



# CURRICULUM – PE CORE KS4

Intent, Curriculum Map & Age Related Expectations

## Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

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## Whole School INTENT

**Southchurch students embrace learning opportunities.**

## INTENT, IMPLEMENTATION & IMPACT

### **Intent**

- At Southchurch high school, students are provided opportunities to become physically confident, that supports their health and fitness. They are given challenges which build character and help to embed values such as fairness and respect.

### **Implementation**

- Sequencing of the curriculum
- Adaptive teaching (to take into account of what the learners know and don't know)
- Extending opportunities for extracurricular

### **Impact**

- All students will achieve their potential with altered trajectories

# CURRICULUM MAP

	Autumn Term		Spring Term		Summer Term		
Yr 10	Fitness Testing (All) <ul style="list-style-type: none"> <li>● Football</li> <li>● Hockey</li> <li>● Netball</li> <li>● Trampoline</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<ul style="list-style-type: none"> <li>● Hockey</li> <li>● Rugby</li> <li>● Trampoline</li> <li>● Football</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<ul style="list-style-type: none"> <li>● Rugby</li> <li>● Football</li> <li>● Handball</li> <li>● Badminton</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<u>Athletics</u> <ul style="list-style-type: none"> <li>● Field events</li> <li>● Track Events</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<ul style="list-style-type: none"> <li>● Cricket Rounders</li> <li>● Tennis</li> <li>● Softball</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<ul style="list-style-type: none"> <li>● Softball</li> <li>● Cricket</li> <li>● Rounders</li> <li>● Tennis</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<b>End of Year Examination Rehearsal</b>
Yr 11	Fitness Testing (All) <ul style="list-style-type: none"> <li>● Football</li> <li>● Hockey</li> <li>● Netball</li> <li>● Trampoline</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<ul style="list-style-type: none"> <li>● Hockey</li> <li>● Rugby</li> <li>● Trampoline</li> <li>● Football</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<ul style="list-style-type: none"> <li>● Rugby</li> <li>● Football</li> <li>● Handball</li> <li>● Badminton</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<u>Athletics</u> <ul style="list-style-type: none"> <li>● Field events</li> <li>● Track Events</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<ul style="list-style-type: none"> <li>● Cricket Rounders</li> <li>● Tennis</li> <li>● Softball</li> </ul> <b>FEEDFORWARD ASSESSMENT</b> Every 6 weeks end of sport assessment (HHH)	<b>Exams</b>	

# END OF COURSE EXPECTATIONS

## KS4

	Topics / Units	Head	Heart	Hands
4	<b>EXPERT</b>	<ul style="list-style-type: none"> <li>• I have extensive knowledge of how the components of fitness, principles of training and the effects of exercise can improve performance.</li> <li>• Evaluate the technical and tactical demands of performance.</li> <li>• I can plan, lead, and justify an effective coaching session.</li> <li>• I have knowledge of different training methods and can analyse for performers sporting needs.</li> <li>• I display excellent understanding and can analyse ways how skills and tactics could improve the quality of performance.</li> <li>• I can lead others in activities and warmups to enhance students learning.</li> </ul>	<ul style="list-style-type: none"> <li>• I embrace challenges, I am resilient to setbacks and always give 100%.</li> <li>• I have an exceptional range of effective communication skills and demonstrate these when leading large groups of performers.</li> <li>• I demonstrate outstanding confidence, authority and respect when officiating leading and participating.</li> <li>• I am hardworking and helpful in lessons and at after school clubs.</li> <li>• I have great leadership qualities and am an active leader; I apply this in lessons and after school.</li> <li>• I am a positive role model, I demonstrate commitment, I participate in school sport and I am inspiring to others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with outstanding precision, control and fluency, an extensive range of appropriate skills, techniques, and tactics in complex and challenging activities.</li> <li>• I can complete a 30-minute run.</li> <li>• I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities.</li> <li>• I can complete a 20-minute run.</li> </ul>
3	<b>ADVANCED</b>	<ul style="list-style-type: none"> <li>• I can describe many short and long-term effects of exercise on physical, mental and social wellbeing.</li> <li>• I can lead an effective warm up to the whole class.</li> <li>• I can identify problems with technique and can apply teaching points to correct these mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• I am confident and competent when leading large groups of performers.</li> <li>• I can effectively apply methods of communication to different ages, abilities, experiences and situations.</li> <li>• I often inspire others to participate and progress in sporting activity.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with consistent accuracy and success, a range of appropriate skills, techniques, and tactics in challenging activities.</li> <li>• I can complete a 10-minute run.</li> </ul>
2	<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• I can describe how the body adapts and benefits from regular exercise.</li> <li>• I can take responsibility for leading a small group warm up.</li> <li>• I have good knowledge of skills &amp; technique and understand how this improves my own and others practical performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate confidence and leadership qualities, often volunteer to lead large group warmups or activities.</li> <li>• I am hardworking resilient and eager to accept challenges.</li> <li>• I have developed respectful relationships with my peers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate with some accuracy and success skills, techniques and tactics across a variety of sports in competitive activities.</li> <li>• I can complete a 5-minute run.</li> </ul>
1	<b>POTENTIAL</b>	<ul style="list-style-type: none"> <li>• I can lead an effective self-led warm up.</li> <li>• I can recall most major muscles in the body.</li> <li>• I can describe some skills and rules in some sports.</li> <li>• I can identify techniques, helping me to begin to improve my own performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate leadership of a small group of peers with some confidence.</li> <li>• I can demonstrate communication skills within discussions and activities.</li> <li>• I often demonstrate respect for equipment and others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in moderately pressured practices.</li> <li>• I can complete a 3-minute run.</li> </ul>

# DEPARTMENT FEEDBACK POLICY

## Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

## Assessment Feedback Frequency

KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

## Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

## Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

## Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

## **NATIONAL CURRICULUM LINKS**

[https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY_national_curriculum_-_Physical_education.pdf)

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

[https://assets.publishing.service.gov.uk/media/5a7c74e2e5274a5255bcec5f/SECONDARY\\_national\\_curriculum\\_-\\_Physical\\_education.pdf](https://assets.publishing.service.gov.uk/media/5a7c74e2e5274a5255bcec5f/SECONDARY_national_curriculum_-_Physical_education.pdf)

### **Purpose of study**

Physical Education is an inspiring, rigorous and practical subject. Using creativity and game play, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as invasion games and team building. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Practical Physical education, they develop a critical understanding of its impact on daily life and the wider world. High-quality Physical Education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

**Aims:** The national curriculum for Physical education aims to ensure that all pupils: develop the creative, technical and practical expertise needed to perform everyday sporting tasks confidently and to participate successfully in an increasingly physical and competitive world, to build and apply a repertoire of knowledge, understanding and skills in order to perform within games and critical thinking drills, critique, evaluate and test their ideas and products and the work of others

### **Skills**

Use exploration, such as the study of different sports, to identify and understand user needs

Identify and solve their own problems and understand how to regulate defence and attack structures.

To inform the skills of innovative, functional, appealing skills that respond to needs in a variety of situations. Ie shooting

### **Evaluate**

To analyse the work of past and present games and similar sports to develop and broaden their understanding  
investigate new and emerging skills needed to compete.

### **Knowledge**

- To understand and use the rules and laws of both individual games and team games.
- To understand how more advanced skills required for complete game play, showcasing changes in movement and force in active game play.

# PERSONAL DEVELOPMENT CURRICULUM

## Aims

- Aims The national curriculum for physical education aims to ensure that all pupils
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

**Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform in front of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops.
- **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development.

**Equality & Diversity:** The Physical Education curriculum aims to develop an understanding through the design process of showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.

- Students will explore how the designing of products needs to consider the needs of different users and taking a consideration of cultural, ethical, and religious factors within the designing of new products.

**Wellbeing & Community** – The Physical Education curriculum recognizes the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

**Cultural Capital** – The Physical Education curriculum supports the school's vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

- **Trips & Visits:**
- **Sports events**
- **Competitions**
- **Fixtures**
- **Sports educational trips abroad**
- **Ski trips**
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- **Extra-Curricular:**
- **Wide ranging Extra curricular timetable that changes every term.**
- **British Values:**
- **Individual Liberty:**
- **Mutual Respect:** Students are respectful when listening to the opinions and views of other students.
- **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other's feelings are respected.
- The classroom rules ensure students are all responsible for the learning environment.
- **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study.



- **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other's work and celebrate each other's successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity.
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**Careers & Employability** – The physical education curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the Physical Education curriculum, our students are supported to develop the following skills;

- Communication
- Confidence
- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking and problem solving
- Time management
- Research

## SMSC CURRICULUM LINKS

### **Spiritual Development**

Through the activities and curriculum offered in physical education at both key stages, pupils learn to appreciate the aesthetics, functionality, and evolution of various physical activities. They explore how physical education influences the quality of daily life and are encouraged to develop their thinking skills by engaging with the natural world around them. Pupils are taught to reflect on their experiences, generating ideas and solutions to problems that are both practical and innovative.

### **Moral Development**

In physical education, pupils encounter moral decisions, such as choosing appropriate behavior, fair play, and understanding the impact of their actions on others. They learn about sustainability and the environmental effects of physical activities. Pupils also explore the influence of new technologies in sports and physical activities, recognizing both the benefits and potential moral dilemmas they may present. Respect for others and taking responsibility for their own actions, as well as considering the

### **Social Development**

Physical education often requires pupils to work collaboratively, respecting others while participating in group activities and sports. Peer evaluation and feedback are integral parts of the learning process, helping pupils articulate their thoughts and feelings about their own performance and that of others. They learn to accept constructive criticism and provide thoughtful feedback, fostering mutual respect and promoting social skills that are essential for teamwork and personal development.

### **Cultural Development**

Pupils are taught to ensure that their actions and behaviors in physical education are respectful of diverse backgrounds and beliefs. They consider how their participation and conduct can impact the world around them. Pupils are encouraged to draw inspiration from the physical activities, sports, and practices of various cultures and historical contexts, using these influences to enrich their own participation and understanding in physical education.

## Equality, Diversity and Inclusivity Links

### **Aims**

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.