

**PHYSICAL EDUCATION**  
**PROGRAMME OF STUDY – TRADED PATHWAY – ALBANY ACADEMY**

<b>KS3</b>	<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. 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.</p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>✓ 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]</li><li>✓ develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</li><li>✓ perform dances using advanced dance techniques within a range of dance styles and forms</li><li>✓ 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</li><li>✓ analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</li><li>✓ take part in competitive sports and activities outside school through community links or sports clubs.</li></ul>
<b>KS4</b>	<p>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:</p> <ul style="list-style-type: none"><li>✓ 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]</li><li>✓ develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]</li></ul>

	<ul style="list-style-type: none"> <li>✓ 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</li> <li>✓ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>✓ continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>
<b>ACTIVITY AREAS</b>	
<b>Health &amp; Well Being</b>	Health and Well Being – The aim of Health & Well Being is to develop skills on how to exercise for fitness and the impact it has upon health and wellbeing of students. Students should experience a range of exercises and activities such as weight training, circuit training, fartlek training/running, exercise classes such as HIIT, Zumba, CrossFit, step, aerobics, Yoga etc.
<b>Performance</b>	Performance – The aim of Performance is to acquire and develop skill, competency and tactical awareness in a competitive environment. Activities such as football, netball, basketball, badminton, table tennis, volleyball. This will also feed into GCSE PE and Sports Studies practical sport development if students are continuing their studies with these at their home school.
<b>Recreation</b>	Recreation – the aim of recreation is to be active, enjoyment and social interaction with others. The secondary aim is to introduce a further breadth to the curriculum via emerging sports to inspire students to be active for enjoyment and find a suitable activity for lifelong participation. Activities such as 5 a side football, ultimate frisbee, bench ball, handball, badminton, unihoc, etc.
<b>THEORETICAL KNOWLEDGE</b>	
<b>Theoretical Knowledge, Understanding &amp; Application</b>	<p>Theory – the aim of the theoretical component is to enrich students with knowledge of topics such as:</p> <ul style="list-style-type: none"> <li>✓ Components of Fitness (name all 10 with definitions and application to sports, health or fitness)</li> <li>✓ Principles of Training (5 key principles to successful training programmes)</li> <li>✓ Methods of Training (forms of training with positive aspects and potential issues)</li> <li>✓ Cardiovascular Health (structure &amp; function of the heart with links to preventable diseases)</li> </ul>

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|  | <ul style="list-style-type: none"><li>✓ Weight Management (training zones and links to preventable diseases)</li><li>✓ The skeletal system – functions and names</li><li>✓ The muscular system – functions and names</li><li>✓ Energy systems (Aerobic, anaerobic, EPOC, oxygen debt, lactic acid, DOMS)</li><li>✓ Short and long term adaptations to exercise (Cardiovascular, respiratory, skeletal and muscular)</li><li>✓ Measuring health &amp; fitness (normative data, measuring progress over time)</li><li>✓ Preparing the body for exercise (warming up, hydration, types of stretches, rest and recovery)</li></ul> |
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