



What are we trying to achieve?

Motor competence	Perform techniques which are specific to the activity Perform these accurately, effectively and successfully Skilfully select and apply appropriate techniques
Application of rules, strategies and tactics	Understand and apply rules as a performer, coach and official Understand and apply strategies as a performer and a coach Understand and apply tactics as a performer and a coach
Healthy lifestyle	Understand the benefits of a healthy lifestyle Contribute positively and actively in lessons Choose to maintain a healthy lifestyle in your own time

Year 7

Athletics	Badminton	Basketball	Football	Netball	Rounders/ Cricket	Rugby	Swimming	Creative Movements
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Year 8

Athletics	Badminton	Basketball	Football	Netball	Rounders/ Cricket	Rugby	Swimming	Creative Movements
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Year 9

Athletics	Badminton	Basketball	Football	Lifesaving	Netball	Rounders/ Cricket	Rugby	Creative Movements
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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.</p> <p>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 Biakability 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 Creative Movements Badminton Basketball Football Netball Rugby Rounders or cricket OAA</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 Creative Movements Badminton Basketball Football Netball Rugby Rounders or cricket OAA</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 Creative Movements Badminton Basketball Football Netball Rugby Rounders or cricket OAA</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>Student Leadership There is an opportunity for year 9 students to become Sports Leaders as part of the Chesterton Sports Leadership programme. They volunteer to lead at various Primary School Festivals throughout the year, whilst also supporting with events taking place within the curriculum and primary school sports day. There is then a pathway to year 10 where they can support further at extra-curricular clubs.</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 KS3 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 KS3. 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. Challenge is obvious when students enjoy what they are doing and thrive in a positive learning environment – that is what we try and instil in PE.</p>			