



Curriculum progression overview – PE department

Vision:

To have an understanding of a variety of sports and the correct terminology used in sports in order to play competitively or as an individual anywhere in the country. In order to do this pupils should understand the key skills needed for each sporting or physical activity as well as the rules and regulations to participate safely.

As well as an understanding of team and individual sports as well as creative activities the pupils should know how to train and improve their own levels of fitness to live a healthy and active lifestyle. they should have an understanding of how the body works and how training affects the 4 body systems.

Why study (PE)?

- Improved physical fitness
- Skill and motor skills development
- Provides regular, healthful physical activity
- Teaches self discipline
- Facilitates development of student responsibility for health and fitness
- Influence moral development, leadership, cooperate with others
- Stress reduction – an outlet for releasing tension and anxiety
- Strengthened peer relationships
- Physical education can improve self-confidence and self-esteem
- Respect - PE helps you respect your body, classmates and teammates
- Experience in setting goals
- Academic improvements - understanding of how the body works during sporting activities, how to plan your own training programme and the impact of sport in technology

What powerful knowledge will you gain in (PE)?

Refer to knowledge organisers and learning journeys for sporting activities and progression of KS4

How does studying (PE) support your studies in other subjects?

PE links to science and the body systems - respiratory system and aerobic and anaerobic respiration

Maths - percentages, ratio's, coordinates, graphs

English using correct punctuation, grammar and reading and literacy

PHSCE - ????

How are you assessed in (PE)?

Core PE

Practically on their ability of using key skills in a range of physical activities

Use of creative, leading and organisational skills

Knowledge of rules and regulations

Physical ability - against national standards

Health and fitness ability

Core Pe is assessed formatively assessed after every block of activity - (10 lessons on each sport) and summative at DC1 and DC2 - see assessment policy for PE for further detail on how grading is determined

KS4 - Options - OCR Cambridge national sport science - 75% coursework (including training programme) and 25% external exam

R041 - reducing the risk of injuries in sport - 25% external exam

R042 - Applying the principles of training - 25% coursework

R043 - the body's response to physical activity - 25% coursework

R046 - technology in sport - 25% coursework

All coursework is formatively assessed on each sub section - L01 TO L04 throughout the course and summative assessments are completed during November, January and May submissions.

How can (PE) support your future progression?

Career links

You can study A level in physical education or other related a levels in human biology, biology, social biology, psychology, physics, chemistry, geography, environmental studies, and business studies

There is a range of vocational qualifications (such as BTECs, NVQ/SVQs and diplomas) linked to physical education and sport, including:

- sports and exercise science
- sport

- business, personal training and sports massage
- travel and tourism
- outdoor leisure
- uniformed public services

Apprenticeships

There are a range of apprenticeships associated with an interest in PE and sport such as:

- leisure centre assistant
- gym instructor
- PE and school sport coach
- fitness instructor
- personal trainer
- lifeguard

Careers using physical education

- Army soldier - Army soldiers work in a variety of different roles in conflict zones.
- Brewery worker - You could be working on the whole of the beer production cycle, or just part of it.
- Bricklayer - Bricklayers build and repair walls.
- Chiropractor - Chiropractors manipulate joints, bones, and soft tissue to control pain/prevent recurring injuries.
- Dietitian - A dietitian is a specialist who gives people advice on food, health, and nutrition.
- Farm manager - Farm managers deal with the day-to-day running of a farm.
- Firefighter - Firefighters control and put out fires.
- Gardener - Gardeners design, manage, plant, and tend gardens.
- Horse riding instructor - Horse riding instructors teach people to ride horses and improve their riding technique.
- Offshore roustabout - Offshore roustabouts keep the drilling area of an oil or gas rig in good working order.

Requiring a degree/Level 4-6 qualification

- Osteopath - Osteopaths are highly competent healthcare professionals recognised by the NHS.
- Police officer - Police officers investigate and prevent crime.

- Physiotherapy - Physio to help restore movement and function when someone is affected by injury, illness or disability
- Primary school teacher - Primary school teachers teach children from the ages of four to 11
- Royal Navy rating - Royal Navy ratings work on-board ships and submarines.
- Secondary school teacher - Secondary school teachers teach children from the ages of 11 to 18.
- Sports coach - Sports coaches train and coach amateur and professional athletes.
- Youth and community worker - Youth and community workers provide support for young people.

Transferable skills from PE include

Team work

Organisational skills

Planning

Creativity

English

Mathematical skills

Analysis

Observational skills

Science and the human body

Science and technology

Ethical

Coaching

Motivating others.

Mentoring

Verbal communication.

Written communication.

Supporting.

Social conscience.

What enrichment opportunities are there in (PE)?

Extra-Curricular -Timetable Mon - Fri after school 2.45- 3.45pm - all sporting activities from PE teachers and external coaches

Interschool competitions - Barnsley and South Yorkshire

University visits - to experience the life of student at Loughborough University and the sporting facilities and opportunities they offer, as well as two workshops both practical and theoretical understanding linked to sports psychology and nutrition

Residential visits - alternative activities - climbing and cycling

Educational visits to sporting venues - EIS - England Institute of Sport, Wimbledon, Wembley

OAA - Orienteering and guided walks in and around Barnsley

DofE - Bronze Duke of Edinburgh award - including expedition in the peak district

5 year model:

CORE PE

Please refer to learning journeys for an in-depth overview of progression of knowledge for each sporting activity

Progression of knowledge and skills builds year on year in a range of sporting activities. These are timetabled into winter and summer activities. Sporting activities include

Winter	Badminton Handball Dance Gymnastics Football Fitness Netball Rugby Table tennis Trampolining	Y7 - basic skills in 4 sports as well as fitness training Y8 - basic skills on activities not covered in y7 as well as developing leading and coaching - 4 sporting activities Y9 - advanced skills in 4 sports, fitness training & testing Y10 - advanced skills in 3 sports, fitness training and fitness testing Y11 - tactical analysis and competitive play in option sports each half term
Summer	Athletics	KS3 & 4 COVER 2-3 ACTIVITES

	Cricket OAA Rounders Tennis	All cover Athletics Y7 - Y10 Y7 - basic skills Y8 - coaching and leading and officiating Y9 - advanced skills Y10 - advanced skills
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Each activity is timetabled for 8-10 lessons - the normal PE timetable has been dropped and replaced with a COVID fitness and get moving alternative

OPTION SUBJECT KS4

see page below

KS4 – PROGRESSION OF KNOWLEDGE

PRIOR LEARNING	<p>Importance of a warm up and cool down</p> <p>Knowledge of heart rate and intensity of training</p> <p>Basic and advanced skills as well as an understanding of tactical play and rules and regulations in a wide range of sporting activities</p> <p>Identification of skeletal and muscular system</p> <p>Understanding and practical undertaking of Fitness training methods and fitness tests</p>	<p>Principles of training</p> <p>Aerobic and anaerobic respiration</p> <p>Components of fitness</p> <p>Training methods</p> <p>Fitness tests</p> <p>Plan, design and conduct a personal exercise programme</p>
	Y10	Y11
AUTUMN 1	<p>To know how technology is used to enhance performance, game play and spectatorship in different sporting activities</p> <p>Understand and describe with relevant sporting examples the positive effects technology has on performance, game play and spectatorship</p>	<p>Knowing how to reduce the risk of injury when taking part in sport and how internal and external factors influence the risk of injury.</p> <p>To understand how warm up and cool down routines can help prevent injuries, the importance and characteristics that can affect a warm up and cool down</p>
AUTUMN 2	<p>Understand and explain with relevant sporting examples the negative effects technology has on performance , game play and spectatorship in sport</p> <p>Analyse and evaluate the impact of technology in sport, selecting a technology that has influenced the world of sports in recent years.</p>	<p>Understand the difference of acute and chronic types of injuries, the signs and symptoms as well as treatment of typical sporting injuries</p> <p>To know the signs and symptoms of common medical conditions that can affect sporting performance and how to treat these conditions in a sporting situation</p>
SPRING 1	<p>To understand the principles of training and how it can be adapted to different levels of fitness.</p> <p>To explain the difference of aerobic and anaerobic activities, describe and give examples related to components of fitness</p>	<p>Know and understand the components of the musculo-skeletal and cardio-respiratory systems, their functions and roles and how they impact sporting activities</p> <p>Understand the importance of these systems in relation to health and fitness and how exercise can prevent common lifestyle medical conditions</p>
SPRING 2	<p>Describe and explain a range of training methods with relevant examples and how they affect components of fitness</p> <p>Conduct a range of fitness tests to measure and record accurate results on their own performance in order to plan and prepare their own training programme</p>	<p>Assess the short and long term effects of exercise on the musculo-skeletal and cardio-respiratory systems using prior data gathered in Summer 2 in y10.</p>
SUMMER 1	<p>Plan and prepare a training programme to improve a targeted component of fitness in order to improve their sporting performance in a select sporting activity</p>	
SUMMER 2	<p>Conduct a personal exercise programme and analyse results. Evaluate the effectiveness of the training programme and make recommendations for future training</p>	

Dance Curriculum Map – Year 10

<p>Year 10 Overall Intent The intent of the year 10 curriculum is for students to gain confidence in their own group through ensemble workshops, to develop these ensemble skills through public performance opportunities and to develop their own choreography skills through group work. Students will cover a range of topics and skills including dance techniques, choreography work, dance styles and existing repertoire exploration. Students develop confidence and presentation skills, social and communication skills, as well as reflection and self-evaluation.</p>			<p>Key prior knowledge and skills As an option subject in KS4, students will join the course with very little dance covered in KS3. Some students will experience a 5 week block of Dance in core KS3 PE lessons, however this is not consistent and students may not experience this in Y7, 8 and 9 to develop their skills. All students take part in Drama in KS3 so will have some knowledge on performance and production skills which are transferrable.</p>			
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	Dance Technique and Performance		Dance Styles	Ensemble Dance (Unit 229)		Live Performance Mock
Summary of key knowledge and skills	<p>It is vital for students in KS4 to develop strong bonds and relationships prior to beginning assessment work, as well as develop the basic dance and performance skills needed to succeed in the RSL course. This unit enables students to interact using a range of ensemble techniques, to work in a range of different groups and to develop communication skills. It also allows students to learn the key dance and performance skills such as timing, posture, extension, spatial awareness, facial expressions and focus. <i>Key knowledge: communication, focus, physical skills, performance skills, stage presence, movement memory and self-evaluation skills.</i></p>		<p>Students will gain an awareness of the different dance styles and the stylistic qualities for each style. They will study existing repertoire in a range of dance styles and explore the key features from each style. <i>Key knowledge: dance styles, dynamics, extensions, teamwork and stylistic qualities.</i></p>	<p>Students develop their ability to work together as a dance ensemble to create a performance piece in a given style. The aim is for students to develop their teamwork and communication skills to develop a routine and reflect on their strengths and areas to improve within the rehearsal process and after their final performance. <i>Key knowledge: health and safety considerations, technique and vocabulary of chosen style, coordination, musicality, physical awareness and control, spatial awareness, relevant stylistic characteristics specific to the style and self-reflection.</i></p>		<p>Students will develop their choreography skills as a 'mock' exam for the Y11 exam. They will work from a given brief to plan, choreograph, perform and review their own routine. Students will develop their research skills, record their thoughts and feelings about the process of developing a routine. <i>Key knowledge: developing knowledge of the choreography process, responding to a brief and continuation of key skills from previous unit.</i></p>
Links to other	Performing Arts – performance key skills		Performing Arts –	Performing Arts – performance key skills		Performing Arts –

subjects		performance key skills History - history of dance styles	English - extended writing skills	performance key skills English - research tasks
Extra Curricular and enrichment	KS4 catch up, dance club, opportunity to lead at KS3 dance club, whole school production, pantomime, full range of theatre and enrichment trips available throughout the year. We also offer any students that have chosen dance as an option an opportunity to go to London on the three day residential visit.			
<u>Links to careers</u> Choreographer, Dancer, Teacher, Performer, Arts Administrator, Sound and Lights Technician and Designer, Set Designer, Costume Designer, Stage Manager			<u>Links to PSHE, ethos and values</u> Performing together requires consideration for others, respect, good listening ability and social awareness. Practical sessions require a high level of discipline, respect for equipment, staff and each other. Students get the opportunity to experience and perform dance from all genres.	
<u>How can parents support learning</u> Encourage regular visits to a wide variety of dance and theatre performances for pleasure. Encourage students to join extra-curricular activities such as dance/musical theatre out of school to build confidence. Encourage students to get actively involved in the Performing Arts department's range of clubs and trips on offer. Remind students to complete their coursework and support teacher contact with home			<u>Other comments</u> Engagement, enjoyment, inspiration and creative independence are important facets of the curriculum in Dance. We encourage all students to participate fully and embrace the very practical elements the curriculum entails through encouragement, strong subject knowledge and creative teaching.	

Dance Curriculum Map – Year 11

Year 11 Overall Intent				Key prior knowledge and skills		
The intent of the Year 11 curriculum is to ensure students successfully consolidate the skills developed over the course of the qualification. Students will further develop their choreography skills to prepare them for their exam piece and allow them to develop their response to a number of different stimuli to equip them with the tools to respond to the exam brief.				Key skills in ensemble performance, development of choreography techniques, public performance opportunities (Y10 Showcase), crucial skills in independent learning for external examination		
	HT 1	HT2	HT3	HT4	HT5	HT6
Topic Focus	Dance Choreography	External exam preparation	Live Performance (External exam unit 201)	Dance Workshops		
Summary of key knowledge and skills	Students will develop their awareness of choreography techniques and responding to different stimuli to prepare them for their external exam brief. <i>Key knowledge: routine structure and arrangement, stimuli, musicality, teamwork and communication skills.</i>	Students develop understanding and preparation of skills prior to external examination through workshops, meetings and discussions, and exploration tasks. <i>Key knowledge: retaining repertoire, performance environments, strategies for nerves, techniques for communication with the audience and presentation skills, health and safety, and music and movement choices.</i>	Independent task (no teacher input) in response to the external exam brief. <i>Key knowledge: Planning and preparation techniques, demonstrating ability to apply skills for planning, rehearsal and performance from previous units independently of outside help, ability to communicate with other personnel (staff/media/ support staff), ability to analyse and assess own skills and personal aims and to reflect and analyse on a performance with considered responses)</i>	Students may not be in lessons after completion of external exam. Students are given the opportunity to develop their ensemble skills in a KS5 style performance task, choreographing a solo piece in a style of their choice.		
Links to other	Performing Arts –	Performing Arts –	Performing Arts – performance key skills	KS5 Dance options		

subjects	performance key skills	performance key skills		
Extra Curricular and enrichment	KS4 catch up, dance club, opportunity to lead at KS3 dance club, whole school production, pantomime, full range of theatre and enrichment trips available throughout the year. We also offer any students that have chosen dance as an option an opportunity to go to London on the three day residential visit.			
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