Front and Back drop with good height and technique. - Seat drop with good technique. - Combine skills together to perform more complex skills; Swivel hips, front and back summarsault. Upper Hierarchical Knowledge - Applying the knowledge and skills to create a routine. - - Observe and Identify strength and weaknesses of a routine state how to improve. Curriculum Concepts: Systems and structures – combine and sequence skills to construct an effective routine. Identity – evaluate strengths and weaknesses to improve performance.
---	---	--	--

Year 9: Final Composite Knowledge End Point

- Pupils will apply combinations of skills with confidence, accuracy and consistent quality in most of the sports and activities they take part in.
- Use a good understanding of the principles of play when planning their approaches to games, final performances or fitness testing.
- Work effectively individually, in small teams or larger teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games, applying these principles depending your own, your own teams or the opponents strengths and weaknesses.
- Apply correct and safe technique when taking part in creative activities such as Gymnastics and trampolining as well in Athletics and Fitness activities and understand the importance of following the rules/laws of the game and activity in keeping everyone safe.
- Lead appropriate warm-up routines individually or as part of a group.
- Identify the main aspects of your own and others performance that are good and explain the reasoning behind this.
- Recognise weaknesses in your own and others performance and suggest how a performance could be improved.
- To have a sound understanding of the foundational knowledge needed for GCSE PE and to be able to make an informed decision about

Year 10 and 11 Edexcel GCSE Physical Education: Curriculum Intent

To enable students to develop a holistic understanding of physical education – stimulating content is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

To enable students to develop a holistic understanding of physical education – stimulating content is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and wellbeing
- Understand the key socio-cultural influences that can affect people’s involvement in physical activity and sport

● Students will develop a multitude of skills, including numeracy, communication and an understanding of practical performances in order to support progression to the next level of study. The blend of scientific and social knowledge positions students to access a range of qualifications.					
Year 10 GCSE PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composite knowledge: Pupils will gain an understanding of the skeletal system the muscular system and how the skeletal system and muscular system work together to create movement. Component knowledge: Foundational knowledge Declarative knowledge: ● What are the functions of Skeleton. ● Classification of bones, naming and application in sport. ● Classification of joints, ligaments and tendons ● Movement at joints. ● Classification of muscle types ● Location and role of voluntary muscles ● Antagonistic pairs of muscles ● Fast and slow twitch muscle fibres. ● Aerobic and anaerobic exercise. ● Skeletal and muscular system working together. ● Long term training effects and benefits on muscular and skeletal systems. Procedural Knowledge: ● Understanding the functions of the skeleton and how it relates to sport and exercise. ● Know the different movement types and be able to give a sporting example for each. ● Understand the muscle types and how it relates to physical activity. ● Explain how the Skeletal and muscular system are working together. Upper Hierarchical knowledge: ● Explain the Long term training effects and benefits on muscular and skeletal systems and how this	Composite knowledge: Pupils will gain an understanding of the function of the Cardiovascular system and the Heart and the long term and short term effects on the cardiovascular system. Component knowledge: Foundational knowledge Declarative knowledge: ● Functions of cardiovascular (CV)system and blood vessels. ● Structure of CV system ● Structure of blood vessels. Vascular shunting mechanism ● Components of blood Proceduaral Knowledge: ● Understanding the key terminology of the CV system and apply to exam questions – SV, BPM, HR, MHR, TV. ● Identify the short and long term effects of exercise on CV system ● Graphical interpretation of SV and Q ● Identify the key areas of the structure of the Heart. Upper Hierarchical knowledge: ● Explain how the CV system works during sport and exercise. ● Explain the long term and short term benefits on the CV to exercise? ● Explain how does this can have a positive or negative effect on performance? ● Identify The route blood takes through the heart and names of the valves and chambers. Curriculum Concepts: Systems and structures – understand how the cardiovascular system	Composite knowledge: Pupils will gain an understanding of the function of the Respiratory system and how exercise can benefit the respiratory system. Component knowledge: Foundational knowledge Declarative knowledge: ● Structure of respiratory system, including alveoli and gaseous exchange. ● Key terms for respiratory system, inhaled and exhaled air. - Short and long term effects of exercise on respiratory system. Proceduaral Knowledge: ● Demonstrate and understanding of how the respiratory system works. ● Identify the key body parts linked to the respiratory system. ● Explain how the respiratory ● and CV systems work together and how they respond to exercise. Upper Hierarchical knowledge: ● Identify the links between the respiratory system and health, exercise, fitness and performance. ● Explain how the respiratory system and improving the function of the respiratory system can benefit the components fitness (health and skill). ●Identify the link between the components of fitness and fitness testing and the respiratory system. Curriculum Concepts: Systems and structures – explain how the respiratory and cardiovascular systems work together during exercise.	Composite knowledge: Pupils will gain an understanding of the methods of training, principles of training and fitness testing and how it can improve fitness, track improvements and and how it relates to the ‘Personalised Exercise Plan’ (coursework) Component knowledge: Foundational knowledge Declarative knowledge: ● Methods of training ● Principles of training ● Training thresholds ● Warm-up / cool down ● Injuries and RICE ● Injury prevention. ● Completion of the PARQ. Procedural knowledge: ● Demonstrate an understanding the key terminology Methods of training and principled of training and apply to PEP coursework ● Identify the methods of training and how each methods links to the components of fitness. ● Identify the principles of training and apply them to your PEP. ● Understand the training thresholds and how to measure Aerobic and Anaerobic training zones. Upper Hierarchical knowledge: ● Analyse graphs and data based on fitness and fitness testing to evaluate the progress made and impact on fitness of your PEP. ● Apply the principles of training to your training programme to show progression throughout your programme. ● Apply this knowledge to the	Composite knowledge: Pupils will gain an understanding of Health and Lifestyle choices and how these can effect fitness and performance. Component knowledge: Foundational knowledge Declarative knowledge: ● Physical, Social and Emotional Health. ● State lifestyle choices and the consequences of sedentary lifestyle and lifestyle trends ● Diet: Macro, micro nutrients, water, fibre. Energy balance ● Factors affecting optimum weight Component knowledge: Foundational knowledge Declarative knowledge: ● Identify what is meant by Physical, Social and Emotional Health is and how it can effect fitness and performance. ● Identify trends in lifestyle and lifestyle factors that can effect fitness and performance. ● Demonstrate an understanding of diet, the importance of a balance diet and its effect on health and wellbeing. ● Identify factors that can impact on weight and how to measure body mass index (BMI) Upper Hierarchical knowledge: ● Analyse data of body composition (BMI) ● Demonstrate how to measure optimum weight, BMI, body fat. ● Explain how this links to body composition and how it can effect (positively or negatively) for specific sports eg.	Composite knowledge: Pupils will apply their knowledge to their coursework unit of work: Personalised Exercise Plan. Component knowledge: Foundational knowledge Declarative knowledge: - Complete an exercise plan to improve two components of fitness, linking to your chosen sport. Procedural knowledge: - Complete fitness testing and record results. - Identify components of fitness that need improving. - Identify which components of fitness need improving for your chosen sport. - Component knowledge: Foundational knowledge Declarative knowledge: - Analyse data for fitness testing and improvements. - Apply knowledge of the principles of training and methods of training to develop a PEP. - Use specific terminology to write up a report on your PEP and how performance has improved. Upper Hierarchical knowledge: - Analyse data from your fitness testing and training programme to identify improvements made over a 6 week period. - Evaluate your performance in fitness tests before and after the 6 wee training programme.

can benefit performance. Curriculum Concepts: Systems and structures – understand how the skeletal and muscular systems work together to produce movement. Power – explain how muscles and movement contribute to force and sporting performance.	transports blood and responds to exercise.		completion of your PEP (practically. Evaluate your progress of your PEP using key terminology. Curriculum Concepts: Strategy – select and apply appropriate training methods and principles to improve performance. Identity – use fitness data to identify personal strengths, weaknesses and progress.	boxing, horse racing. PEP Completion Curriculum Concepts: Identity – understand how lifestyle choices influence personal health, fitness and wellbeing. Values – recognise the importance of informed and responsible lifestyle choices.	PEP Completion and write up. Curriculum Concepts: Identity – analyse individual fitness needs and evaluate personal improvement. Strategy – plan and adapt a training programme to improve chosen components of fitness.
Year 11 GCSE PE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composite knowledge: Pupils will understand the classification of skills, practice structures and SMART targets and goal setting. Component knowledge: Foundational knowledge Declarative knowledge: .Classification of skills - Practice structures and choices - Goal setting principles (SMART) setting and reviewing Procedural Knowledge: - Open–closed, basic (simple)–complex, and low organisation–high organisation continua - Principles of SMART targets (specific, measureable, achievable, realistic, time-bound) - Types of practices- Massed, distributed, fixed and variable Upper Hierarchical knowledge: - Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills. - Setting and reviewing targets to improve and/or optimise performance.	Composite knowledge: Pupils will gain an understanding of the Guidance, Feedback and mental preperation and impact on participation.. Component knowledge: Foundational knowledge Declarative knowledge: - Guidance - Feedback - Mental preparation - Factors that impact participation. Procedural Knowledge: Understand the impact that guidance, feedback and mental preperation has on performance Understnad how Gender, age, socio-economic group, ethnicity, disability can impact participation in sport and exercise. - To develop an understanding of sports psychology and to be able to interpret data. - To understand the advantages and disadvantages of commercialisation. Upper Hierarchical knowledge: - To explain the appropriateness of types of guidance in a variety of sporting	Composite knowledge: Pupils will gain an understanding of the different Sporting behaviours and deviance, and to know different types of performance enhancing drugs and to know what impact they have. Component knowledge: Foundational knowledge: Declarative knowledge: - Sporting behaviours- - Sportsmanship, gamesmanship, and the reasons for, and consequences of, deviance at elite level. - Deviance in sport - Review performance-enhancing drugs. Consider other types of deviancy in sport Upper Hierarchical Knowledge: Explain the different sporting behaviours and prviide examples for each. Explain what deviance in sport is, examples of performance enhancing drugs. Practical Moderation practice in lessons. Curriculum Concepts: Values – explore sportsmanship, gamesmanship, deviance	Composite knowledge: Pupils will gain an understanding of the different Levels, mechanical advantage and disadvantage and planes and axes. Component knowledge: Foundational knowledge: Declarative knowledge: First, second and third class levers - Mechanical advantage and disadvantage - Planes and axes Upper hierarchical knowledge: - Understand the Lever systems and their use in physical activity and sport. - Explain mechanical advantages and disadvantage - Understand loads, efforts and range of movement of the body’s lever systems and the impact on sporting performance, giving specific sporting examples. - Explain movement in relation to loads, efforts and range of movement of the body’s lever systems and the impact	Revision fo component 1 and component 2 topics. Body Systems Movement Analysis Physical Training Exam technique and use of past paper questions Exam Component 1(Edexcel Physical Education GCSE) Curriculum Concepts: Systems and structures – connect knowledge across body systems, movement analysis and physical training.	Revision Exam Component 2 (Edexcel Physical Education GCSE) Curriculum Concepts: Strategy – apply exam technique and select knowledge effectively in Component 2 questions.

Curriculum Concepts: Strategy – select appropriate practice methods and SMART targets to improve performance. Identity – review personal targets and adapt them to optimise performance.	contexts when used with performers of different skill levels. • To explain the intrinsic, extrinsic, concurrent, terminal types of guidance. • To demonstrate the interpretation and analysis of graphical representation of data associated with feedback on performance. Curriculum Concepts: Communication – use guidance and feedback effectively to support performance improvement. Identity – understand how individual and social factors can influence participation.	and ethical behaviour in sport. Power – consider how performance-enhancing drugs can create unfair advantage and affect sport.	on sporting performance Practical Moderation (2 day moderation with Edexcel moderator visit) Curriculum Concepts: Systems and structures – apply lever systems, planes and axes to analyse sporting movement. Power – understand mechanical advantage and how forces affect movement and performance.		
<u>Year 11 Final Composite Knowledge End Point</u> Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. To cover all the practical components of the course available in school. To prepare for their GCSE practical assessments. Pupils to provide video evidence for sports not available to be assessed in school. To complete their personalised exercise plan and complete their PEP evaluation (Coursework) - 10% Take part in regular informal assessment of practical activities throughout Year 10 and 11. Complete formal assessment of practical activities. (3 activities) - 40%					