

Physical Education

Curriculum Intent

The main purpose of the Carnforth HS Physical Education Curriculum is to develop the knowledge and understanding, skills, capabilities and attributes necessary for emotional, social and physical well-being now and in the future. Furthermore, our aim is to offer a wide and varied curriculum where students are provided with a breadth of challenges that will help them to develop as a “whole” person.

The rationale behind this is that learning through physical education enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of young people within Carnforth and the wider community
- and, for some, perform at high levels in sport or prepare for careers within the health and leisure industry

“Core” Physical Education at CHS is taught in two timetabled lessons at KS3 and one timetabled lesson at KS4. In addition, at KS4, an academic option is offered through the pursuit of an Edexcel GCSE in Physical Education. Should students undertake “academic” at KS4, they will encounter two additional hours of timetabled PE per week.

In conjunction the PE department aim to provide a thriving extra-curricular offer to further develop a student’s growth. Pupils are encourage to take part in a multitude of both lunchtime and after-school extra-curricular activities. We look to provide opportunities for inter-school competition in a range of sports at district, county and national level. Furthermore, the department offers students with the choice to formally undertake coaching & officiating responsibilities supporting KS3 students and primary school students from the wider community.

At KS2 students have learnt some elements of Physical Education, but due to the large number (29) of feeder schools, quality and scope of delivery at this Key Stage is varied. Students have varied sporting capabilities and often do not have a developed knowledge of how being active can promote an improvement in social, emotional and physical health. To thrive in this subject, we believe students should be surrounded by those of similar physical capabilities. KS2 Transition day and the first lessons in year 7 aim to address this. A ‘baseline’ style assessment is carried out early in the first half term of year 7 to establish the level of prior learning held by the students and inform future planning for each class as they move through KS3. These learning groups are fluid, and allow students to develop at their own pace.

At the mid-point of Year 9, students undertake the options process in preparation for beginning their GCSE options. The KS4 core curriculum sub-divides allowing those undertaking academic PE to target criteria outlined by the edexcel specification and those wishing to further develop their love of leading a healthy lifestyle in a non-academic setting. In conjunction with the practical elements of the lesson, students also undertake the learning of weekly “academic themes” to help support their knowledge of health, sport and physical activity.



By the end of KS3 in Physical Education we expect students to know:

- Fundamental skills in a plethora of sports such as rugby, dance and table tennis
- Fundamental rulings associated with a multitude of activities
- Basic tactics associated with individual and team games
- The importance of maintaining an energy balance
- Key terms associated with both positive and negative lifestyle choices
- Key terms associated with the skeletal & muscular system
- How to access sporting clubs both inside and outside of school
- Key ideas around outwitting opponents and spatial awareness
- The key features of the importance of being hygienic
- How to analyse performance through the understanding of aesthetics and subsequent outcomes

By the end of KS3 in Physical Education we expect students to have skills in:

- Discussing their own points of view around topical issues, both verbally and in writing
- Evaluating judgement claims
- Attempting to understand the viewpoint of others, even if they do not agree with them
- Being able to employ a range of risk assessment strategies to keep themselves healthy and safe

By the end of KS4 in Physical Education we expect students to know:

- The advanced level skills in a plethora of sports such as rugby, dance and table tennis
- The advanced rulings associated with a multitude of activities
- Advanced tactics associated with individual and team games
- How to achieve positive outcomes from a range of sporting scenarios
- How to have a healthy attitude towards competition without conflict
- How to pursue available physical activities upon leaving school to maintain a healthy lifestyle
- Developed understanding of key themes associated with the edexcel specification (academic) and those required leading a lifelong healthy & active lifestyle.
- How to officiate performance in a range of activities
- How to be safe in a formal fitness suite environment

By the end of KS4 in Physical Education we expect students to have skills in:

- Leading others
- Communicating problem solving ideas
- Developing the ability to accept failure in order to improve in both skills and a person
- Analyse data & graphical information

Implementation

To fulfil the purposes of this key stage students will study the following content:

KS3 Core

- **Fundamental Development of Skills, Tactics and knowledge of Healthy Living in a range of physical activities:**

Rugby Union	Handball	Athletics
Netball	Football	Cricket
HRF	Dance	Badminton
Table Tennis	Trampolining	Fitness Testing(Y9)
Rounders	Hockey	Warming Up/Cooling Down



KS4 Core

- **Advanced Development of Skills, Tactics and knowledge of Healthy Living in a range of physical activities:**

Rugby Union	Handball	Athletics
Netball	Football	Cricket
HRF	Dance	Badminton
Table Tennis	Trampolining	Cross Country
Rounders	Hockey	Safety in a Gym Environment

Academic Key Stage 4

Year 10 Students will study 6 units, 2 from the Health & Performance Paper & 2 from the Anatomy & Physiology Paper. Furthermore they will undertake fitness testing in their practical's:

- **P.E.S. & Lifestyle Choices** – students will consider how exercising can play a positive role in being physically, emotionally and socially healthy. In conjunction, they will discover how certain lifestyle choices such as leading a sedentary lifestyle could lead to negative outcomes for long term health.
- **Diet** – students will consider various aspects of diet and maintaining an energy balance. They will analyse the importance of each macro and micro nutrient in relation to performance. Additionally, they will assess the factors associated with obtaining an optimum weight.
- **Skill Acquisition** – students will consider key aspects of the classification of skill and relevant practice structures to support sporting performance. They will analyse the impact of mental preparation and goal setting in a bid to boost performance outcomes. Furthermore, they will review the importance for athletes to receive to correct type of guidance and feedback
- **Participation & Ethical Behaviours** – students will consider the various factors which play a role in participation of sport in the UK. They will analyse the impact of commercialisation on sports participation and on elite athletes. Furthermore, they will review the importance of displaying positive sporting behaviours for the wider community and also the damaging effects of deviance in sport
- **Skeletal System** – students will consider the various factors associated with the skeletal system. They will analyse the importance of the functions of the skeletal system in relation to sporting performance. Furthermore, they will review the classifications of both the types of bones and joints, in conjunction with developing their knowledge regarding ranges of movement.
- **Muscular System** – students will consider the various factors associated with the muscular system. They will analyse the importance the different muscle types and muscle fibres in relation to sporting performance. Furthermore, they will review how antagonistic pairs work together to achieve effective sporting movements.
- **Conducting Fitness Tests & Developing Practical Capabilities** – students will learn how to conduct a range of fitness tests to help monitor performance. In conjunction, they will further develop their practical skill levels in their chosen sports in preparation for formal moderation.

Year 11 Students will study a further 3 units from their Anatomy & Physiology paper and complete their PE04 Personal Exercise Plan coursework. Furthermore they will undertake a variety of training methods in their practical's:

- **Cardiovascular System** – students will consider the various factors associated with the cardiovascular system. They will analyse the structure of the CV system and the importance of the functions of the CV system in relation to sporting performance. In conjunction, they will discover how the composition of blood and blood vessels types help to support an efficient system.
- **Respiratory & Energy Systems** – students will consider the various factors associated with the Respiratory & Energy systems. They will analyse the structure of the respiratory system and the importance of the functions of the respiratory system in relation to sporting performance. In conjunction, they will discover why lung volumes differ during inhalation & exhalation. Furthermore, they evaluate which energy systems are most suited to differing types of athletic performance.
- **Fitness Testing & Training** – students will consider the various factors associated with the Fitness Testing & Training. They will analyse each individual component of fitness and review which method of training would be most suitable for certain sporting activities. In conjunction, they will discover how athletes must successfully apply their knowledge of training principles and training zones to gain positive outcomes. Furthermore, they will evaluate the impact of fitness testing and training on both the short and long term effects of exercise on the body's systems.
- **Personal Exercise Plan** – students will complete a personalised exercise plan aimed at developing improvement in a chosen component of fitness and sporting activities. They will discover how to plan appropriately to bring about positive outcomes. Furthermore they will develop the ability to evaluate progress measures against normative data, utilising graphical analysis to form ideas on future recommendations for improvement.
- **Conducting Methods of Training & Developing Practical Capabilities** – students will learn how to conduct a range of methods of training in a bid to boost performance. In conjunction, they will further develop their practical skill levels in their chosen sports in preparation for formal moderation.
- **Biomechanics** – students will consider the various factors associated with the biomechanics of movement. They will analyse how movement occurs around numerous planes and axis. In conjunction, they will discover how the body uses levers to allow efficient sporting movements.
- **Other Factors Affecting Performance** – students will consider other factors that could have both a positive or negative impact on performance outcomes. They will analyse preventative measures keep athletes safe, and the subsequent potential injuries should they ignore these measures. In conjunction, they will discover the reasoning behind the usage of performance enhancing drugs to develop performance, evaluating the dangers P.E.D's pose to those athletes who wish to take them
- **Revision Techniques** – students will develop their existing knowledge of topics taught throughout the course. They will evaluate the language associated with exam questions and discover effective methods of structuring answers to formal questions
- **Conducting Formal Practical Moderation & Practically Discovering The Short & Long Term Effects of Exercise** – students will learn how to conduct and refine their specific sporting drills & games in preparation for practical moderation.

Impact

Assessment

Students will be assessed at regular intervals throughout their course using key knowledge tests, sample exam questions and past papers from the exam board. Students are given regular and detail feedback allowing them to reflect on their strengths and the steps needed to progress further. In the exam series the students will be assessed as outlined below.

KS4

Component Title	Anatomy & Physiology(PE01)	Component Type	Examination (Linear)		
Structure	Key Topic 5: Skeletal System Key Topic 6: Muscular System Key Topic 7: Cardiovascular System Key Topic 8: Respiratory & Energy Systems Key Topic 9: Fitness Testing & Training Key Topic 10: Biomechanics & Other Factors Affecting Performance				
Content	How being physically active impacts on the Body's systems & how those systems can be trained to improve performance				
Value (%)	36%	Length	1 hr 45 mins	Date	TBC

Component Title	Health & Performance(PE02)	Component Type	Examination (Linear)		
Structure	Key Topic 1: P.E.S. Benefits & Lifestyle Choices Key Topic 2: Diet & Energy Balance Key Topic 3: Skill Acquisition Key Topic 4: Commercialisation & Ethical Behaviours				
Content	How lifestyle choices can affect overall health in conjunction with developing knowledge on how to acquire skills				
Value (%)	24%	Length	1 hr 15 mins	Date	TBC

Component Title	Practical Application(PE04)	Component Type	External Observational Analysis		
Structure	Students must select 3 sports through a combination of either: a.) 2 team based & 1 individual based sports Or b.) 1 team based & 2 individual sports Students will be assessed by their class teacher and marked out of 35 for each sport they choose. They must then complete a practical moderation in front of an external moderator.				
Content	Practical Skills in both team based & individual based sports				
Value (%)	30%	Length	1 Day	Date	TBC

Component Title	Personal Exercise Plan(PE04)	Component Type	Coursework		
Structure	Students must plan & evaluate a 1500 word Personal Exercise Plan in an attempt to improve their weaknesses in a chosen sport. Students will have to test, track and adapt their training programme to suit their individual needs.				
Content	Students must create a training programme to improve both a component of fitness and specific skill in their chosen sport.				
Value (%)	10%	Length	16 Lessons	Date	TBC



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