



What are we trying to achieve?

Motor competence	Perform techniques which are specific to the activity Perform accurately, effectively and successfully Skilfully select and apply 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 Plan and undertake a personal training programme Choose to maintain a healthy lifestyle in your own time

Activity Guide

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



Key Stage Four Core Physical Education Curriculum Intent

Intent		What new knowledge/content do we introduce?			How does this curriculum incorporate the National Curriculum and go beyond? How does going beyond the NC ensure challenge?
By the end of KS4 students are able to...		Year 10	Year 11	Choices	
<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>Performance Games Basketball, Netball, Handball, Football, Invasion Games, Rounders.</p> <p>Cardio Games Netball, Basketball, Football, Handball, Badminton, Rounders.</p> <p>Fitness Package Fitness suite, Bootcamp, Boxercise, Circuits, Creative Movements, Cycling.</p> <p>Individual Mix (15 maximum) Climbing, Fitness Suite, Invasion Games, Table Tennis, Cycling, Tennis.</p> <p>Competition Mix (15 maximum) 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>Performance Games Basketball, Netball, Handball, Football, Invasion Games, Rounders.</p> <p>Cardio Games Netball, Basketball, Football, Handball, Badminton, Rounders.</p> <p>Fitness Package Fitness suite, Bootcamp, Boxercise, Circuits, Creative Movements, Cycling.</p> <p>Individual Mix (15 maximum) Climbing, Fitness Suite, Invasion Games, Table Tennis, Cycling, Tennis.</p> <p>Competition Mix (15 maximum) 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).</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>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 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>Rationale for this sequence</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. 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>How does the KS4 Curriculum build on previous learning at KS3?</p>				