

KS4 PE

Curriculum Overview

Curriculum Intent

At The Hastings Academy, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles and making a positive impact on physical, mental and social health. The intent of our PE curriculum is to provide all students with high quality PE and sport provision, not only as a participant but in leadership roles such as a coach, official or choreographer. It is our vision for every child to succeed and achieve their potential as well as to lead physically active lifestyles beyond their years at secondary school. The national curriculum for physical education aims are met through the planning and 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.

To cultivate a passion for lifelong learning and enjoyment of Dance (this is part of performing arts) Physical Education where students constantly strive to 'believe in their best'. Develop physical literacy, knowledge, understanding and confidence to lead a healthy active lifestyle. To enable students to develop character and life skills to equip them for employment, and life after THA

We strive to inspire our students through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our young people of The Hastings Academy to appreciate the benefits of a healthy and active lifestyle. Through our teaching of PE, we will instill our core values and transferable life skills such as resilience and mutual respect as well as providing them with opportunities to take part in competitive sport through our extensive extra-curricular program.

Pupils should develop a knowledge through the three pillars of PE:

- Motor competence (hands) – accurate movement, movements patterns, movements techniques and sequences.
- Rules, strategies and tactics (Head) - Conventions, regulations, strategies that are specific to participation in an activity/sport.
- Heathy participation (heart) – safe practice, how to participate, short and long term impacts of participation

We aim to deliver a curriculum that has a journey throughout key stage 4 that has a holistic theme towards sports, dance performance and healthy exercise. In each of the two year, skills in all sports are recapped and consolidated, which helps to build on the knowledge and techniques of the previous year within the same sporting themes. We focus on physical and theoretical aspects of the subject, which not only prepares students for sixth form college courses in Level 3 BTEC Sport, A-Level PE and supports their literacy in other subject areas.



How is PE assessed at THA?	Cross Curricular Links	How this prepares students for their next stage of education/employment
<p><u>Core PE lessons</u></p> <p>In each term students are assessed through the three pillars (Head, Heart and Hands) in the sports they complete each term. They will be done practically and theoretically. In each lesson students are assessed continually in each lesson in a formative way giving them feedback to improve ready for their assessment.</p> <p>Pupils are taught to give peer feedback and encouraged to self-assess using the sporting criteria and Tier 2 and 3 vocabulary.</p> <p>Year 10 - OCR Sport Science (Certification 2024):</p> <p>Unit R180: Reducing the risk of sports injuries and dealing with common medical conditions exam – externally assessed 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required in this exam This question paper has two parts:</p> <ul style="list-style-type: none">• Section A – short answer questions focused on PO1• Section B – includes short and medium answer questions focused on PO2, with some PO1 Final question is extended response PO3 question. <p>Unit R181: Applying the principles of training: fitness and how it affects skill performance OCR-set assignment 80 marks (80 UMS) Centre-assessed and OCR moderated This set assignment contains 5 tasks. It should take approximately 16 GLH to complete.</p> <p>Unit R182: The body's response to physical activity and how technology informs this. OCR-set assignment 40 marks (40 UMS) Centre-assessed and OCR moderated</p>	<p>We link with many different subjects within the curriculum, including the oracy, numeracy and literacy of science, Maths and English in all the tasks. There are cross-links with music, art and drama within the dance lessons.</p> <p>Science - In physical education we look at the students understanding of the short-term responses and long-term adaptations of the body systems to exercise, as well as how energy systems are used during sports performance. We also look at</p> <p>Maths – within each sport there are opportunities for measuring and calculating distances, times and performances, that can be link to data analysis.</p> <p>English – literacy and vocabulary run throughout our curriculum, within the delivery of the Head assessment criteria.</p> <p>Art – We have collaborated with GoSketch on projects within sporting themes. They are a company that aims to inspire children to draw and paint with confidence in order to improve their self-esteem, self-expression, creative thinking skills and general well-being</p>	<p>PE allows students to develop their confidence alongside establishing life skills</p> <p>PE will develop and flourish students' skills to help support them with their move onto a variety of different education or employment within the leisure industry.</p> <p>Highly employable skills such as resilience, commitment, self-awareness, determination & teamwork are a strong focus within the subject, all of which are transferable in a multiple situation or environments.</p>



This set assignment contains 3 tasks. It should take approximately 8-10 GLH to complete

Year 11 - OCR Sport Science (Certification 2023):

R041: Reducing the risk of sports injuries Written paper OCR set and marked 1 hour – 60 marks (60 UMS) Learners answer all questions

R042: Applying principles of training Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks

R043: The body's response to physical activity Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks

R044: Sport psychology Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks

Enrichment Opportunities

There is after school revision every Monday available to all key stage 4 students.

There is also the clubs timetable

Wednesday – Year 10/11 Football

Friday – All Years Basketball

Resources/Materials to Support Learning

Where relevant, the exam board for Sport Science OCR exam preparation is edexcel <https://www.bbc.co.uk/bitesize>

SENECA learning

Couch to 5K App

Sport England

BBC Sport

Youtube – skill analysis

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Core Topic: Invasion Games	Core Topic: Invasion Games	Core Topic: Fitness	Core Topic: Fitness	Topic: Practical Summer Sports	Topic: Practical Summer Sports
	<p>Key Knowledge:</p> <p>Core Lessons Principles of attack and defence in Invasion Games</p> <p>Decision making and set plays in Netball, Football and Basketball</p> <p><u>Option Group</u> OCR National Sport Science - R180 Reducing the risk of sports injury exam preparation</p> <ul style="list-style-type: none"> Learning Outcome 1 Understand different factors which influence the risk of injury Learning Outcome 2 Understand how appropriate warm up and cool down routines can help to prevent injury 	<p>Key Knowledge:</p> <p>Core Lessons Principles of attack and defence in Invasion Games</p> <p>Decision making and outwitting opponents in badminton, table tennis and football</p> <p><u>Option Group: OCR National Sport Science</u> Unit R181: Applying the principles of training: fitness and how it affects skill performance</p> <ul style="list-style-type: none"> 1.1.1 The definition of, and suitable fitness tests used, to measure each component of fitness: 1.1.2 Fitness component requirements of sports 	<p>Key Knowledge:</p> <p>Core Lessons Develop and review FITT and SPOR principles of training</p> <p>Developing and justifying Specificity, Progression, Overload and Reversibility into the preparation for the race for life and fitness.</p> <p>Decision making and outwitting opponents in rugby</p> <p><u>Option Group: OCR National Sport Science</u></p> <ul style="list-style-type: none"> 1.2.3 Strengths and areas of improvement of each fitness component 1.3.1 Devising skill based fitness tests 1.3.2 Conduct the tests devised 1.3.3 Collect, record, and interpret the results of skill based fitness tests: 	<p>Key Knowledge:</p> <p>Core Lessons Develop and review FITT and SPOR principles of training</p> <p>Developing and justifying Specificity, Progression, Overload and Reversibility into the preparation for fitness. Decision making and outwitting opponents in rugby</p> <p><u>Option Group: OCR National Sport Science</u></p> <ul style="list-style-type: none"> 2.1.1 The definition and application of each principle of training and goal setting 2.2.1 Advantages and disadvantages of the structure of each training method 2.2.2 Aerobic and anaerobic exercise 	<p>Key Knowledge:</p> <p>Core Lessons Performance in striking and fielding Decision making and outwitting opponents in T-ball and softball.</p> <p><u>Option Group: OCR National Sport Science</u></p> <ul style="list-style-type: none"> 3.1.1 Considerations to inform planning 3.1.2 Applying principles of training 3.2.1 Elements of training programmes 3.2.2 How to monitor progress and adapt a programme 3.3.1 Post programme tests 3.3.2 Achievement recognised 	<p>Key Knowledge:</p> <p>Core Lessons Performance analysis in athletics and alternative team games Analysis of tactics in Golf, Athletics and rounders</p> <p><u>Option Group - OCR National Sport Science</u></p> <p>How the different components of the cardio-respiratory system are involved in the role during physical activity</p> <p>Different stages of a warm up</p> <p>Different intensities of performance – short/high intensity, endurance, and strength based</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<ul style="list-style-type: none"> 1.1.3 Justification of most important components of fitness 1.2.1 Fitness tests for components of fitness 1.2.2 Collect and interpret the results of fitness tests 			<ul style="list-style-type: none"> 4.1.1 Reflections on the fitness training programme considering the 4.1.2 Strengths and areas for improvement of the fitness training programme 4.1.3 Further development suggestions for improvements to the fitness training programme 	How to apply the components of the cardio-respiratory system to the role played when participating in physical activity; in connection with the three functions and roles (1.1.2)
	Key Skills: Motor Competence Tactical awareness	Key Skills: Motor competence and Rules Tactical awareness	Key Skills: Motor competence, tactics and Healthy Participation	Key Skills: Motor competence, rules, Healthy participation and strategies.	Key Skills: Motor competence, rules, Healthy participation, strategies and tactics	Key Skills: Motor competence, rules, Healthy participation, strategies and tactics
	Practical Formative Assessment: Self and peer evaluation	Practical Summative Assessment of the two terms golden thread of invasion games principles: Self and peer evaluation	Practical Formative Assessment: Self and peer evaluation	Practical Summative Assessment of the two terms golden thread of components of fitness: Self and peer evaluation	Practical Formative Assessment: Self and peer evaluation	Practical Summative Assessment of the two terms golden thread of rules strategies and tactics: Self and peer evaluation
Year 11	Topic: Core - Leadership within Invasion Games	Topic: Leadership within Invasion Games	Topic: Leadership in Fitness and Invasion Games	Topic: Leadership in Fitness and Invasion Games	Topic: Improving mental health in alternative teams games	

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Key Knowledge: Analysing strengths and weakness in Netball, Football and Basketball</p> <p>BTEC Sport</p> <p>Topic A.1 Components of physical fitness Topic A.2 Components of skill-related fitness Topic A.3 Why fitness components are important for successful participation in given sports in terms of Topic A.4 Exercise intensity and how it can be determined. Topic A.5 The basic principles of training (FITT) Topic A.6 Additional principles of training Topic B.1 Requirements for each of the following fitness training methods Topic B.3 Fitness training methods for: Flexibility training Strength, muscular endurance and power training Aerobic endurance training</p>	<p>Key Knowledge: Analysing strengths and weakness in Badminton, Table Tennis and Football</p> <p>BTEC Sport</p> <p>Topic C.1 Fitness test methods for components of fitness:</p> <ul style="list-style-type: none"> • flexibility: sit and reach test (usually measured in cm or inches) • strength: 	<p>Key Knowledge: Analysing strengths and weakness Fitness and outdoor invasion games</p> <p>BTEC Sport</p> <p>Unit 5 – anatomy and physiology n this unit the students will need to: A.) know about the short-term responses and long-term adaptations of the body systems to exercise B.) know about the different energy systems used during sports performance.</p>	<p>Key Knowledge: Analysing strengths and weakness Fitness and invasion games</p> <p>BTEC Sport</p> <p>Unit 5 – anatomy and physiology n this unit the students will need to: A.) know about the short-term responses and long-term adaptations of the body systems to exercise B.) know about the different energy systems used during sports performance.</p>	<p>Key Knowledge: Develop positive mental opportunities through alternative sports such as Kinball, Frisbee and Danish longball.</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Speed training</p> <p>OCR Sport Science UNIT R044: SPORT PSYCHOLOGY</p> <ul style="list-style-type: none"> Learning Objective 1 – Understand the relationship between personality 5 and sports performance Learning Objective 2 – Know how motivation can affect sports performance 	<p>OCR Sport Science UNIT R044: SPORT PSYCHOLOGY</p> <ul style="list-style-type: none"> Learning objective 3 - Know how aggression can affect sports performance Learning objective 4 - Understand the impact of arousal and anxiety on sports performance Learning objective 5 - Be able to apply sport psychology strategies to enhance sports performance 	<p>OCR Sport Science UNIT R043: THE BODY'S RESPONSE TO PHYSICAL ACTIVITY</p> <ul style="list-style-type: none"> Learning objective 1 - Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles <p>Learning 2 - Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness</p>	<p>OCR Sport Science UNIT R043: THE BODY'S RESPONSE TO PHYSICAL ACTIVITY</p> <ul style="list-style-type: none"> Learning objective 3 - Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems <p>Learning objective 4 - Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems</p>		
	<p>Key Skills: Motor Competence</p>	<p>Key Skills: Motor competence and Rules</p>	<p>Key Skills: Motor competence, rules and Healthy Participation</p>	<p>Key Skills: Motor competence, rules, Healthy participation and strategies.</p>	<p>Key Skills: Motor competence, rules, Healthy participation, strategies and tactics</p>	
	<p>Practical Formative Assessment: Self and peer evaluation</p>	<p>Practical Summative Assessment of the two terms golden thread of invasion games</p>	<p>Practical Formative Assessment: Self and peer evaluation</p>	<p>Practical Summative Assessment of the two terms golden thread of</p>	<p>Practical Formative Assessment: Self and peer evaluation</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		principles: Self and peer evaluation		components of fitness: Self and peer evaluation		