

# Physical Education and Dance Curriculum Intent

**Department Aims:** Our departmental aim is to ensure students develop a love and passion for sport and/or dance and developing their own life-long physical health. We want to engage students in a wide variety of differing sporting activities with highly innovative and creative schemes of work that engage students above and beyond just being a participant or performer. The Wallington PE lesson will have a focus on development of student creativity and will inspire them to connect with the world around them as well as ignite a want to continue learning outside of the classroom. The curriculum will mentally engage them to connect with the physiology and psychology of the active performer with a 'Fitness' focus threaded throughout each key stage, scheme and unit of work stemming from baseline testing in Year 7.

By the end of Key Stage 3 our students will know:	By the end of Key Stage 4 our students will know:	By the end of Key Stage 5 our students will know:
<p><b>KS3 Core PE:</b></p> <ul style="list-style-type: none"> <li>• Experience a diverse and broad range of activities with SOWs progressively building each year.</li> <li>• How to apply knowledge of fitness across all activities – baseline in year 7 informs planning and tracking of student fitness – fitness strand runs through all schemes of work with a core aim to ensure students cardiovascular endurance is maintained/improved.</li> <li>• How to challenge themselves both physically and mentally – basic techniques in Year 7 developing onto advanced techniques and strong focus on strategy and tactics within Year 8/9.</li> <li>• How to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best, focusing on developing physical and mental confidence.</li> <li>• Theoretical knowledge throughout the curriculum with some clear skill and knowledge building in preparation for GCSE – anatomical, physiological and psychological components of the performer introduced – strong promotion of literacy and articulation of GCSE language.</li> <li>• Students to be encouraged to join extra-curricular PE clubs in and outside of school, and begin to developing a life long commitment to their maintaining a healthy active lifestyle and engagement in physical activity.</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• How to select and develop action, space, dynamics and relationship content specific to the different genres of dance explored.</li> </ul>	<p><b>KS4 Core PE:</b></p> <ul style="list-style-type: none"> <li>• The rules, positions and tactics across a diverse/varied and broad range of sports, including sports that students have not studied in KS3, e.g. Basketball, Korfbal, Badminton, Table Tennis.</li> <li>• How to apply tactical understanding and knowledge within games-based activities – i.e. clear understanding of rules, positions, tactical game play.</li> <li>• The qualities of leadership through sport and the application of these skills in the wider curriculum – e.g. communication, teamwork, problem solving, self-management and group management. <i>* This is enhanced in Sports Leaders elective in Y12.</i></li> <li>• The importance of a healthy active lifestyle – i.e. the importance of maintaining physical activity and fitness beyond the classroom, the importance of having a good work/life balance, and how to look after their mental wellbeing and methods to destress.</li> <li>• Students to be encouraged to join extra-curricular PE clubs in and outside of school.</li> </ul> <p><b>KS4 GCSE PE:</b></p> <ul style="list-style-type: none"> <li>• How to develop advanced skill and tactical knowledge across a range of sports/activities covered within the KS3 curriculum into order to support students in accessing the higher end of the practical bands for skill and full context for their practical grades.</li> <li>• Key terminology and definitions across anatomy, physiology and sport psychology.</li> </ul>	<p><b>KS5 A-Level PE:</b></p> <ul style="list-style-type: none"> <li>• How to develop advanced skill and tactical knowledge within student's chosen sports/activities into order to access the higher end of the practical bands in Area of Assessment 1, 2 and 3.</li> <li>• How to apply theoretical understanding and sport specific knowledge within the written analysis and evaluation of sporting performance.</li> <li>• Key terminology and definitions across applied anatomy, physiology, skill acquisition, sports psychology, and sports and society.</li> <li>• How to apply exam technique – i.e. how to interpret a wide range of exam command words, and how to answer extended 8/15 mark questions using the AO1, AO2, AO3 'know, apply, say why' method.</li> </ul> <p><i>Theoretical content:</i></p> <ul style="list-style-type: none"> <li>• <i>The relationship between the cardiovascular and respiratory systems and the nervous and muscular systems and the changes within these body systems prior to exercise, during exercise of differing intensities and during recovery.</i></li> <li>• <i>The positive effect of physical activity and sport on these bodily systems</i></li> <li>• <i>Interpreting data and graphs relating to changes within the musculo-skeletal, cardio-respiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport, and the recovery process.</i></li> <li>• <i>Applying knowledge and understanding to specific sporting actions and movement in a range of physical activities.</i></li> </ul>

- Choreographic devices and processes that portray a range of different starting points and stimuli.
- How to use and enhance own physical (*fitness*) and expressive skills with particular focus on: posture, balance, strength, extension, projection, focus, facial expression and musicality.
- Dance schemes of work are highly challenging and promote students to analyse and evaluate professional works as well as research and develop their own choreographic ideas from a range of intellectually challenging stimuli.

#### **Gymnastics:**

- How to develop and perform core gymnastic skills as well as combination skills that can be linked together to create individual or group routines.
- Vaulting – know how to perform approach, flight and landing methods on the vault using spring boards/trampoline.
- How to incorporate equipment, music and choreography to develop own Rhythmic Gym compositions
- How to use and enhance own physical (*fitness*) and expressive skills with particular focus on: posture, balance, strength, extension, projection, focus, facial expression and musicality.

#### **Trampolining (Year 9 only):**

- How to perform a range of core skills (basic vertical, front/seat/back landings) and the progressive practices that will help them perform more advanced skills (twists/combinations/advanced rotations) as they progress into KS4.
- Health & Safety requirements of being a spotter and performer.

#### **Netball, Football, Hockey, Tag Rugby:**

- Methods of Passing, receiving and controlling the ball, before proceeding to traveling with the ball (not netball)
- Creating space – dodging, clearing, driving, holding.

- How to apply exam technique – i.e. how to interpret a wide range of exam command words, and how to answer extended 6/9 mark questions using the AO1, AO2, AO3 ‘know, apply, say why’ method.

#### *Theoretical content:*

- *The key body systems and how they impact on health, fitness and performance in physical activity and sport.*
- *The basic principles of movement and their effect on performance in physical activity and sport.*
- *The principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.*
- *Analysing and evaluating data in relation to key areas of physical activity and sport.*
- *The psychological factors that can affect performers in physical activity and sport.*
- *The socio-cultural factors that impact on physical activity and sport, and the impact of sport on society.*
- *The benefits of participating in physical activity and sport to health, fitness and wellbeing.*

#### **KS4 GCSE Dance:**

- How to appreciate dance as an art form and understand the performers body.
- The choreographic processes used within dance and be able to apply these processes within their own choreography.
- How to develop a creative and imaginative response to a range of stimuli.
- A range of performing skills and the ability to use effectively during performances.
- How to critical analyse, interpret, evaluate and appreciate their own work and professional dance work within the theory side of the course.
- Key terminology and definitions of performance and choreographic skills.
- How to apply exam technique – i.e. how to interpret a wide range of exam command words, and how to answer extended 6/12 mark questions using the ‘describe, interpret and contribution’ process.

- *Understanding motion and forces, and their relevance to performance in physical activity and sport.*
- *The principles required to optimise learning of new, and the development of existing, skills in a range of physical activities.*
- *The role of sport psychology in optimising performance in physical activity and sport.*
- *Interpreting graphical representations associated with skill acquisition and sport psychology theories.*
- *The interaction between, and the evolution of, sport and society and the technological developments in physical activity and sport.*
- *Interpreting and analysing data and graphs relating to participation in physical activity and sport and understanding the use of data analysis to optimise performance.*
- *Popular and rational recreation leading to the emergence of modern sport through to the globalisation of sport in the 21st century, specifically through the development of football, tennis and athletics.*
- *The key concepts and benefits of physical activity to both the individual and society.*

#### **Y12 Core PE:**

- The importance of a healthy active lifestyle – i.e. the importance of maintaining physical activity and fitness beyond the classroom, the importance of having a good work/life balance, and how to look after their mental wellbeing and methods to destress.
- The importance of participating in a range of activities, both individual and team, to foster positive relationships with peers outside of the classroom.
- How to develop practical skill in a range of sports/activities, that are both “recreational” and “competitive” in nature to encourage extra-curricular participation outside of the curriculum.
- Where to access advice and information to access local sporting facilities e.g. the gym, clubs etc...

#### **Y12 Sports Leaders (Elective):**

- How to develop their communication, teamwork, self-management and problem-solving skills.

<ul style="list-style-type: none"> <li>• Attacking/Defensive techniques and tactics</li> <li>• Rules/laws of the game applied</li> <li>• Tactical Play specific to each invasive game i.e Centre pass, corner kick and backline passes.</li> </ul> <p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• How to develop technical ability for effective running, sprinting, jumping and throwing (100/200m, Hurdles, Relay, 400m, 800m, 1500m, Javelin, Discus, Shot, Long Jump and High Jump)</li> <li>• Tactics within each athletic event - Adding run-up/set-up prior to jumping/throwing (technique and measuring)</li> <li>• Components of Fitness/Physical skills needed for each event.</li> </ul> <p><b>Cricket &amp; Rounders:</b></p> <ul style="list-style-type: none"> <li>• Ball handling, throwing and catching.</li> <li>• Fielding tactics - positions, placing, throwing at stumps, short/long barrier, wicket keeping, bowling.</li> <li>• Batting technique - basic grip, stance and technique, drive shot, pull shot, sweep (leg side/off side).</li> <li>• Rules/laws of the game applied (including adapted gameplay).</li> </ul> <p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>• Ball Familiarisation and Hand Eye Co-ordination</li> <li>• Racket grip and body positioning on court</li> <li>• Footwork and reaction time</li> <li>• Serving technique, as well as developing all other strokes, i.e., forehand, backhand, dropshot, smash.</li> <li>• Rallying technique and tactics</li> <li>• Rules/laws of the game, in particular understanding scoring system.</li> </ul>		<ul style="list-style-type: none"> <li>• How to support at clubs as either a coach or official, and overall role-model.</li> <li>• How to transfer and develop these skills and behaviours into university and the workplace.</li> </ul>
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**At WHSG our curriculum intent is ambitious but always inclusive, composed of powerful knowledge and cultural capital, coherent and well-sequenced, and broad only specialising when necessary**