

## PHYSICAL EDUCATION – PROGRAMME OF STUDY – KEY STAGE 3

### **Prior Learning:**

At Key Stage 2, pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

All schools must provide swimming instruction either in key stage 1 or key stage 2.

### **Purpose of study:**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities as well as improve self-regulation, well-being and communication skills. It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

### **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

### **Subject Content**

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

### **Pupils should be taught to:**

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques in a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

Area of study	What pupils should be taught	How
<b>Movement</b>	Develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]	This area of study will be covered through Gymnastics, Trampolining and Health and Fitness
<b>Using skills, techniques</b>	Use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]	This area of study will be covered through individual and team games. Parkside will choose games appropriate to their cohort. Pupils will continue to become more competent, confident and expert in their techniques and apply them across different sports and physical activities. In addition, develop their technique and improve their performance in other competitive sports.
<b>Cooperation</b>	Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	This area of study will be covered through individual and team games. Parkside will encourage pupils to work in a team, building on trust and developing skill. Either individually or as a group.
<b>Competition</b>	Continue to take part regularly in competitive sports and activities	This area of study will be covered through games units. Parkside will give opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect. Pupils should engage cooperatively and enjoy competing against each other.

<b>Challenge</b>	Take part in further outdoor and adventurous activities in a range of Environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group	Pupils should be encouraged to take part in further OAA in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
<b>Analysis and evaluation</b>	Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best	This area of study can be done through all aspects of the curriculum. Pupils are encouraged to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.
<b>Preparation for life and participation</b>	Outside school through community links or sports clubs.	Pupils should be encouraged to get involved in a range of activities that develops personal fitness and promotes an fitness, promoting an active, healthy lifestyle. Take part in competitive sports and activities outside school through community links or sports clubs.
<b>Health and fitness</b>	Are physically active for sustained periods time and lead healthy, active lives	This area of study should be covered in all aspects of the curriculum. Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

<b>Games (Invasion)</b>	<b>Games (Net/Wall)</b>	<b>Games (Striking and fielding)</b>	<b>OAA</b>	<b>Health and Fitness</b>	<b>Gymnastics/Trampolining</b>
<p><b>Leadership:</b> To be able to design and carry out a specific warm ups and lead a small group of students through this.</p> <p><b>Rules:</b> To develop knowledge of the rules and scoring systems.</p> <p><b>Fundamentals-dribbling/passing/receiving:</b> able to refine</p>	<p><b>Leadership:</b> To be able to design and carry out a specific warm ups and lead a small group of students through this.</p> <p><b>Rules:</b> Rules for service, Dimensions of the court for singles and doubles play, Rules of scoring and officiating.</p>	<p><b>Leadership: Leadership:</b> To be able to design and carry out a specific warm ups and lead a small group of students through this.</p> <p><b>Rules:</b> To understand how to perform the role of the umpire and apply the rules of the game correctly in a game.</p>	<p><b>Leadership:</b> To be able to design and carry out a specific warm ups and lead a small group of students through this.</p> <p><b>Fundamentals:</b> Communication – giving and receiving instructions from teachers and peers, Problem Solving,</p>	<p><b>Leadership:</b> To be able to design and carry out a specific warm ups and lead a small group of students through this.</p> <p><b>Fundamentals:</b> To understand how different types of training impact on their fitness, Pupils will understand how to</p>	<p><b>Develop Key skills:</b></p> <p><b>Trampolining:</b> Basic shapes (straight, tuck, pike &amp; straddle). Twists (half and full). Landings (seat, front, back). Twisting landing, Somersaults (front/back (tucked,</p>

<p>skills of ball control. Passing – understand when to select and apply the correct pass in football.</p> <p><b>Shooting/set plays:</b> develop and demonstrate set plays. Explore, plan &amp; implement tactics and strategies from restarts/set plays. Scenario game. Understand key role of the goalkeeper if applicable.</p> <p><b>Defending/tackling:</b> To accurately replicate tackling techniques to dispossess opposition. To be able to select and apply the correct type of marking. To better understand how to attack/defend as team.</p> <p><b>Evaluation:</b> Analyse performance and adapt strategies within a game.</p> <p><b>Sport education:</b> Pupils will be able identify areas of weakness and how to improve them.</p>	<p><b>Fundamentals:</b> Demonstrates a range of shots. Able to exert an influence on game. Good range of strokes and tactics in evidence even under pressure in rallies. Shows anticipation of opponent’s shots and the ability to disguise own shots.</p> <p><b>Strategies:</b> To maximise effectiveness of game play. Variation of serve. Shot selection for service return. Position on court. Decision making in serve. Use of footwork to restrict playing backhand strokes. Shot disguise/feints.</p> <p><b>Evaluation:</b> Analyse performance and adapt strategies within a game.</p> <p><b>Health and fitness:</b> To understand the components of fitness applicable to the game.</p> <p><b>Evaluation:</b> Analyse performance and adapt</p>	<p><b>Fundamentals:</b> Placement of the ball when batting. To understand how to bowl correctly. Throwing and catching techniques and how to apply them to the game. To demonstrate knowledge of the roles for different fielding positions.</p> <p><b>Strategies:</b> To refine tactics and game strategies to improve team performances. To accurately replicate a full range of techniques in a competitive match.</p> <p><b>Health and fitness:</b> To understand the components of fitness applicable to the game.</p> <p><b>Evaluation:</b> Analyse performance and adapt strategies within a game.</p> <p><b>Sport education:</b> Pupils will be able identify areas of weakness and how to improve them. To be able to work as a team.</p>	<p>Teamwork, Map Reading</p> <p><b>Develop understanding:</b> Skills for use in later life both in a sporting context and general day-to-day life</p> <p><b>Understanding health benefits of physical activity:</b> Through orienteering and teambuilding activities</p> <p>Communication – giving and receiving instructions from teachers and peers.</p> <p>Problem Solving, Teamwork, Map Reading.</p> <p><b>Develop understanding of these skills:</b> For use in later life both in a sporting context and general day-to-day life</p> <p>Understanding health benefits of physical activity through orienteering and teambuilding activities</p>	<p>perform the different test for health related components.</p> <ul style="list-style-type: none"> <li>• Weight training</li> <li>• Circuit training</li> <li>• SAQ training</li> <li>• Continuous training</li> <li>• Interval training</li> <li>• Fartlek training</li> <li>• Flexibility training</li> </ul> <p><b>Tactics and strategies:</b> Demonstrate their ability to select and apply exercises/skills to develop and improve their own fitness and health.</p>	<p>pike). Twisting somersaults</p> <p><b>Advanced skills:</b> Planes and axis of movement. Physics of rotation. Levers. Muscle action. Effects of exercise on the body. Body systems.</p> <p><b>Gymnastics:</b> Perform a sequence including movement on/over/off apparatus safely. Perform a through vault safely. To be able to support a partner performing a jump on/off/over apparatus. Perform a straddle jump safely and perform rotation on or over apparatus.</p> <p><b>Leadership:</b> Coaching to bring about an improvement in performance</p>
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To be able to work as a team.	strategies within a game. <b>Sport education:</b> Pupils will be able identify areas of weakness and how to improve them. To be able to work as a team.				
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**Subsequent learning:**

At Key Stage 4, pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.