



Curriculum area: Physical Education Key Stage 4

What are the key concepts taught?	<u>GCSE PE</u> Knowledge of the following topic areas: Applied anatomy and physiology; Movement analysis; Physical training; Use of data; Sports psychology; Socio-cultural influences; Health, fitness and wellbeing. To perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas To analyse and evaluate to improve performance. <u>Core PE</u> In KS4 Games pupils develop Competence, Performance, Creativity, Preparation for a Healthy active lifestyle beyond the school and Sports leadership. The aim is to use appropriate tactics & strategies in a performance in a fully-competitive situation/ choreographed routine. The key concepts are taught through the following sports: Invasion, Net, Striking & Fielding Games activities, Gymnastics, Dance, Athletics & Fitness training
What is the sequencing of units?	<u>GCSE PE</u> Units follow the AQA specification and are taught in an order to fulfill the Paper 1 exam to be sat as the Year 10 exam. Pupils are then taught the majority of content of paper 2 prior to Year 11 mock followed by final unit on socio-cultural aspects after written NEA is completed in January of Year 11. Pupils are taught practical skills for NEA assessment throughout the 2 years, with the most commonly assessed sports delivered in Year 10. Then the sports that pupils are most likely to offer as assessed activities in Year 11. Athletics / Cricket/ Tennis are taught throughout summer of Year 10 <u>Core PE</u> Year 10: Options to choose core games or Sports Leaders. Sports Leaders develops leadership skills when delivering sporting activities to others, concluding in final assessment with KS3. Sports

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	leaders course is finished early summer of Year 10, then they join in normal Games lessons (Athletics/Tennis/Cricket/Rounders) Core Games units are seasonal. Year 11 has options in Girls games. Girls are allocated more time in indoor facilities in December to February to increase engagement.
What is the relationship between 'broad' and 'narrow', i.e. how does each sequence of lessons relate to the key concepts?	<u>GCSE PE</u> We follow the specification outlined by AQA. The following units appear in paper 1 so are taught prior to the Year 10 exam: Applied anatomy and physiology; Movement analysis; Physical training; Use of data. The use of Data is taught after the content of Anatomy & Physiology so it can be applied effectively. Physical training & Anatomy & Physiology topics are applied later on in some synoptic questioning in Year 11. All Paper 1 content is delivered in Year 10 so the NEA can be written in Year 11. <u>Core PE</u> Lessons are based on Games for Understanding where key skills are refined and applied in competitive situations. Tactics & strategies are developed to improve creativity & performance. Leadership skills are delivered at the start of Sports leaders course to enable pupils to apply them when coaching sessions. Use of Fitness suite at end of Year 10 & early in Year 11 encourages healthy active lifestyles beyond school. Options in all girls games and all lessons in April/ May provide opportunity for Boys & Girls to pick sports that they enjoy and increase engagement
How do we encourage pupils to see the inter-relationship between the 'broad' and the 'narrow' of their learning?	Through the objectives for each lesson which relate to 'key concepts', or overarching aims of the unit. By questioning the pupils on where they have come across this content or skills before. By asking pupils to consider at the start of a unit what knowledge and skills they will need to acquire in order to be able to achieve its objectives. By making explicit reference to the pupil-speak version of this curriculum summary.
What are the planned opportunities for adaptations of learning for all pupils?	<u>GCSE PE</u>

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	SEND: differentiated worksheets , adapted workbooks for pupils. Access to revision guides for use in lessons. We use LSPs to develop strategies for SEN use. PP first marking work, PLP strategies, support with access to black GCSE Polo shirt, revision guides. More able: PE Review articles for IL, Regular pre-lesson learning tasks using Everlearner. HA pupil marking work of others in lessons. <u>Core PE</u> PP pupils supported for payment for Sports Leadership course, opportunity for furthering leadership opportunities in Leadership academy. SEN pupils paired with more able to have skills modelled. PLP strategies used. Range of alternative sports offered to promote inclusivity.
What are the planned opportunities for RIT (by pupils)?	GCSE PE RIT opps in class 3 times a term. Often responding to errors in exam questions. Pupils use subsequent responses to highlight improvements made. Analysis and Evaluation of performance in practical sports provides points for improvement in following tasks/ lessons. Core PE Sports Leadership booklets require self-reflection to pass the course. Pupils discuss strategies used in previous lessons to improve performance in their next lesson.
What are the adaptation possibilities in reaction to the outcomes of assessments (by teachers)?	GCSE PE: Analysis of performance data in tests for GCSE PE, use assessment of Year 10 to discover areas for development in Year 11 theory & NEA. Core PE: Sports Leaders are given written and verbal feedback by staff, pupils to inform ways of developing subsequent sessions.
What is the rationale for the setting of homework?	GCSE PE Homework is used primarily to prepare for lessons and come to class with a greater understanding of the course content. It is also used to apply the content learnt in class in a range of exam questions. Written NEA will be completed in a mixture of in class and home learning.
What are the metacognition opportunities, including memory retrieval and revision	The following strategies will be used throughout the GCSE course:

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skills, given to pupils?	● Challenge Grid ● Pre-lesson learning ● Mnemonics ● Brain Dump ● Revision Clock ● Interleaved short tests/quizzes ● Synoptic exam questions in units taught later in the year. Core PE Pupils required to recall strategies from previous lessons through memory strategies. e.g. PCB-Pressure, Cover, Balance when defending as a team in football.
What are the opportunities for inter-leaved learning of skills and knowledge within years and across years and key stages?	GCSE PE: Exam questions from units in Year 10 included in Year 11 assessments, HW set with Fitness testing tasks requiring research from fitness training unit. Challenge Grid covering a range of topics Core PE: pupils evaluating taught sessions using key principles taught at the start of the year. Warm ups/ cooldowns used throughout the year taught at the start.
What are the planned opportunities for developing Reading and Writing?	Keywords from Tier 3 (Points comp) used in exam questions. to be highlighted to pupils in preparation tasks. Pupils are given support in Reading tasks with scanning and summarising. Booklets are produced at the start of year that give all course content allowing pupils to read easy to access information and apply in exam questions. Pupils are taught how to 'BUC' their exam questions in order to be able to read the question properly and apply the assessment objectives effectively.
What are the planned opportunities for developing Numeracy, Oracy and SMSC?	● Numeracy: Training zones/ HR in physical Training / Angle of release in Biomechanics/ using data from tables in exam questions ● Oracy: Leading teams with teamtalks/ warmups. Communication within performance. Techniques communicated effectively. Discussion when analysing performance. Debates over the legality of PEDs

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- SMSC: Leadership skills, Communication, teamwork, confidence, promoting Hygiene. Alternative games in core from different cultures, role of the official develops understanding of fair play & sportsmanship. Link lessons to current world events/ competitions. GCSE PE content refers to current sociological issues in sport.