

Physical Education – Year 7	Head of Department: Mrs B Edwards
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Content

Through Physical Education, students will build on and embed the physical development and skills learned in key stages 1 and 2, becoming more competent, confident and expert in their techniques, and able to apply them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, understanding and applying the long-term health benefits of physical activity.

Students will be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- participate in competitive sports and activities outside school through community links or sports clubs.

Assessment

Teacher assessments take place throughout and at the end of each scheme of learning and focus on the Physical, Cognitive, Social and Affective learning domains. In year 7 students follow programmes of Physical Literacy and core skills during the first half term; in order that they may be given a Baseline Assessment and determine their level of physical literacy. Thereafter, students will be assessed in terms of mindset, competition, levels of technique and performance, leadership, team building and group work skills and an ability to analyse performance compared to previous, in order to make further progress.

How Parents and Carers can support

Parents and carers can support by facilitating the participation of their child, in regular physical activity (that will make them out of breath) and by encouraging them to become actively involved in the extra-curricular programme on offer from the Physical Education Department and the wider community.



Physical Education – Year 8	Head of Department: Mrs B Edwards
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Content

Through Physical Education, students will build on and embed the physical development and skills learned in key stages 1 and 2, becoming more competent, confident and expert in their techniques, and able to apply them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, understanding and applying the long-term health benefits of physical activity.

Students will be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- participate in competitive sports and activities outside school through community links or sports clubs.
- **a range of GCSE/Sport Studies appropriate content and skills to support the theoretical content and students will experience practical performance at option level.**

Assessment

Teacher assessments take place throughout and at the end of each scheme of learning and focus on the, Physical, Cognitive, Social and Affective learning domains. Students will be assessed in terms of mindset, competition, levels of technique and performance, leadership, team building and group work skills and an ability to analyse performance compared to previous, in order to make further progress. **There will be a written exam on key concepts and skills covered, including Year 7 and this will help to inform student option choice.**

How Parents and Carers can support

Parents and carers can support by facilitating the participation of their child, in regular physical activity (that will make them out of breath) and by encouraging them to become actively involved in the extra-curricular programme on offer from the Physical Education Department and the wider community.



Physical Education – Years 9 & 10	Head of Department: Mrs B Edwards
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Content

Students should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Students will be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Assessment

Teacher assessments take place throughout and at the end of each scheme of learning and focus on the, Physical, Cognitive, Social and Affective learning domains. Students will be assessed in terms of mindset, competition, levels of technique and performance, leadership, team building and group work skills and an ability to analyse performance compared to previous, in order to make further progress.

How Parents and Carers can support

Parents and carers can support by facilitating the participation of their child, in regular physical activity (that will make them out of breath) and by encouraging them to become actively involved in the extra-curricular programme on offer from the Physical Education Department and the wider community.



Physical Education – Year 11	Head of Department: Mrs B Edwards
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Content

Students are given the option to select activities on a half termly basis. The activities fall into the following areas:

- Tactical: team games
- Technical: individual activities, including racket sports and athletics
- Physical: a six week package at the Hart Leisure Centre gym facility, including an induction
- Artistic: gymnastics and/or dance

Students are encouraged to experience a range of activities and develop a love of physical activity that continues into adulthood. It is expected that students will register their option choices on a poll each half term within the timeframe specified.

Students will be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, squash, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] or other physical activities [for example, dance]
- teamwork, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Assessment

Teacher assessments take place throughout and at the end of each half term and focus on the Physical, Cognitive, Social and Affective learning domains. Students will be assessed in terms of mindset, leadership, team building and group work skills and an ability to analyse performance compared to previous, in order to make further progress.

How Parents and Carers can support

Parents and carers can support by facilitating the participation of their child, in regular physical activity (that will make them out of breath) and by encouraging them to become actively involved in the extra-curricular programme on offer from the Physical Education Department and the wider community.



GCSE Physical Education – Years 10 & 11	Head of Department: Mrs B Edwards
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Exam Board and Syllabus code: AQA 8582

Content

The content of this GCSE Physical Education specification follows on and builds upon learning from key stage 3. It will equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

This will require them to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge 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 which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport

GCSE specifications in Physical Education will enable students to make the connections between theory and practice, so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. They will be required to use the technical vocabulary, terminology and definitions associated with the study of physical education.

Theoretical content includes

- 1 Applied anatomy and physiology
- 2 Movement analysis
- 3 Physical training
- 4 Use of data
- 5 Sports psychology
- 6 Socio-cultural influences
- 7 Health, fitness and well-being

Assessment

The assessment weighting for GCSE Physical Education is 40% practical and 60% theory. The Non-Exam Assessment is assessed by internally, moderated by AQA and includes

- Practical performance in **three** different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

The theoretical aspect of the course is divided into two papers:

Paper 1: The human body and movement in physical activity and sport

- Written exam: 1 hour 15 minutes
- 78 marks



- 30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport

Written exam: 1 hour 15 minutes

- 78 marks
- 30% of GCSE

How Parents and Carers can support

Support can be given by encouraging students to take an interest in what is going on in the sporting world to develop their background knowledge as well ensuring they understand and are able to maintain a healthy active lifestyle. It is also essential that parents encourage students to be organised, to complete all class and home learning to the highest of standards and to approach all lessons with determination, resilience and enthusiasm in order to ensure maximum progress. Support and encouragement to become actively involved in the extra-curricular programme on offer from the Physical Education Department and the wider community would be of benefit.

