

INTENT: Curriculum Overview: Key stage 4 Physical Education

<p>A learner in key stage 4 will know:</p> <p>What the key elements of the Physical Education National Curriculum.</p> <p>What skills, techniques tactics and strategies are contained within each activity</p> <p>The practices required to develop the skills, techniques, tactics and strategies</p> <p>The cultural importance of different types of activity</p> <p>How success is achieved in each activity and their own influence on it</p> <p>Different types of positional characteristics within each activity and how they can be successful in each role.</p>			<p>A learner in Key stage 4 will be able to:</p> <p>Names of different sports and activities in each category of the National curriculum</p> <p>What skills, techniques, tactics and strategies are contained within each activity and can accurately replicate the actions, phrases and sequences.</p> <p>Experience a wide variety of the practices required to develop the skills and can contribute towards them</p> <p>Describe the cultural importance of different types of activity</p> <p>Articulate how success is achieved in each activity area of the National Curriculum</p> <p>Contribute towards successful outcomes in different types of activity.</p> <p>Understand positional characteristics within each activity.</p> <p>Know and comment on what a successful model in that activity looks like.</p>		
A: Topic/Theme Direct competition	B: Topic/Theme Developing techniques and improving performance	C: Topic/Theme Outdoor and adventurous activities	D: Topic/Theme- Direct competition (Individual)	E: Topic/Theme – Developing techniques and improving performance (Summer activities)	F: Topic/Theme – Direct competition (Summer activities)
Year 9 & 10. Term 1 and 2.	<p>Direct competition (Team)</p> <p>Students will build on the skills and knowledge covered in key stage 3. They will become competent, confident & expert in their techniques applying them across sports and activities.</p> <p>Skills</p> <p>Students will use a range of tactics and strategies to overcome opponents in direct competition through team games. Football, Rugby, Basketball, Hockey and Netball will be the primary sports used for 6-week blocks.</p> <p>Formative assessment</p> <p>Mid term point one will be a formative assessment</p> <p>Summative assessment to take place in each activity using level guidance.</p> <p>End point</p> <p>Explain the techniques of team games, demonstrate skills involved, apply to game context with success.</p>		<p>Developing Techniques and improving performance</p> <p>Build on the skills learnt in Key stage 3. Developing effective performance and applying principles to own and others work.</p> <p>Skills</p> <p>Develop technique and improve performance in other competitive elements of sports such as Athletics, Gymnastics, Trampolining and Vaulting.</p> <p>Formative assessment</p> <p>Midterm point one will be formative assessment</p> <p>Summative assessment to take place in each activity using level guidance.</p> <p>End point</p> <p>Explain techniques to make effective performance. Demonstrate and apply to individual activity in competitive context.</p>		<p>Autumn % Assessment (ensure differentiated assessment is planned too)</p> <p>Knowledge coverage:</p> <p>Names of equipment specific to the activity</p> <p>How to use the equipment effectively</p> <p>Identifying key features within activities and contribute to the successful outcomes. The use of Dual Coding representing information both visually and verbally to enhance memory</p> <p>Skills tested:</p> <p>Skills, role within a group activity or team game, if they can be a leader within a group context. Can accurately perform skills within multiple activities</p> <p>Assessment style: Practical assessment. Self, Peer and Teacher</p> <p>Performance</p> <p>Performance evaluation referring to the success criteria and key elements</p> <p>Ongoing low stake listening questions crossing over and recapping different topics and activities.</p>
	<p>Outdoor and adventurous activities. Healthy lifestyles</p>		<p>Direct competition (Individual)</p>		<p>Spring % Assessment (ensure differentiated assessment is planned too)</p>

	<p>Develop the student's confidence and interest to get involved in exercise, sports and activities out of school and also for life.</p> <p>Skills</p> <p>Students will take part in adventurous activity which presents both physical and intellectual challenges. Students will work as a team or as an individual, overcoming problems. Main topics to include Cross-country, Winter fitness and Orienteering. The use of the fitness suite will supplement the Healthy lifestyles element to include weight bearing and resistance exercises.</p> <p>Formative assessment</p> <p>To include map reading skills, timed challenges, physical assessment both peer and teacher.</p> <p>End point</p> <p>Explain and demonstrate map reading skills, can run over undulating ground in various conditions, knows how to maintain fitness over winter period.</p>	<p>Students will build on the skills and knowledge covered in key stage 3. They will become more competent, confident & expert in their techniques, applying them across individual activities.</p> <p>Skills</p> <p>Students will use a range of tactics and strategies to overcome opponents in direct competition within individual games. Badminton, also used in a Doubles context, will be the primary sport used for 6-week blocks.</p> <p>Formative assessment</p> <p>Midterm point one will be a formative assessment</p> <p>Summative assessment to take place in each activity using level guidance.</p> <p>End point</p> <p>Explain the techniques of team games, demonstrate skills involved, apply to game context in order to have successful outcomes.</p>	<p>Knowledge coverage:</p> <p>How elements are used to create specific tactics in game play and individual activity. Cognitive load theory applied to chunk information throughout the key stage.</p> <p>Skills tested:</p> <p>Performance with accuracy and competitive context where possible.</p> <p>Assessment style/questions:</p> <p>Performance evaluation referring to the success criteria and key elements of each activity</p> <p>Ongoing low stake listening questions crossing over and recapping different topics, such as Football defending in comparison to Rugby defending.</p>
Term 3	<p>Summer activities – Developing techniques and improving performance</p> <p>Students will build on the skills and knowledge covered in key stage 3. They will become more competent, confident & expert in their techniques, applying them across summer activities.</p> <p>Skills</p> <p>Students will use a range of tactics and strategies to overcome opponents in direct competition within individual Athletic events. Students will refine technique and improve on Personal Bests (PB)</p> <p>Formative assessment</p> <p>Midterm point one will be a summative assessment to take place in each activity using level guidance. Students will build a picture of where they are experiencing success by the end of the summer.</p> <p>End point</p> <p>Explain the techniques of athletic events, demonstrate skills involved, apply to competitive context to improve successful outcomes.</p>	<p>Summer activities – Direct competition</p> <p>Students will build on the skills and knowledge covered in key stage 3. They will become more competent, confident & expert in their techniques, applying them across Summer games and racquet activities.</p> <p>Skills</p> <p>Students will use a range of tactics and strategies to overcome opponents in direct competition through individual games. Tennis, Cricket, Softball, Golf and Rounders will be used for 6-week blocks.</p> <p>Formative assessment</p> <p>Midterm point one will be a formative assessment</p> <p>Summative assessment to take place in each activity using level guidance at the end of 6 weeks.</p> <p>End point</p> <p>Explain the techniques of summer games, demonstrate skills involved, apply to game context to maximise positive outcomes.</p>	<p>Summer % Assessment (ensure differentiated assessment is planned too)</p> <p>Knowledge coverage:</p> <p>How elements are used to create specific tactics in game play and individual activity for the summer period.</p> <p>Skills tested:</p> <p>Performance with accuracy and competition context for Athletics and Summer sports</p> <p>Assessment style/questions:</p> <p>Performance evaluation referring to the success criteria and key elements of each activity</p> <p>Ongoing low stake listening questions crossing over and recapping different topics such as Discus technique in comparison to shot put throughout the Summer.</p>

