

# Physical Education KS3 Curriculum Intent, Implementation and Impact Overview

Year: 8 Subject: Physical Education IMPLEMENTATION					
INTENT  (including key concepts and skills - 'Big Ideas')	<b>Invasion Games</b> <u>Context:</u> Football/Rugby/Netball/ Basketball/Hockey/Handball <u>Prior Learning</u> Isolated skills/developed drills conditioned games. Some competition & tactics/strategies <u>Key Vocabulary:</u> Rules, tactics, evasion, invasion, formation, blood and oxygen flow, dynamic, active, passive  <u>Cultural Capital</u> Team work and leadership opportunities. Healthy active lifestyles	<b>Racket Sports</b> <u>Context:</u> Badminton/Tennis  <u>Prior Learning</u> Isolated skills/drills Short tennis conditioned practice. Full court games  <u>Key Vocabulary:</u> Movement, court, smash, drop shot, disguise, fake, opposition, RICE, saltaps, posture, scoliosis, kyphosis, lordosis  <u>Cultural Capital</u> Competition, winning and losing, caring for others.	<b>Aesthetics</b> <u>Context:</u> Gymnastics/Dance/ Trampolining/Fitness  <u>Prior Learning</u> Developed travel, movement and balance. Moving to rhythm and beat. Balancing in pairs and groups  <u>Key Vocabulary:</u> Tension, extension, quality, assessment, evaluation, Flexibility, cardiovascular, Respiratory, endurance, agility, balance  <u>Cultural Capital</u> Active, healthy choices, Body and mind.	<b>Striking &amp; Fielding</b> <u>Context:</u> Rounders/Softball/Cricket  <u>Prior Learning</u> Develop practices and competitive full rounders games  <u>Key Vocabulary:</u> Contraction, isotonic, isometric, cardiac, hamstring, quadriceps, biceps, tricep, pectorals  <u>Cultural Capital</u> Traditional sports, origins and differences.	<b>Athletics/Outdoor Education</b> <u>Context:</u> Track Events/Field events  <u>Prior Learning</u> Use of proper specialised equipment, Developed practices, competition and measuring and timing  <u>Key Vocabulary:</u> Malnutrition, vitamins, minerals, supplements  <u>Cultural Capital</u> Diet and nutrition - making positive choices.
<b>Performance</b> skills in isolation, conditioned practice and different games	X	X	X	X	X
<b>Health &amp; Fitness</b> Warm up/Cool down Components of fitness training methods and fitness testing	X	X	X	X	X
<b>Leadership &amp; Character</b> Kit, team work, resilience, leading, engaged, winning/losing.	X	X	X	X	X
<b>Knowledge &amp; Theory</b> Anatomy & physiology, training & fitness, nutrition, injuries	X	X	X	X	X
<b>IMPACT</b>	<u>Assessment:</u> Performance, leadership, leading warm ups  <u>Progression to KS4:</u> Tactics and strategies, full sided games.	<u>Assessment:</u> Performance, leadership, injury treatments  <u>Progression to KS4:</u> Doubles, competitive games.	<u>Assessment:</u> Performance, leadership, methods of training  <u>Progression to KS4:</u> Choreographing sequences and routines, personal exercise plans OCR Cambridge National - Principles of Physical Education	<u>Assessment:</u> Performance, leadership, anatomy and physiology  <u>Progression to KS4:</u> Tactics and strategies, full sided games.	<u>Assessment:</u> Performance, leadership, diet plans  <u>Progression to KS4:</u> Age related equipment in field events

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**Year: 8 Subject: Physical Education  
Theory Assessment**

<b>INTENT</b>  (including key concepts and skills)	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Knowledge &amp; Theory</b> <small>Anatomy &amp; physiology, Training &amp; fitness, nutrition, Injuries</small>	<u>Physical Preparation</u> <ul style="list-style-type: none"> <li>be able to lead a warm up</li> <li>know the 5 parts of a warm up</li> <li>The different components of fitness</li> </ul>		<u>Injury</u> <ul style="list-style-type: none"> <li>Know what RICE is</li> <li>BE able to use RICE</li> <li>Identify injuries and how to treat</li> <li>CPR /Defibrillators</li> <li>What are Chronic Injuries and how they are related to sport</li> </ul>	<u>Health Fitness and Wellbeing</u> <ul style="list-style-type: none"> <li>Know the principles of training and apply them</li> <li>Know the different training methods</li> <li>Know the different components of fitness</li> </ul>	<u>Healthy Eating</u> <ul style="list-style-type: none"> <li>what the components of a diet are - Carbohydrate Protein &amp; Water</li> <li>how they are important in sport</li> <li>the role of water in sport</li> <li>Importance on Hygiene</li> </ul>	<u>Healthy Eating</u> <ul style="list-style-type: none"> <li>what the components of a diet are - Carbohydrate Protein &amp; Water</li> <li>how they are important in sport</li> <li>the role of water in sport</li> </ul>
<b>IMPACT</b>	<u>Assessment:</u> Performance, leadership, leading warm ups		<u>Assessment:</u> Performance, leadership, leading warm ups, injury treatments	<u>Assessment:</u> Performance, leadership, methods of training	<u>Assessment:</u> Performance, leadership, anatomy and physiology	<u>Assessment:</u> Performance, leadership, diet plans
Cross Curricular				<u>PHSCE</u>	<u>Science</u>	<u>Food Tech</u>