



## Key Stage 4 Physical Education Curriculum Overview



# What are we trying to achieve?

<b>Motor competence</b>	Perform techniques which are specific to the activity Perform accurately, effectively and successfully Skilfully select and apply techniques
<b>Application of rules, strategies and tactics</b>	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
<b>Healthy lifestyle</b>	Understand the benefits of a healthy lifestyle Contribute positively and actively in lessons Plan and undertake a personal training programme Choose to maintain a healthy lifestyle in your own time

## Activity Guide

<b>Performance Games</b>	<b>Basketball</b>	<b>Netball</b>	<b>Handball</b>	<b>Football</b>	<b>Invasion Games</b>	<b>Rounders</b>
<b>Cardio Games</b>	<b>Netball</b>	<b>Basketball</b>	<b>Football</b>	<b>Handball</b>	<b>Badminton</b>	<b>Rounders</b>
<b>Fitness Package</b>	<b>Fitness suite</b>	<b>Boot Camp</b>	<b>Boxercise</b>	<b>Circuits</b>	<b>Trampolining</b>	<b>Cycling</b>
<b>Individual Mix</b>	<b>Climbing</b>	<b>Fitness suite</b>	<b>Invasion Games</b>	<b>Table Tennis</b>	<b>Cycling</b>	<b>Tennis</b>
<b>Competitive Mix</b>	<b>Invasion Games</b>	<b>Trampolining</b>	<b>Fitness suite</b>	<b>Tennis</b>	<b>Climbing</b>	<b>Badminton</b>



## Key Stage Four Core Physical Education Curriculum Intent

Intent		What new knowledge/content do we introduce?			
By the end of KS4 students are able to...		Year 10	Year 11	Choices	How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
<p>By the end of year 11, students will be able to express themselves through physical activity, and through different roles such as a coach, performer and official.</p> <p>They will develop skills in motor competence, application of rules, strategies and tactics.</p> <p>Students are encouraged to show resilience in a range of situations and are equipped to lead an active, healthy lifestyle.</p> <p>More specifically, they will be able to confidently use fitness equipment safely and effectively and design an effective personal training programme.</p> <p>Moral and social development is a feature of the KS4 Physical Education curriculum.</p>	Autumn/Spring/Summer	<p>Students choose to participate in one of the following strands of activities throughout the year</p> <p><b>Performance Games</b> Basketball, Netball, Handball, Football, Invasion Games, Rounders.</p> <p><b>Cardio Games</b> Netball, Basketball, Football, Handball, Badminton, Rounders.</p> <p><b>Fitness Package</b> Fitness suite, Bootcamp, Boxercise, Circuits, Creative Movements, Cycling.</p> <p><b>Individual Mix (15 maximum)</b> Climbing, Fitness Suite, Invasion Games, Table Tennis, Cycling, Tennis.</p> <p><b>Competition Mix (15 maximum)</b> Tennis, Creative Movements, Fitness Suite, Invasion Games, Climbing, Badminton.</p> <p>New knowledge, skills and content is 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>Students choose to participate in one of the following strands of activities throughout the year</p> <p><b>Performance Games</b> Basketball, Netball, Handball, Football, Invasion Games, Rounders.</p> <p><b>Cardio Games</b> Netball, Basketball, Football, Handball, Badminton, Rounders.</p> <p><b>Fitness Package</b> Fitness suite, Bootcamp, Boxercise, Circuits, Creative Movements, Cycling.</p> <p><b>Individual Mix (15 maximum)</b> Climbing, Fitness Suite, Invasion Games, Table Tennis, Cycling, Tennis.</p> <p><b>Competition Mix (15 maximum)</b> Tennis, Creative Movements, Fitness Suite, Invasion Games, Climbing, Badminton.</p> <p>New knowledge, skills and content is 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>Students opt to participate in a strand of activities throughout the year.</p> <p>Each strand is thoughtfully put together to provide breadth and balance, but also to allow students to start to move towards activities which motivate them to engage in a healthy lifestyle.</p> <p>A large group of students are keen to pursue a curriculum which is predominantly games-based (Perf Games and Cardio Games). Meanwhile some choose to pursue activities which are solely focused on healthy fitness activities (Body workout). Others opt to choose a predominantly new set of activities – either because they have not yet found an activity that they really enjoy, or because they already participate actively outside of school (Mix it up 1 and Mix it up 2).</p> <p>The options system is also flexible enough to accommodate fluctuations in the number of students opting for each strand. This is due to a relatively generous staffing structure.</p>	<p>Challenge in the KS 4 curriculum is built upon the prescribed national curriculum for Physical Education – motor competence, application of rules, strategies and tactics, and healthy lifestyles. However, the curriculum recognises that different students are motivated by vastly different types of activities, and therefore it accommodates the broadest range of students possible within the constraints of curriculum time, staffing and the available facilities. It also takes advantage of sporting links within the community.</p> <p>From the outset, the KS4 curriculum seeks to stretch students towards performing effectively in recognised physical activities, as a</p>

<p>Our students are encouraged to sensitively and respectfully interact with people from a range of backgrounds (teamwork).</p> <p>Also, the relevance of rules and fair play through positive sporting behaviour is an important part of the games curriculum.</p> <p>Independent decision-making is an integral part of student work throughout KS4.</p> <p>The nature of the curriculum and how it is delivered, means that students can be engaged and curious.</p>	<p><b>Rationale for this sequence</b></p>	<p>Students opt to participate in a strand of activities throughout the year.</p> <p>Each strand is thoughtfully put together to provide breadth and balance, but also to allow students to start to move towards activities which motivate them to engage in a healthy lifestyle.</p> <p>A large group of students are keen to pursue a curriculum which is predominantly games-based (Games 1 and Games 2). Meanwhile some choose to pursue activities which are solely focused on healthy fitness activities (Body workout).</p> <p>Others opt to choose a predominantly new set of activities – either because they have not yet found an activity that they really enjoy, or because they already participate actively outside of school (Mix it up 1 and Mix it up 2).</p> <p>The options system is also flexible enough to accommodate fluctuations in the number of students opting for each strand. This is due to a relatively generous staffing structure.</p> <p>The available facilities and the weather are also factors in determining when each activity takes place e.g. some groups are typically more able to cope with inclement weather, and are therefore timetabled to work outside during the late autumn, winter and early spring.</p>	<p>Students opt to participate in a strand of activities throughout the year.</p> <p>Each strand is thoughtfully put together to provide breadth and balance, but also to allow students to start to move towards activities which motivate them to engage in a healthy lifestyle.</p> <p>A large group of students are keen to pursue a curriculum which is predominantly games-based (Games 1 and Games 2). Meanwhile some choose to pursue activities which are solely focused on healthy fitness activities (Body workout).</p> <p>Others opt to choose a predominantly new set of activities – either because they have not yet found an activity that they really enjoy, or because they already participate actively outside of school (Mix it up 1 and Mix it up 2).</p> <p>The options system is also flexible enough to accommodate fluctuations in the number of students opting for each strand. This is due to a relatively generous staffing structure.</p> <p>The available facilities and the weather are also factors in determining when each activity takes place e.g. some groups are typically more able to cope with inclement weather, and are therefore timetabled to work outside during the late autumn, winter and early spring.</p>	<p>The available facilities and the weather are also factors in determining when each activity takes place e.g. some groups are typically more able to cope with inclement weather, and are therefore timetabled to work outside during the late autumn, winter and early spring.</p> <p>Rowing in year 11 is offered as a means of taking advantage of our location, close to the River Cam.</p> <p>Students who opt to row during core PE lessons often then go on to join a club and continue participating at sixth form.</p>	<p>performer, coach and official/leader.</p> <p>Challenge is to be 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. There is an ethos within the department of giving genuinely difficult and new skills, knowledge and understanding to master.</p> <p>Challenge is also evidenced via learning walks and appraisal lesson observations.</p> <p>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><b>How does the KS4 Curriculum build on previous learning at KS3?</b></p>	<p>Challenge in the KS4 core Physical Education curriculum is built upon the fact that students have previously experienced a broad range of activities in KS3 at Chesterton, whilst developing increasing motor competence, applying rules, strategies and tactics, and an awareness of healthy participation. Where activities are repeated across the key stages, students experience fully recognised versions of the activity in KS4, and they're increasingly independent in participating as a performer, coach and official.</p> <p>The offer of strands of activities enables students to broadly choose activities which have engaged them and motivated them to participate actively and enthusiastically in the past. However, there is also the opportunity for some to explore new activities which have the potential to encourage lifelong participation – the following activities are exclusive to KS4 core Physical Education: rowing, ultimate frisbee, climbing, cycling, handball, fitness suite, Zumba, boot camp and dodgeball.</p> <p>The basic awareness of healthy participation in KS3 is further developed as all year 10 and year 11 students spend time in the fitness suite – all students plan and participate in an effective personal training programme.</p> <p>Whilst a culture of challenge is embedded within the department, we are yet to evidence this 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>			