

Physical Education KS3 Curriculum Intent, Implementation and Impact Overview

Year: 9 Subject: Physical Education IMPLEMENTATION					
<p style="text-align: center;">INTENT</p> <p>(including key concepts and skills - 'Big Ideas')</p>	<p>Invasion Games</p> <p><u>Context:</u> <u>Games/tactics - 4 lessons each activity</u></p> <p>Football/Rugby/Netball/Basketball/Hockey/Handball</p> <p><u>Prior Learning</u> Isolated skills/developed drills conditioned games. Some competition & tactics/ strategies</p> <p><u>Key Vocabulary:</u> Tactics, formations, team work</p> <p><u>Cultural Capital</u> Matches vs other schools</p>	<p>Racket Sports</p> <p><u>Context:</u> <u>Games/tactic 4 lessons each activity</u> Badminton/Tennis</p> <p><u>Prior Learning</u> Isolated skills/drills Short tennis conditioned practice. Full court games</p> <p><u>Key Vocabulary:</u> Tactics, umpiring, scoring</p> <p><u>Cultural Capital</u> Badminton extracurricular and matches vs other school</p>	<p>Health & Fitness</p> <p><u>Context:</u> <u>Practical</u> <u>1 lesson per week</u> Principles of training Components of fitness Training methods Fitness testing Developing fitness training programs</p> <p><u>Prior Learning</u> Warm up & Cool Down Introduction to fitness testing and training</p> <p><u>Key Vocabulary:</u> Principles, training methods, components</p> <p><u>Cultural Capital</u> Healthy active lifestyle</p>	<p>Striking & Fielding</p> <p><u>Context:</u> <u>Games/tactics 3 lessons each activity</u> Rounders/Softball/Cricket</p> <p><u>Prior Learning</u> Develop practices and competitive full rounders games</p> <p><u>Key Vocabulary:</u> Team work</p> <p><u>Cultural Capital</u> Rounders matches against other schools</p>	<p>Athletics</p> <p><u>Context:</u> <u>Competition/ personal best</u> <u>1 lesson each discipline</u> Track Events/Field events</p> <p><u>Prior Learning</u> Use of proper specialised equipment, Developed practices, competition and measuring and timing</p> <p><u>Key Vocabulary:</u> Accuracy, measurement, targets</p> <p><u>Cultural Capital</u> Athletics competitions against other schools</p>
<p>Performance skills in isolation, conditioned practice and different games</p>	X	X	X	X	X
<p>Health & Fitness Warm up/Cool down Components of fitness training methods and fitness testing</p>	X	X	X	X	X
<p>Leadership & Character Kit, team work, resilience, leading, engaged, winning/losing.</p>	X	X	X	X	X
<p>Knowledge & Theory Anatomy & physiology, training & fitness, nutrition, Injuries</p>	X	X	X	X	X
<p style="text-align: center;">IMPACT</p>	<p><u>Assessment:</u> Performance, knowledge, Health and fitness Leadership</p> <p><u>Progression to KS4:</u> Competitive games, tactics and strategies</p>	<p><u>Assessment:</u> Performance, knowledge, Health and fitness Leadership</p> <p><u>Progression to KS4:</u> Competitive games, tactics and strategies</p>	<p><u>Assessment:</u> Performance, knowledge, Health and fitness Leadership</p> <p><u>Progression to KS4:</u> OCR Cambridge National - Reducing the risk of Injury</p>	<p><u>Assessment:</u> Performance, knowledge, Health and fitness Leadership</p> <p><u>Progression to KS4:</u></p>	<p><u>Assessment:</u> Performance, knowledge, Health and fitness Leadership</p> <p><u>Progression to KS4:</u> Competitive games, tactics and strategies</p>

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Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.

**Year: 9 Subject: Physical Education
Theory Assessment**

INTENT <small>(including key concepts and skills)</small>	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Knowledge & Theory <small>Anatomy & physiology, Training & fitness, nutrition, Injuries</small>	<u>Health & Fitness</u> <ul style="list-style-type: none"> • Fitness testing of each component. • Leading fitness tests • Analysing data 		<u>Fitness</u> <ul style="list-style-type: none"> • Components of fitness. • Where they are needed in activities • How important are they 	<u>Training</u> <ul style="list-style-type: none"> • What are the training methods linked to Cardiovascular endurance 	<u>Training</u> <ul style="list-style-type: none"> • What are the training methods linked to Muscular endurance 	<u>Health Fitness and Wellbeing</u> <ul style="list-style-type: none"> • Fitness testing • Know the different training methods • Know the different components of fitness • Fitness testing • How to design a training program
IMPACT	<u>Assessment:</u> Performance, leadership, leading warm ups		<u>Assessment:</u> Performance, leadership,	<u>Assessment:</u> Performance, leadership, Knowledge,	<u>Assessment:</u> Performance, leadership, Knowledge,	<u>Assessment:</u> Fitness testing Training plan Component of fitness Training methods Principles of training
Cross Curricular	PHSCE			Science		

**Year: 10 Subject: Physical Education
IMPLEMENTATION**

<p>INTENT (including key concepts and skills)</p>	<p align="center">Activities (1 lesson Per week) Games/Racket/striking & fielding/athletics/fitness <u>Context:</u> <u>Games/tactics - 4 lessons each activity</u> Football/Rugby/Netball/ Basketball/Hockey/Handball/ Badminton/Fitness/Dodgeball <u>Prior Learning</u> Isolated skills/developed drills conditioned games. Some competition & tactics/ strategies <u>Key Vocabulary:</u> Tactics, formations, strategies, teamwork <u>Cultural Capital</u> <u>Co- curricular</u></p>	<p align="center">INTENT (including key concepts and skills)</p> <p align="center">Performance Health & Fitness Leadership & Character Knowledge & Theory</p> <p align="center">Describe/Explain Apply to sporting situation/ examples Design Evaluate</p>	<p align="center">Unit R181: Applying the principles of training: fitness and how it affects skill performance</p> <p><u>Context:</u> <u>Assignment based</u> <u>4 Learning Objectives</u> Topic Area 1: Components of fitness applied in sport Topic Area 2: Principles of training in sport Topic Area 3: Organising and planning a fitness training programme Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme <u>Prior Learning</u> Health Fitness and well being KS3 - fitness units testing, principles, methods components training plans <u>Key Vocabulary:</u> Principles Components methods <u>Cultural Capital</u> <u>Visit a local gym</u></p> <p><u>Co curricular</u></p>
Performance	X	Performance	X
Health & Fitness	X	Health & Fitness	X
Leadership & Character	X	Leadership & Character	X
Knowledge & Theory	X	Knowledge & Theory	X
IMPACT	<u>Assessment:</u>	IMPACT	<u>Assessment</u> L01/L02/L03/L04

**Year: 11 Subject: Physical Education
IMPLEMENTATION**

<p>INTENT</p> <p>(including key concepts and skills)</p>	<p align="center">Activities (1 lesson Per week) Games/Racket/striking & fielding/athletics/fitness</p> <p><u>Context:</u> Games/tactics - 4 lessons each activity Football/Rugby/Netball/ Basketball/Hockey/Handball</p> <p><u>Prior Learning</u> Isolated skills/developed drills conditioned games. Some competition & tactics/ strategies</p> <p><u>Key Vocabulary:</u> Tactics, formations, strategies, teamwork</p> <p><u>Cultural Capital</u> <u>Co- curricular</u></p>	<p>INTENT</p> <p>(including key concepts and skills)</p> <p>Performance Health & Fitness Leadership & Character Knowledge & Theory</p> <p>Describe/Explain Apply to sporting situation/ examples Design Evaluate</p>	<p align="center">R045 Nutrition in Sport - January to May</p> <p><u>Context:</u> <u>Assignment based</u> <u>4 Learning Objectives</u> LO1: Know about the nutrients needed for a healthy, balanced diet LO2: Understand the importance of nutrition in sport LO3: Know about the effects of a poor diet on sports performance and participation LO4: Be able to develop diet plans for performers</p> <p><u>Prior Learning</u> Cross curricular Food technology</p> <p><u>Key Vocabulary:</u> Balanced diet, nutrients, Carbohydrates, protein, fats, vitamins, minerals, fibre, water</p> <p><u>Cultural Capital</u></p>
<p>Performance</p>	<p align="center">x</p>	<p>Performance</p>	
<p>Health & Fitness</p>	<p align="center">x</p>	<p>Health & Fitness</p>	<p align="center">x</p>
<p>Leadership & Character</p>	<p align="center">x</p>	<p>Leadership & Character</p>	<p align="center">x</p>
<p>Knowledge & Theory</p>	<p align="center">x</p>	<p>Knowledge & Theory</p>	<p align="center">x x</p>
<p>IMPACT</p>	<p align="center"><u>Assessment:</u> <u>Progression to KS4:</u></p>	<p>IMPACT</p>	<p align="center"><u>Assessment:</u> L01/L02/L03/L04</p>