

# PE on a Page 2024 / 2025

Subject Leader: Tim Wing

## CURRICULUM INTENT:

By the end of Year 9, students have the character experiences and subject specific knowledge and skills, to allow them to choose GCSE PE, BTEC Performing Arts (Dance), or Cambridge National Sports Studies as an option for level 2 qualifications. If students do not choose this as an option, they will be prepared to continue to develop the knowledge and skills and understanding to enjoy being a lifelong participator in sport.

Our KS3 PE follows the National Curriculum for Physical Education and is delivered through our character and excellence curriculum.

Character: To develop self-regulation, teamwork, leadership, problem solving, decision making, analytical and evaluative skills.

Excellence: Students develop core and advanced physical skills, tactics and understanding of rules of a range of sports to participate in a broad range of physical activities.

## KS4 intent:

- Healthy and active lifestyle pathway. (Students who do not select a sports qualification as an option for KS4.)

Students will continue to develop their character whilst also participating in a wide range of physical activities as a gateway to becoming lifelong participators.

- Performance pathway (Students who choose qualifications in GCSE PE, Sports Studies or Dance).

Students continue to develop their character with a greater focus on developing "excellence" in core and advanced sport specific skills whilst developing their understanding of rules and tactics in a range of sporting activities. By the end of Year 11 students are prepared to study either: A level PE, Sport and Physical Activity (Cambridge technical level 3) or Performing Arts - Dance (level 3) in our sixth form.

## KS5 intent

Students further deepen the knowledge developed at KS3 and KS4, to allow an in depth understanding of a wide range of factors surrounding sports participation and performance. By the end of KS5 students are in a position to be able to continue their engagement as a performer, official or coach in addition to pursuing higher education or employment in this sector.

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<b>Year 7</b>	Lessons follow a repeating 4 part model. Recap of previous lesson either verbally/practical, teacher instruction and model, check, practise. Feedback, model, check, practise repeat as required to build upon a skill. Practise typically will progress from isolated practise, pressurised practise, modified/game practise. This will vary depending on the type of activity students are taking part in.											
	Term 1	Rugby / Badminton (Theme of the term: Self regulation)	Term 2	Fitness (Theme of the term: Teamwork)	Term 3	Gymnastics (Theme of the term: Leadership)	Term 4	Basketball (Theme of the term: Decision making)	Term 5	Dance / Rounders (Theme of the term: Problem solving)	Term 6	Netball / Athletics (Theme of the term: Analysing performance)
	Topics are sequenced over the three year learning journey. Each year students revisit the majority of the sporting activities they have done in the previous year, but also have opportunities to transfer skills learnt through one activity into others. Skills developed in PE progress from core skills through to more advanced skills over the key stage. Each year skills are revisited to allow students to improve their accuracy and consistency before advancing their learning. Each year all students at Montsaye cover the same theme of the term within their lessons, with the expectation that they build upon what they have done in the previous year. Themes of the term may also be referred back to throughout the year to support the student learning journey. This allows students to build upon their knowledge, understanding and character year on year.											

<b>Year 8</b>	Lessons follow a repeating 4 part model. Recap of previous lesson either verbally/practical, teacher instruction and model, check, practise. Feedback, model, check, practise repeat as required to build upon a skill. Practise typically will progress from isolated practise, pressurised practise, modified/game practise. This will vary depending on the type of activity students are taking part in.											
	Term 1	Rugby / Badminton (Theme of the term: Self regulation)	Term 2	Fitness (Theme of the term: Teamwork)	Term 3	OAA (Theme of the term: Leadership)	Term 4	Basketball (Theme of the term: Decision making) OAA (Theme of the term: Leadership)	Term 5	Dance / Cricket (Theme of the term: Problem solving)	Term 6	Netball / Athletics (Theme of the term: Analysing performance)
	Topics are sequenced over the three year learning journey. Each year students revisit the majority of the sporting activities they have done in the previous year, but also have opportunities to transfer skills learnt through one activity into others. Skills developed in PE progress from core skills through to more advanced skills over the key stage. Each year skills are revisited to allow students to improve their accuracy and consistency before advancing their learning. Each year all students at Montsaye cover the same theme of the term within their lessons, with the expectation that they build upon what they have done in the previous year. Themes of the term may also be referred back to throughout the year to support the student learning journey. This allows students to build upon their knowledge, understanding and character year on year.											

<b>Year 9</b>	Lessons follow a repeating 4 part model. Recap of previous lesson either verbally/practical, teacher instruction and model, check, practise. Feedback, model, check, practise repeat as required to build upon a skill. Practise typically will progress from isolated practise, pressurised practise, modified/game practise. This will vary depending on the type of activity students are taking part in.											
	Term 1	Rugby / Badminton (Theme of the term: Self regulation)	Term 2	Fitness (Theme of the term: Teamwork)	Term 3	Football (Theme of the term: Leadership)	Term 4	Handball (Theme of the term: Decision Making)	Term 5	Handball (Theme of the term: Decision Making)	Term 6	Netball / Athletics (Theme of the term: Analyse performance)
	Topics are sequenced over the three year learning journey. Each year students revisit the majority of the sporting activities they have done in the previous year, but also have opportunities to transfer skills learnt through one activity into others. Skills developed in PE progress from core skills through to more advanced skills over the key stage. Each year skills are revisited to allow students to improve their accuracy and consistency before advancing their learning. Each year all students at Montsaye cover the same theme of the term within their lessons, with the expectation that they build upon what they have done in the previous year. Themes of the term may also be referred back to throughout the year, to support the student learning journey. This allows students to build upon their knowledge, understanding and character year on year. By the end of Year 9 students have the skill sand understanding to either choose an examination course (GCSE PE, Sports Studies, Level 2 Dance) and follow our performance pathway, or follow our healthy and active lifestyles pathway into Key Stage 4.											

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## Key Stage 4

<b>Year 10</b>	Students study OCR GCSE PE. The course consists of units of different weightings which create an overall grade at the end of Year 11. 60% of the course is examined through two exam papers at the end of Year 11, 10% NEA coursework written in Year 10, 10% an individual sporting performance assessment, 10% team sporting performance assessment and 10% either a team or individual performance assessment. Practical assessments are ongoing across Year 10 and 11 and students are expected to keep a log of competitive performances in sport across the two year period. Students are also expected to collect external video footage of offsite activities they can be assessed in such as horse riding, golf, boxing and swimming. Practical skills are developed over the two year course and grades are finalised in February of Year 11. Theory content for the paper 1 exam and coursework, is covered between September and February of Year 10, to allow students to write and complete their coursework between February half term and June.											
	Term 1	Skeletal system, muscular system, cardiovascular system.	Term 2	Cardiovascular system, respiratory system, short and long term effects of exercise on the body.	Term 3	Planes, components of fitness, principles of training, training methods, warm ups and cool downs.	Term 4	Completion of NEA coursework. SMART targets, continuums.	Term 5	NEA coursework. Prevention of injury.	Term 6	Diet and nutrition, Factors affecting participation in sport and physical activity.
	Students are able to learn and understand the functions of different body systems before then learning how the principles of training and training methods, can be used to improve performance in sport and physical activity. Students then learn how athletes set targets and how the skills they develop fit on continuums. These topics all feed directly into the completion of the NEA coursework all it to be completed in Year 10. This allows students to solely focus on the examined component and practical assessments in Year 11. Students are also able to practise and experience sitting a full past paper 1 in exam conditions at the end of Year 10. This builds student confidence and exam technique skills over time, to prepare for the real exams in the summer of year 11.											

<b>Year 11</b>	Students study OCR GCSE PE. The course consists of units of different weightings which create an overall grade at the end of Year 11. 60% of the course is examined through two exam papers at the end of Year 11, 10% NEA coursework written in Year 10, 10% an individual sporting performance assessment, 10% team sporting performance assessment and 10% either a team or individual performance assessment. Practical assessments are ongoing across Year 10 and 11 and students are expected to keep a log of competitive performances in sport across the two year period. Students are also expected to collect external video footage of offsite activities they can be assessed in such as horse riding, golf, boxing and swimming. Practical skills are developed over the two year course and grades are finalised in February of Year 11. Theory content for the paper 1 exam and coursework, is covered between September and February of Year 10, to allow students to write and complete their coursework between February half term and June. Paper 2 content is covered between July of Year 10 and February of Year 11. From February until the summer exams all GCSE PE lessons focus on revisiting all examined content, revising and improving exam technique.											
	Term 1	Health, Fitness, Well-being and the consequences of a sedentary lifestyle.	Term 2	Commercialisation of sport, deviance in sport (sportsmanship/gamesmanship/violence), characteristics of skilful movement.	Term 3	Mental preparation techniques, Guidance and Feedback.	Term 4	Mental preparation techniques, Guidance and Feedback.	Term 5	Paper 2 revision content and exam technique (based on needs analysis from mock exams).	Term 6	Year 11 New Knowledge will be complete by 2/28/2025 Year 11 Coursework deadline is 2/28/2025
	Students learn about the benefits of taking sport followed by the consequences of a sedentary lifestyle - these two topics compliment one another. The topic of Sponsorship leads nicely into deviance in sport, as much deviance in sport is a consequence of the commercialisation of sport. Guidance, feedback and mental preparation all come under the umbrella topic of sport psychology and therefore are taught together to allow connections in learning.											

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## Key Stage 5

<b>Year 12</b>	In Year 12 students will completed both examined elements of the course (Unit 1 and Unit 3). Students complete the unit 1 exam in January and the unit 3 exam in the summer exam series. These lessons will all take place in the classroom. Students will begin Unit 18 in the summer term which will be practical based.											
	Term 1	Unit 1: Skeletal System, muscular system, cardiovascular system, warm ups and cool downs.	Term 2	Unit 1: Respiratory system, energy systems. Revision for the January exam.	Term 3	Unit 3: Measuring performance, participation and impact on society.	Term 4	Unit 3: Methods of delivering sports development, characteristics of initiatives and events, advantages of initiatives and events, benefits of sport development.	Term 5	Unit 18: Practical skills - Individual and team sports. Outdoor skills. Officiating in sport.	Term 6	Unit 18: Practical skills - Individual and team sports. Officiating in sport.
	Students can prioritise the examined units first meaning they can solely focus their attention on that particular exam. Unit 1 topics all link to the body system which is a progression of what students who have studied GCSE PE would have learnt in Year 11. The Unit 3 exam builds on knowledge learnt by students who complete the level 2 Sports Studies class in Year 11.											

<b>Year 13</b>	Students in Year 13 have already completed their two external exam and have started unit 18 and unit 8. In Year 13 students will complete unit 8 "planning a sports event" by planning and delivering a sports event by end of the first week of October. Student will use the remaining lesson time to complete their evaluation of their event by October half term completing unit 8. Students will also take part in their team practical sport for unit 18 through an organised sporting fixture against another local school. This will complete unit 18. From October half term until February half term students will begin and complete their final module of work - unit 2. The remaining time in the academic year will be used to improve any work for final submission and if required, preparation and learning for a resit in the examined components (result dependent).											
	Term 1	Unit 8: planning a sporting event. Assessment opportunity for unit 18: team sport.	Term 2	Unit 2: Sports Coaching and Leadership.	Term 3	Unit 2: Sports Coaching and Leadership. Delivery and reflection of coaching sessions.	Term 4	Improvement of coursework for final submission. If required revision for exam resit (external results dependent.)	Term 5	Revision for unit 1 or unit 3 exam resit (external results dependent)	Term 6	Year 13 New Knowledge will be complete by 2/28/2025 Year 13 Coursework deadline is 4/4/2025
	Students have previously studied Sports Development in Year 12. There are elements from this unit which students can draw upon to support them to create their own sporting event in Year 13. Having collaborated with others to deliver a sporting event, students are then able to be more independent in the planning, deliver and reflect on their own individual coaching sessions.											