

Physical Education

Curriculum Intent

By the end of their secondary end of their secondary education, a student of Physical Education at Dixons McMillan will have:

Core PE

- The ability to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- The ability to develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- The ability to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- The opportunity to take part in competitive sports and activities outside school through community links or sports clubs.

BTEC

- The ability to understand how to prepare participants to take part in physical activity
- The ability to understand how to improve the performance of others
- The ability to understand how to develop the physical fitness of others.
- The skills and ability to be able to complete extended pieces of writing that meet each of the above learning aims.
- The skills and ability to be able to analyse their own and others sporting performance in order to improve their execution of team and individual performances.

In order to truly appreciate the subject and create deep schema, topics within Physical Education have been intelligently sequenced with the following rationale:

- All lessons implemented support students if they decide to choose BTEC Sport as their KS4 Option
- Fundamental movement skills, core skills of running jumping throwing and catching are developed through a range of game based activities with tactical awareness and decision making covered in all lessons.
- Key stage 4 focuses in the communication leadership and organisation of sport while incorporating skills/rules learnt from key stage 3

The Physical Education curriculum at Dixons McMillan has been influenced by:

Examination PE /GCSE /BTEC

- Students need to be able to understand and complete the theoretical and practical elements of GCSE or BTEC Sport.
- Examination PE is delivered over three years two lessons in year 9 and 10 and three lessons in year 11. Lessons are split between theoretical content practical assessment and NEA
- GCSE Practical – Students are assessed across three sports which must include one team and one individual sport with a third being of their choice. A block of 6 weeks of externally coached handball is included in order to help students gain maximum marks aided by a specialist.

Our Physical Education curriculum ensures that social disadvantage is addressed through:

- Giving the students the opportunity to experience sports and sporting events that they may not have been able to take part in. Links are made with local sporting venues and teams to provide tickets to events that are free or heavily subsidised.
- Giving students a wide range of sporting experiences both through the curriculum, co-curricular and elective programme and also through the fixture and trips calendar.
- Appreciating the barrier that both genders face, understanding the reasons that affect participation and designing a curriculum that encourages exercise in a way that students are able to feel comfortable – single sex PE and a choice of pathway at year 10/11.

Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.

- Knowledge retrieval plays a large role at the start of every academic PE lesson questions about the course content are embedded at the start and end of every lesson.
- Homework focuses on longer answer questions for GCSE and scenario based questioning for BTEC, a combination of peer marking teacher marking a self-assessment against model answers are used to reinforce correct answers. Mark schemes are also provided to students so they can understand how marks are gained and what areas they need to work on (A01 A02 A03)
- Current Year 11 GCSE students have a double lesson and a single lesson a week, the single lesson is used for knowledge retrieval with a high emphasis on quizzing and an element of competition, students have engaged with this lessons well information retention has improved.



Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers. We fully believe Physical Education can contribute to the personal development of students at Dixons McMillan through:

- Social development- by working in teams and building positive relationships-Students work in mixed ability and gender groups working outside of friendship groups ensures that all students make new positive relationships and work together to exploit each other's strengths.
- Moral development by understanding the rules of the sports that they participate in –Rules are introduced in all game based play from year 7 onwards , with students taking on the role as officials in year 9 to ensure they have a greater understanding of rule implementation.
- Spiritual development by observing their peers and providing feedback – In PE we continually use the phrase 'Successes and Next steps' to gain feedback about person, both as an individual and in relation to team performance. Students are able to comment on their own and others performance in an articulate manner, linking to key words and techniques they have been taught.
- Cultural development- by gaining a greater understanding of a range of different sports both through the curriculum offer and through enrichment opportunities to attend organised sporting fixtures. Organised events this year have included the Women's Rugby League World Cup where a group of students carried the flag onto the pitch at the start of the game .
- Personal development by reducing sedentary behaviour and educating regarding a healthy and balanced diet, and the importance of regular exercise.

Further information can be found in:

- AQA GCSE PE Exam Specification / BTEC Tech Award in Sport (Pearson) Specification
- Physical Education Curriculum Overview (KS3 & GCSE)
- Physical Education Long Term Plans (Y7-11)
- KS3 (Y7-8) and GCSE/BTEC (Y9-11) Schemes of Work

References:

- Watson, Shirley et al (2019), 'Curriculum Principles at Dixons Academies Trust'. Dixons Academies Trust: Bradford.
- Young, Michael (2014), 'Powerful Knowledge as a Curriculum Principle' in Knowledge and the Future School: Curriculum and Social Justice. Bloomsbury Academic: London. pp. 65-88
- Young, Michael (2020), 'From Powerful Knowledge to the Powers of Knowledge' in Sealty, C. et al, The researchedED Guide to the Curriculum (2000), pp. 21-28
- Stidder, Gary 'Equity and Inclusion in Physical Education and Sport' (2012)
- Fletcher, Tim (2021) Meaningful Physical Education: An Approach for Teaching and Learning

Curriculum Overview – Physical Education Core PE

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Y7 through to Y11 in order to equip scholars with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building schema.

	Knowledge, skills and understanding to be gained at each stage		
	Cycle 1	Cycle 2	Cycle 3
CEAIG	...		
Year 9	<p><i>Component 1:</i></p> <p>Types and provision of sport and physical activity for different types of participant</p> <p>Types and providers of sport and physical activities</p>	<p><i>Component 1</i></p> <p>Types and provision of sport and physical activity for different types of participant</p> <p>Types and needs of sport and physical activity participants</p> <p>Barriers to participation in sport and physical activity for different types of participant</p>	<p><i>Component 2</i></p> <p>Taking Part and Improving Other Participants Sporting Performance</p> <p>Understand how different components of fitness are used in different physical activities</p>
CEAIG	...		
Year 10	<p><i>Component 2</i></p> <p>Taking Part and Improving Other Participants Sporting Performance</p> <p>Be able to participate in sport and understand the roles and responsibilities of officials</p>	<p><i>Component 2</i></p> <p>Taking Part and Improving Other Participants Sporting Performance</p> <p>Demonstrate ways to improve participants sporting techniques.</p>	<p><i>Component 3</i></p> <p>Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Explore the importance of fitness for sports performance</p>
CEAIG	...		
Year 11	<p><i>Component 3</i></p> <p>Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Explore the importance of fitness for sports performance</p>	<p><i>Component 3</i></p> <p>Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Investigate fitness testing to determine fitness levels</p>	<p><i>Component 3</i></p> <p>Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</p> <p>Investigate different fitness training methods</p>
CEAIG	...		