

## Physical Education (PE)

### Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in physical education through the below:

### Knowledge, skills and understanding to be gained at each stage (Core PE):

		Cycle 1	Cycle 2	Cycle 3
<b>Key Stage 3 Year 7 &amp; 8</b>	<b>Knowledge and Skills Introduced</b>	<p>Handball: Students will develop and master the core skills required to ensure effective performance in handball. Learning intentions will focus on the mastery of passing, dribbling, defending, and attacking. Students will begin to focus on developing their attacking and defending skills.</p> <p>Tag rugby: Students will develop their teamwork skills using a range of techniques and tactics to outwit their opponents as well as reinforcing the fundamental skills it takes to play a game of tag rugby, such as: attack, defence, pass, tackle, try, tag and offside.</p> <p>Hockey: Students will learn to use basic principles of play when selecting and applying tactics for defending and attacking. Students will develop the skills necessary to outwit opponents. Passing, receiving, shooting, tackling, and beating an opponent will be developed through small-sided games and conditional situations.</p> <p>Volleyball: Students will develop the fundamental principles of play when replicating core skills and movement needed including serves, digs, sets, smashes, and short/deep shots. Techniques will be further tested through its use in small-sided games and conditional situations and assessed against expected learning outcomes.</p> <p>HRF (Health Related Fitness): In this unit students will learn to accurately replicate specific techniques for a variety of fitness-based activities. Students will gain an understanding of warm-ups, cool downs, and the importance of health through physical tasks. They will develop knowledge about heart rate and carry out investigations into the body's ability to exercise and the reasoning behind such principles. They will also reflect on the benefits that fitness events give to an individual and implications for future life.</p>	<p>Basketball: Students will focus on how to use basic principles of attack and defence to plan strategy and tactics for basketball. They will work on improving the quality of their skills using various techniques. In all game activities, students think about how to use skills, strategies, and tactics to outwit the opposition.</p> <p>Netball: Students will learn the rules of netball and develop the fundamental skills necessary to outwit opponents. Passing, receiving, intercepting, shooting, and beating an opponent will be developed through conditioned activities and small sided games. Students will learn to identify and recognise the similarities in the principles of attacking and defending. Students will develop an understanding of the type of fitness a netball player needs to perform at a high level.</p> <p>Badminton: Students will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. Students will be able to demonstrate the essential elements of attack and defence. In net games, it is aim of the player to get the shuttle to land in the target area so that the opponent cannot return it. Students should be able to accurately score and officiate the badminton games.</p> <p>Table tennis: Students will aim to improve their individual technique and develop an understanding of basic table tennis stance, grip and shot play. Students will learn shots in isolation. Students will develop their understanding of tactics and play shots within a rally more effectively and consistently. Students will work on improving the quality of their skills with the intention of outwitting opponents. In net games, it is the players aim to get the ball to land in the target area so that the opponent cannot return it. Students should be able to accurately score and officiate table tennis games.</p> <p>OAA (Outdoor Adventure Activities): Students will develop a range of techniques and apply them to meet an appropriate challenge. Students will develop skills such as analysis and evaluation, problem solving, cooperation, independent enquiry, teamwork, and leadership skills. Students will also compete in both team and individual competitions and focus not only on the outcome, but the barriers crossed reaching that outcome.</p>	<p>Football: Students focus on how to use basic principles of attack and defence to plan strategy and tactics for football. They work on improving the quality of their skills using various techniques. In all games activities, students think about how to use skills, strategies, and tactics to outwit the opposition.</p> <p>Cricket: Students will replicate and improve individual technique in batting, bowling, and fielding. Students will work on improving the quality of their skills with the intention of outwitting opponents. In striking and fielding games, players achieve this by striking the ball so that fielders are deceived or avoided, and then running between wickets or around bases to score runs. Students should begin to accurately umpire games.</p> <p>HRF (Health Related Fitness): Students will continue to learn how to accurately replicate specific techniques for a variety of fitness-based activities. Students will gain an understanding of warm-ups, cool downs, and the importance of health through physical tasks. They will develop knowledge about heart rate and carry out investigations into the body's ability to exercise and the reasoning behind such principles. They will also reflect on the benefits that fitness events give to an individual and implications for future life.</p> <p>Athletics: Students will develop the skills necessary to compete and achieve in several athletic events. To gain a baseline experience at jumping events, aiming for height/distance. Running disciplines, the time taken to cover a set distance. In all events, demonstration of accurate technique and related performances will be assessed.</p>



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	<p><b>Knowledge and Skills Revisited</b></p> <p>Year 7 (KS2): Catching &amp; throwing Movement Balance Coordination Speed Tactics Attacking &amp; defending</p> <p>Year 8: Passing Dribbling Ball carrying Tackling Principles of attack Principles of defence Decision making Scoring Rules &amp; regulations</p>	<p>From cycle 1: Passing Dribbling Ball carrying Tackling Principles of attack Principles of defence Decision making Scoring Principles of invasion games</p>	<p>From cycle 1 or 2: Passing Dribbling Tackling Principles of attack Principles of defence Decision making Scoring Principles of invasion games Shot selection Shot technique Positioning on court</p>
<p><b>Key Stage 4 Year 9, 10 &amp; 11</b></p>	<p><b>Knowledge and Skills Introduced</b></p> <p>Handball: Students will build on their invasion game techniques and game knowledge. This activity will compliment and refine their throwing, catching, shooting, goal keeping and team play. Students will focus on developing and implementing attacking and defending strategies and techniques. All games activities involve students thinking about how to use skills, strategies, and tactics to outwit the opposition. There will be an opportunity to officiate within the games.</p> <p>Tag rugby: Students will build on skills learnt in previous lessons. Students will look at developing their teamwork skills using a range of techniques and tactics to outwit their opponents as well as reinforcing the fundamental skills it takes to play a game of tag rugby.</p> <p>Hockey: To build on core skills and apply them in a pressurised situation in order to outwit opponents. To develop the use of game tactics and experiment with the success of these to help improve as a team. To undertake a range of roles and responsibilities to help each other improve and independently officiate and coach small, sided games. To develop a deeper understanding of the importance of teamwork, communication, and healthy active lifestyles.</p> <p>Volleyball: Students will focus on replicating and developing techniques as well as implementing and refining strategic play to outwit opponents. Students will be able to demonstrate the essential elements of attack and defence. In net games, it is the player aim to get the ball to land in the target area so that the opponent cannot return it. Students should be able to confidently score and officiate volleyball games.</p>	<p>Basketball: Students will focus on developing more advanced skills and apply them in game situations to outwit opponents. Students will prepare tournaments and compete in them. They will work in groups taking on a range of roles and responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness.</p> <p>Netball: Students will focus on developing, implementing, and refining team and individual game plans with the goal of outwitting an opponent. Students will holistically develop the ability to outwit opponents and teams using strategies and tactics. Students will learn how to create drills to enhance performance to develop greater accuracy and quality if techniques. Students will further develop skills necessary to outwit opponents. Students will develop good team cohesion in order to successfully win and beat opponents.</p> <p>Badminton: Students will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. To aim to improve technique or/and develop new techniques, dependent on individual ability. Students will prepare tournaments and compete in them. They will work in groups taking on a range of roles and responsibilities. To develop a deeper understanding about healthy lifestyles and fitness</p> <p>Table tennis: To build on core skills and apply them in a range of competitive contexts and physically demanding conditional drills. To develop the ability to evaluate performance and provide feedback. To prepare tournaments and both officiate &amp; compete in them competently. To demonstrate a deeper understanding about healthy active lifestyles and fitness.</p>	<p>Football: Students will focus on developing more advanced skills and apply them in game situations in order to outwit opponents. Students will work in groups, taking on a range of roles and responsibilities to help each other prepare and improve as a team.</p> <p>Cricket: Students will focus on developing more advanced skills and apply them in match to outwit opposition. Students will develop the execution of techniques for batting, bowling, and fielding. Students will prepare mini competitions and compete in them. They will work in groups taking on a range of responsibilities to help each other to prepare and improve as a team. To develop a deeper understanding about healthy lifestyles and fitness. Students should be able to accurately umpire &amp; run a cricket game.</p> <p>Rounders: To develop the use of more advanced techniques and apply them in a competitive game in order to outwit opponents. To develop decision making skills and the use of batting and bowling/fielding tactics. To undertake a range of roles and responsibilities to help each other improve and independently run games and compete in them. To develop a deeper understanding about healthy lifestyles and fitness.</p> <p>Softball: Students have established skills within Year 7, 8 and 9 with over and under arm catching. Further development of close fielding techniques, focusing on short and long barriers., use of students throwing and hitting the ball to feed. Students also look further at catching in the deep, this tends to be high hit balls. Use of a feeder throwing the ball high or hitting the ball high. Students then develop movement and positioning under the ball.</p>



<b>Knowledge and Skills Revisited</b>	From KS3: Passing Dribbling Ball carrying Tackling Principles of attack Principles of defence Decision making Scoring Principles of invasion games Game play Officiating Peer/self-coaching	From cycle 1: Passing Dribbling Ball carrying Tackling Principles of attack Principles of defence Decision making Scoring Principles of invasion games Game play Officiating Peer/self-coaching	From cycle 1 or 2: Passing Dribbling Ball carrying Tackling Principles of attack Principles of defence Decision making Scoring Principles of invasion games Game play Officiating Peer/self-coaching
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### Knowledge, skills and understanding to be gained at each stage (VCERT PE):

		<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Year 9</b>	<b>Knowledge and Skills Introduced</b>	This course begins with Unit 1, which is an introduction to the different systems in the human body. Students gain knowledge and understanding of the skeletal and muscular systems.	In cycle 2 students will continue to be introduced to the different systems in the human body. Students gain knowledge and understanding of the respiratory, cardiovascular and energy systems.	Towards the end of the year students are taught the components of fitness, fitness testing, principles of training and methods of training.
	<b>Knowledge and Skills Revisited</b>	From KS3 Core PE: Basic principles of health & fitness Key words Exercise and the body Fitness components	From cycle 1: Name and location of bones Name and location of muscles Functions of the skeletal and muscular systems	From cycle 1 or 2: Heart during exercise Breathing during exercise Working muscles Movement of bones and muscles Aerobic and anaerobic energy
<b>Year 10</b>	<b>Knowledge and Skills Introduced</b>	In year 10, students are introduced to Unit 2 which begins with the impact of lifestyle factors on health and fitness. This comprises of activity levels, diet, rest and recovery and other factors.	The next content area is applying health and fitness analysis and goal setting, which includes health and fitness analysis tools, collecting, using, analysing, and evaluating data and goal setting.	The final area of content taught to students is the structure of a health and fitness programme. This content area covers components of a fitness programme, health and safety, session planning, warm-up/cool-down, reviewing the session and goal setting. Students then end the year by completing a mock synoptic project in preparation for their actual synoptic project which will be completed at the beginning of year 11 and is worth 60% of their overall grade for the qualification.
	<b>Knowledge and Skills Revisited</b>	HRF components SRF components FITT principles SPORT principles	Sedentary lifestyle Active lifestyle Macronutrients Micronutrients	Fitness testing Analysing results Reliability and validity Evaluating results Goal setting
<b>Year 11</b>	<b>Knowledge and Skills Introduced</b>	In year 11, students will begin the year by completing the synoptic project as a new project brief is released every September by the exam board. Students will be assessed on their ability to draw together and apply the knowledge, understanding and skills that they have learned throughout the previous 2 years.	Students will then focus on preparation for the written exam which is worth 40% of the overall qualification grade. The exam is expected to take place in May/June every year and will assess students' knowledge and understanding of all content areas.	Students will continue with preparation for the written exam which is worth 40% of the overall qualification grade. The exam is expected to take place in May/June every year and will assess students' knowledge and understanding of all content areas.
	<b>Knowledge and Skills Revisited</b>	HRF components SRF components FITT principles SPORT principles PAR-Q Lifestyle questionnaire Fitness testing Analysing results Reliability and validity Evaluating results Goal setting Designing a training programme Evaluating a training plan	Body systems Components of fitness Principles of training Methods of training Effects of exercise Fitness testing	Body systems Components of fitness Principles of training Methods of training Effects of exercise Fitness testing



A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.