

Physical Education Programme of Study- Key Stage 3



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

Key Stage 3 Physical Education

Area of study	What pupils should be taught	How	Outside agencies
Movement	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, Trampoline and Health and fitness	Pipersvale gymnastics. Gainsborough Sports centre. Thai Boxing
Using skills, techniques	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. Individual centres 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.	Positive futures AQA unit awards

Cooperation	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. Centres should encourage pupils to work in a team, building on trust and developing skill. Either individual or as a group.	Positive futures Avid Rendlesham Forest (Orienteering) Hallowtrees
Competition	Continue to take part regularly in competitive sports and activities	This area of study will be covered through games units. Centres should 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 cooperately and enjoy competing against each other.	Positive futures
Challenge	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 OAAs 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.	Avid Rendlesham Forest Hallowtree
Analysis and evaluation	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.	Positive futures AQA unit awards.
Preparation for life and participation	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 active, healthy lifestyle. Take part in competitive sports and activities outside school through community links or sports clubs.	Positive futures Boxing Avid
Health and fitness	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.	Positive futures Boxing Avid AQA unit awards

Games (Invasion)	Games (Net/Wall)	Games (Striking and fielding)	OAA	Health and Fitness	Gymnastics/Trampolining
<p>Leadership: To be able to design and carry out a specific warm ups and lead a small group of students through this.</p> <p>Rules: To develop knowledge of the rules and scoring systems.</p> <p>Fundamentals-dribbling/passing/receiving: able to refine skills of ball control. Passing – understand when to select and apply the correct pass in football.</p> <p>Shooting/set plays: develop and demonstrate set plays. Explore, plan & implement tactics and strategies from restarts/set plays. Scenario game. Understand key role of the goalkeeper if applicable.</p> <p>Defending/tackling: To accurately replicate</p>	<p>Leadership: To be able to design and carry out a specific warm ups and lead a small group of students through this.</p> <p>Rules: Rules for service, Dimensions of the court for singles and doubles play, Rules of scoring and officiating.</p> <p>Fundamentals: 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>Strategies: To maximise effectiveness of game play. Variation of serve. Shot selection for service return. Position on court. Decision making in serve. Use of</p>	<p>Leadership: To be able to design and carry out a specific warm ups and lead a small group of students through this.</p> <p>Rules: To understand how to perform the role of the umpire and apply the rules of the game correctly in a game.</p> <p>Fundamentals: 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>Strategies: To refine tactics and game strategies to improve team performances. To accurately replicate a full range of techniques in a competitive match.</p> <p>Health and fitness: To understand the</p>	<p>Leadership: To be able to design and carry out a specific warm ups and lead a small group of students through this.</p> <p>Fundamentals: Communication – giving and receiving instructions from teachers and peers, Problem Solving, Teamwork, Map Reading</p> <p>Develop understanding: Skills 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>Communication – giving instructions from teachers and peers. Problem Solving,</p>	<p>Leadership: To be able to design and carry out a specific warm ups and lead a small group of students through this.</p> <p>Fundamentals: To understand how different types of training impact on their fitness, Pupils will understand how to perform the different test for health related components.</p> <ul style="list-style-type: none"> • Weight training • Circuit training • SAQ training • Continuous training • Interval training • Fartlek training • Flexibility training <p>Tactics and strategies: Demonstrate their ability to select and apply exercises/skills to develop and improve</p>	<p>Develop Key skills:</p> <p>Trampolining: Basic shapes (straight, tuck, pike & straddle). Twists (half and full). Landings (seat, front, back). Twisting landing, Somersaults (front/back (tucked, pike). Twisting somersaults</p> <p>Advanced skills: Planes and axis of movement. Physics of rotation. Levers. Muscle action. Effects of exercise on the body. Body systems.</p> <p>Gymnastics: Perform a sequence including movement on/over/off apparatus safely. Perform a through vault safely. To be able to support a partner</p>

<p>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>Evaluation: Analyse performance and adapt strategies within a game.</p> <p>Sport education: Pupils will be able identify areas of weakness and how to improve them. To be able to work as a team.</p>	<p>footwork to restrict playing backhand strokes. Shot disguise/feints.</p> <p>Evaluation: Analyse performance and adapt strategies within a game.</p> <p>Health and fitness: To understand the components of fitness applicable to the game.</p> <p>Evaluation: Analyse performance and adapt strategies within a game.</p> <p>Sport education: Pupils will be able identify areas of weakness and how to improve them. To be able to work as a team.</p>	<p>components of fitness applicable to the game.</p> <p>Evaluation: Analyse performance and adapt strategies within a game.</p> <p>Sport education: 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>Develop understanding of these skills: 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>their own fitness and health.</p>	<p>performing a jump on/off/over apparatus.</p> <p>Perform a straddle jump safely and perform rotation on or over apparatus.</p> <p>Leadership: Coaching to bring about an improvement in performance</p>
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