

KS3 Physical Education Curriculum Intent

Intent	What new knowledge/content do we introduce?			How does this curriculum go beyond the National Curriculum? How does going beyond the NC ensure challenge?	
By the end of KS3 students are able to...	Year 7	Year 8	Year 9		
<p>By the end of year 9, students will be able to express themselves through physical activity, and through different roles such as a coach, performer and official. They will also have the confidence to learn from others via deliberate, organised opportunities for reciprocal teaching/learning. Independent decision-making is an integral part of student work by the end of year 9. The nature of the curriculum and how it is delivered, means that students can be engaged and curious. Students are encouraged to be verbally literate. They are also well-informed regarding personal safety, and able to take responsibility for their own actions – this is encouraged through the curriculum (e.g. lifesaving, swimming, athletics and trampolining), but also via Biakeability courses which are offered in years 7 & 8. Students are encouraged to show resilience in a range of situations and are equipped to lead an active, healthy lifestyle. Moral and social development is a feature of the KS3 Physical Education curriculum</p>	Autumn/ Spring/Summer	<p>Groups of students participate in the following activities, on rotation, throughout the year:</p> <p>Athletics Swimming Trampolining Badminton Basketball Football Netball Rugby Rounders or cricket</p> <p>New knowledge, skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles.</p>	<p>Groups of students participate in the following activities, on rotation, throughout the year:</p> <p>Athletics Swimming Trampolining Badminton Basketball Football Netball Rugby Rounders or cricket</p> <p>New knowledge, skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles.</p>	<p>Groups of students participate in the following activities, on rotation, throughout the year:</p> <p>Athletics Lifesaving Trampolining Badminton Basketball Football Netball Rugby Rounders or cricket</p> <p>New knowledge, skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles.</p>	<p>Challenge in the KS 3 curriculum is built upon our core knowledge of the KS 2 curriculum. This knowledge is based on the prescribed national curriculum for Physical Education, and also the detailed Cambridgeshire guidelines for teaching Physical Education in primary schools. This said, there is an enormous range of ability as students arrive in year 7 – this can be due to the varying quality of physical education in our feeder primary schools, but also a range of socio-cultural influences e.g. students from a less affluent background tend not to have attended sports clubs/classes, whereas students from a more affluent background are likely to have attended sports clubs/classes in the local community from an early age. Some specific sports are valued and/or promoted in some cultures, but not in others. Female and male participation is valued and/or promoted in some cultures, but not in others.</p> <p>There is no reliable information from primary</p>
	Rationale for this sequence	<p>The curriculum in year 7 ensures that students have the opportunity to learn a broad range of activity-specific skills, which build upon the largely generic skills gained at Key Stage 2.</p> <p>Students are deliberately engaged in a great deal of partner work, team work and some leadership as a direct consequence of the choice of activities, and the ways in which lessons are delivered.</p> <p>The range of activities has been chosen to inspire students to lead a healthy and active lifestyle. It has also been chosen to provide skills and attitudes which enable them to confidently and competently take part in</p>	<p>The curriculum in year 8 ensures that students have the opportunity to refine a broad range of activity-specific skills, which largely build upon the skills gained in year 7.</p> <p>Students are deliberately engaged in a great deal of partner work, team work and leadership as a direct consequence of the choice of activities, and the ways in which lessons are delivered.</p> <p>The range of activities has been chosen to inspire students to lead a healthy and active lifestyle. It has also been chosen to provide skills and attitudes which enable them to confidently and competently take part in</p>	<p>The curriculum in year 9 ensures that students have the opportunity to further refine a broad range of activity-specific skills, which largely build upon the skills gained in year 8.</p> <p>Students are deliberately engaged in a great deal of partner work, team work and an increasing amount of leadership as a direct consequence of the choice of activities, and the ways in which lessons are delivered.</p> <p>The range of activities has been chosen to inspire students to lead a healthy and active lifestyle. It has also been chosen to provide skills and attitudes which enable them to confidently and</p>	

<p>Our students are encouraged to sensitively and respectfully interact with people from a range of backgrounds (teamwork). The relevance of rules and fair play through positive sporting behaviour is an important part of the games curriculum.</p>		<p>extra-curricular opportunities at Chesterton and join clubs in the local community.</p>	<p>extra-curricular opportunities at Chesterton and join clubs in the local community.</p>	<p>competently take part in extra-curricular opportunities at Chesterton and join clubs in the local community.</p>	<p>schools which enable us to confidently place students into sets before arriving at Chesterton. We therefore organise a setting process at the start of year 7, which is then reviewed termly throughout KS 3. From the outset, the curriculum seeks to stretch students towards performing effectively in recognised physical activities, as a performer, coach and official/leader.</p> <p>Challenge is embedded and evidenced through schemes of learning, which are explicit in providing an expectation and an opportunity for students to access increasingly challenging skills, knowledge and understanding. They are given genuinely difficult and new skills, knowledge and understanding to master.</p> <p>Challenge is also evidenced via learning walks, and appraisal lesson observations. A challenging lesson shows that learning intentions are set at an aspirational level, with students subsequently supported in different ways to access the content of the lesson.</p>
	<p>How does the KS3 Curriculum build on previous learning at KS2?</p>	<p>Challenge in the KS 3 curriculum is built upon our core knowledge of the KS 2 curriculum. This knowledge is based on the prescribed national curriculum for Physical Education, and also the detailed Cambridgeshire guidelines for teaching Physical Education in primary schools. This said, there is an enormous range of ability as students arrive in year 7 – this can be due to the varying quality of physical education in our feeder primary schools, but also a range of socio-cultural influences e.g. students from a less affluent background tend not to have attended sports clubs/classes, whereas students from a more affluent background are likely to have attended sports clubs/classes in the local community from an early age. Some specific sports are valued and/or promoted in some cultures, but not in others. Female and male participation is valued and/or promoted in some cultures, but not in others.</p> <p>There is no reliable information from primary schools which enable us to confidently place students into sets before arriving at Chesterton. We therefore organise a setting process at the start of year 7, which is then reviewed termly throughout KS 3. From the outset, the curriculum seeks to stretch students towards performing effectively in recognised physical activities, as a performer, coach and official/leader.</p> <p>Challenge is embedded and evidenced through schemes of learning, which are explicit in providing an expectation and an opportunity for students to access increasingly challenging skills, knowledge and understanding. They are given genuinely difficult and new skills, knowledge and understanding to master.</p> <p>Challenge is also evidenced via learning walks, and appraisal lesson observations. A challenging lesson shows that learning intentions are set at an aspirational level, with students subsequently supported in different ways to access the content of the lesson.</p>			

Students at Chesterton Community College experience a broad, engaging and rigorous curriculum at Key Stage 3, which allows for deep engagement with a wide range of subject areas. In all subjects, students are taught carefully selected component content which enables them to access meaningful, complex composite activities.

Chesterton students are able to express themselves fully, through their written work as well as through discussion, and involvement in the creative arts. Students have the confidence to learn from others whilst making their own decisions.

Chesterton students are engaged, curious and well-informed. We ensure they are equipped with the correct tools to make the transition to young adulthood with the ability to debate and discuss key issues related to our wider society.

Chesterton students are prepared for independence. They are numerate as well as literate, well-informed regarding personal safety, and able to take responsibility for their own actions. Students show resilience in a range of situations and are equipped to lead an active, healthy lifestyle.

Chesterton students are part of a cohesive community. Students are fully aware of the diversity of their immediate school community as well as wider society, and are able to sensitively and respectfully interact with people from a range of backgrounds. Students are active in challenging prejudice and knowledgeable in terms of the origins of prejudice in our society.

