

# Physical Education 5 Year Curriculum Plan

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## Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of `Enriching lives, transforming futures`. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

### The Trust values permeate the curriculum

**Excellence:** a curriculum of the highest quality to ensure excellent outcomes

**Dedication:** we believe there is dignity in hard work

**Ambition:** we want the very best for all of our students.

**Integrity:** moral purpose will underpin the curriculum decisions we make for our pupils

**Tradition:** British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more**.

## Teaching and Learning Vision

*Knowledge is power. Information is liberating.*

Kofi Annan

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

## Teaching and Learning Vision for the *Physical Education* Department

*A high quality broad and balanced physical education curriculum which reflects what students have learned and enables students to 'know more, remember more and be able to do more'. Inspiring all pupils, regardless of sporting ability to succeed and actively participate in competitive sports and other physically-demanding activities in differing environments.*

*The core purpose of the Fairfax Multi Academy Trust physical education rationale allows faculties to reflect its own context and community, whilst meeting the expectation of the Key Stage 3 national curriculum. Learning is sequenced clearly and privileges thinking and knowledge over task completion in a broad range of sports and physical activities to meets the needs of all students. Direct instruction and opportunities for high challenge and structured talk builds knowledge in long term memory.*

*The promotion of enjoyment, confidence and character development through a wide range of extra-curricular learning opportunities. Embedding Trust values, promoting healthy and active lifestyles for lifelong involvement beyond school.*

We can turn every learner into an expert in *Physical Education*, at the same time as developing a love for the subject.

By offering a broad and balanced curriculum, Smith's Wood Academy promotes active participation; pupils will understand how regular exercise helps them to lead a healthy, active lifestyle whilst improving their general well-being. **The curriculum seeks to embed pupils social, emotional, physical and mental well-being based on the contextual needs of our students.**

At the end of Year 11 students in *Physical Education* will....

## Know...

- The rules and regulations in a broad range of physical activities.
- The scoring systems in a broad range of physical activities.
- How to apply the skills, techniques and tactics of a broad range of physical activities.
- The components of fitness that are specific to any given physical activity e.g. cardiovascular endurance is vital for a marathon runner because they need to keep going for 26 miles.
- How to demonstrate sportsmanship during competitive play and professional examples of what successful competitive play looks like. For example, shaking hands before and after a football match.
- The importance of a warm up and cool down when participating in physical activity.
- The attributes associated with successful sports leadership – respect, following the rules of the game, listening to others.
- The variety of roles that can be undertaken as part of successful leadership within sport; manager, coach, statistician, publicist, player, umpire / referee.
- How to take part in competitive sport; sportsmanship, discipline, fair play, teamwork, communication.
- The roles that can be undertaken within the sports industry.
- How to self-assess and peer assess using both practical and theoretical information.
- The major bones and muscles in the body and how they work together in a performance; step by step understanding of how they body work when throwing a javelin
- The different types of training methods that can be undertaken (continuous, fartlek, interval, circuits, weight, plyometric, resistance)
- How to lead a healthy, active lifestyle; emotional, social, physical and mental well-being.

## Understand...

- The benefits of a healthy, active lifestyle - emotional, social, physical and mental well-being.
- How to recognise good technique in a broad range of physical activities and the need for it (safety performance level)
- How to use correct technique in order to improve performance (evaluate and improve).

- A range of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, netball, rounders and tennis].
- How to compare their performance to a professional athlete; for example comparing their sprint to that of Usain Bolt.
- The safety requirements in a range of physical activities, themselves and others around them
- How to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.
- 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.
- How the body works to produce simple actions and movements; adduction, abduction, rotation, flexion, extension.
- Which training methods to use in order to improve performance in a range of sports and activities.

### Be able to...

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.

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, netball, rounders 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]
- perform dances using advanced dance techniques within a range of dance styles and forms
- 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

- communicate effectively with peers in order to suggest ways in which to improve performance.
- Use leadership qualities effectively in order to provide feedback to others, lead warm ups and skill sessions and organise simple tournaments.
- Demonstrate sportsmanship, discipline, fair play and sportsmanship in a competitive situation.
- Describe the benefits of sport in leading a healthy active lifestyle.
- Apply the appropriate training methods to improve a given area of fitness.
- Demonstrate good British values – understand good sportsmanship, respect, discipline (following rules), tolerance.

### Have been exposed to the following knowledge, theories, texts and experiences that span beyond the GCSE specification

Pupils will understand the key benefits to physical health and aspire to be better; this will include being exposed to inspirational figures from a range of backgrounds, ethnic minorities and disabilities. Through sport pupils will learn mutual respect for and tolerance of those with differences – these are fundamental British values.

Pupils will be exposed to success stories, both from Smith's Wood pupils and from the sporting world and those who have come from similar geographical areas.

A sporting history board will outline achievements and show how champions have overcome barriers and challenges on their road to success. Pupils should know that nothing is beyond them!

Equality is a key feature of the PE curriculum; pupils are provided the same opportunities regardless of gender, ability, ethnic background or disability. Pupils will learn that they should not be restricted in terms of the sports that they would like to participate in – they can aspire to be the very best. Girls will be provided with the opportunity to play football, and boys the option to play netball.

#### **Texts/publications:**

Below are some publications that are being used to support and guide the planning and development of the Core PE curriculum.

#### **Physical Education and Sport Pedagogy (Journal)**

'This choice thing really works...' Changes in experiences and engagement of adolescent girls in physical education classes, during a school-based physical activity programme

Fiona Mitchell, Shirley Gray, Jo Inchley

Physical Education and Sport Pedagogy 20 (6), 593-611, 2015

### **Health literacy in schools: prioritising health and well-being issues through the curriculum**

Lindsey Kilgour, Nic Matthews, Polly Christian, Jo Shire  
Sport, Education and Society 20 (4), 485-500, 2015

#### **Educational review:**

Evaluating the relationship between physical education, sport and social inclusion  
Richard Bailey

[Equalityinsport.org](http://Equalityinsport.org)  
[Womeninsport.org](http://Womeninsport.org)

#### Experiences

- Inter-house sports competitions (e.g. sports day)
- Inter-school sports competitions (e.g. school games)
- FMAT games
- Sports clubs / activities

These experiences will allow pupils to engage in healthy competition; this will help to embed sportsmanship, fair play, discipline and teamwork that is delivered through the curriculum.

Quality PE acts as the foundation for lifelong involvement in physical activity and sport. The learning experience should be developmental; the spiral curriculum allows us to revisit skills, techniques and tactics at varying levels of complexity as the pupils move through the year groups. For example, In Y7 pupils will be taught 'passing' within outwitting opponents, this would include the variety of passes that can be completed within a particular sport, the importance of passing within the sport and how to apply those passes within a competitive game situation (when each pass is best used). In Y8 these key concepts will be revisited, however they will be looked at with more complexity. We would refine technique, question when a pass is best used and use more advanced practices in order to apply the skill.

It should also be developmentally appropriate to help them acquire the motor skills, cognitive understanding and social and emotional skills they need to lead a physically active lifestyle – this stretches beyond the curriculum and informs lifelong learning.

These aspirations are not necessarily taught through being exposed to texts, but through the ongoing delivery of quality PE lessons.

**Developed their cultural and social capital through the following extra-curricular work**

Knowledge will be subsidised by an extensive extra-curricular programme that will allow pupils to be competitive; this will be through the medium of planned inter-house competitions as well as inter-school competitions.

- Inter house competitions
- Inter-school competitions
- Regional competitions
- National competitions
- Leadership opportunities (school games competitions, transition, sports day)
- Guest speakers, sports mentors (YST)

Being involved in both competitive and non-competitive sporting environments will develop care, respect, language and communication. Pupils will be provided with the opportunity to develop their personal, social and physical skills.

Pupil's self-esteem will be increased through successful participation; being part of a team and playing with peers from a range of backgrounds will encourage acceptance and tolerance. Pupils will also be provided with the opportunity to be a sports leader for the primary school games – this will give them confidence and support their progress across a number of activities. They will develop their ability to work within a team, improving communication skills and an ability to understand from others point of view. They will also improve their physical competency through high levels of challenge.

By being involved in sports competitions will allow pupils to be exposed to specialist facilities that they may otherwise not get an opportunity to perform in. The FMAT games provides pupils with the experience of university facilities as well as a purpose built athletic stadium. In addition, athletics meets will expose pupils to facilities such as Alexander Stadium – these experience provide pupils with aspiration.

## 5 Year Curriculum Plan

### Year 7 (Subject) at Smith's Wood Academy

The Smith's Wood Year 7 *physical education* curriculum prepares all pupils to build on and embed the physical development skills learned in KS2, becoming more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should start to understand what makes a performance effective and how to apply these principles to their own work.

Year 7 pupils are required to **know** the basic skills, techniques and rules associated with a wide range of physical activities, understand how to verbalise what a good performance looks like and be able to apply knowledge and understanding to their own performance. They should be able to demonstrate their knowledge and understanding through practical performance, identifying strengths in performance and suggesting ways to improve.

Pupils in year 7 will take part in activities within the following areas of study in line with the national curriculum: Skills, tactics and strategies – team, Skills, tactics and strategies – individual (**outwitting opponents**), developing techniques (**performing at maximum levels** – athletics and **accurate replication** – swimming, trampolining, gymnastics), **dance**, outdoor adventurous activities (**problem solving**). Our students are studying these units because In year 7 we aim to provide a very **broad and balanced** curriculum; this allows pupils to develop competence in a broad range of physical activities, this provides more opportunity for pupils to engage and enjoy what is on offer to them. The key message in year 7 is **enjoyment**, we hope to engage the pupils in competitive sport through exposing them to a large variety of activities. The reason for this is because we want pupils to be active participants; we know that when they arrive at Smith's Wood, 21% of pupils will carry excess weight, with many of these being obese. When you compare this to 15% across Solihull, it is a worrying statistic. We need to get the pupils active and interested – we focus on the well-being of pupils being met through a broad curriculum that provides access to wide variety of activities. In addition school surveys shows that Smith's Wood pupils spend a great deal of time on computers or in front of the TV – this demonstrates a real lack of exercise.

We study these units in order that pupils are provided with a skill base across all of the national curriculum areas of study. The pupils do not all study all the units at the same time – they are on rotation in order to maximise the use of our facilities. Over the course of the year all pupils will have covered every area. We do ensure that summer sports, such as athletics, cricket and rounders are completed in the summer term.

All groups in year 7 are mixed gender and mixed ability – our key focus is **well-being** and **equality**, therefore it is vital that all pupils have access to all activities so that everybody has the same opportunities. We teach in this way in order to ensure challenge and encourage active participation; we are quite unique in teaching mixed gender lessons in PE but found that by having boys in a group increased the motivation and challenge for the more able girls – because they are enthusiastic. Equally the less able boys became less intimidated and more likely to actively participate. This is key in building self-esteem and resilience for the well-being of our pupils.

Staff will use their own specialism, in addition to the make-up of the group to decide what sports will be covered within an area of study; for example, within outwitting opponents (invasion) pupils can be taught a number of activities ranging from hockey

to netball – skills can be transferrable and they may teach the skills/concepts through a range of different activities.

The focus of year 7 in relation to **BTEC Sport** is on developing skill, techniques and tactics in a variety of activities in order to prepare them suitably for **unit 2 (Practical Sport)** should they decide to undertake the course in year 10/11

The enrichment opportunities available to year 7 pupils are extensive; they will have opportunities to participate in inter-house and inter school competitions as well as events such as the FMAT games. Pupils will also be provided with opportunities to take part in activities that are non-competitive such as swimming and fitness club. These are aimed at testing their skills in more challenging environments as well as encouraging participation for lifelong interest.

Year 7 Units of Study	Length of unit
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<p><b>Outwitting Opponents</b></p>	<p>Invasion Games: To be chosen from: football, basketball, hockey, tag-rugby, netball, lacrosse</p> <ul style="list-style-type: none"> <li>Understand <b>why</b> it important to warm up and cool down</li> <li>Be able to use basic technique and tactics for a given sport. For example passing, shooting/scoring, defending, tackling/intercepting, and dribbling.</li> <li>To start to use simple tactics and strategies to overcome opponents.</li> </ul> <p>Net / wall: To be chosen from: badminton / tennis / table tennis</p> <ul style="list-style-type: none"> <li>Understand <b>why</b> it important to warm up and cool down</li> <li>Be able to use basic recognised techniques and tactics when performing skills in isolation and within conditioned practices. For example, drop shot, overhead clear, serve.</li> <li>Start to use simple tactics and strategies to move an opponent around the court.</li> </ul>	<p><i>Approximately 14 lessons (split into 2 blocks of activity)</i></p>
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	<p>Striking and Fielding: To be chosen from: softball, cricket, rounders</p> <ul style="list-style-type: none"> <li>• Understand <b>why</b> it important to warm up and cool down</li> <li>• Be able to use basic technique and tactics to bat and field successfully in conditioned games. For example, throwing, catching, long barrier, batting.</li> <li>• Start to use simple tactics and strategies when batting and fielding.</li> </ul>	
<p>Dance</p>	<p>Dance:</p> <ul style="list-style-type: none"> <li>• Pupils will learn about the ingredients of Dance; actions, space, relationships and dynamic. Pupils will attempt these in their own choreography and understand how a motif and is created and varied through the use of them. Lessons will have teacher led and pupil led sequence work followed by individual and group work.</li> </ul> <p>Teacher taught movement; students are learning and developing their Physical Performance Skills.</p> <p>When students create their own motifs and movement material, they learn and developed their Choreographic Skills.</p> <p>Physical Performance and Choreography are two very different types of skills.</p> <p>Students will learn the Ingredients of Dance prior to being introduced to Choreographic Devices and Motif developments.</p>	<p><i>Approximately 6 lessons</i></p>
<p>E.S.E</p>	<p>Fitness:</p> <ul style="list-style-type: none"> <li>• In year 7 the importance of fitness and body conditioning is introduced. This unit aims to build on that knowledge so that exercise will become an important part of the pupils' lives when they leave school. It also aims to give opportunities for pupils to take responsibility for their own health and fitness.</li> </ul> <p>✓ Introduction to heart rate</p>	<p><i>Approximately 6 lessons</i></p>



	<ul style="list-style-type: none"> <li>• Hurdles</li> <li>• Relay</li> <li>• High jump</li> <li>• Long jump</li> <li>• Triple jump</li> <li>• Discus</li> <li>• Javelin</li> <li>• Shot</li> </ul> <p style="color: red;">Health and safety when performing in this areas is paramount; pupils will also be taught how to perform safely.</p>	
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### Year 8 Physical Education at Smith's Wood Academy

In Year 8 our students will study the same activities that were covered in Y7 because we will follow a **spiral curriculum**. A Spiral Curriculum is an approach to education that introduces key concepts to students at a young age and covers these repeatedly, with increasing degrees of complexity. This means that each area of study will be re-visited and the skills within these areas will be developed and refined. Pupils will now start to look more closely at applying these skills in competitive situations and developing some tactical awareness. As with the year 7 curriculum, activities are taught on rotation in order to maximise the use of the facilities on offer and with a best fit to the weather (more indoor sports during the winter).

The Smith's Wood Year 8 *physical education* curriculum continues to provide a very broad and balanced curriculum; the aim is to further build on the skills, techniques and tactics learned throughout year 7. Year 8 pupils are expected to **Know** more advanced skills, a variation of techniques, rules and tactics associated with a wide range of physical activities, to recognise good technique(s) and use their knowledge to evaluate their own and others performance in order to improve performance in a variety of activities. They should be able demonstrate an adoption of advanced skills, techniques and tactics, recalling and applying knowledge and understanding for the purpose of live feedback for others.

In addition the theme (key message) in year 8 is **health and fitness**; there is more of a focus on the importance of warm up and cool down, major bones and muscles in the body and **healthy eating**. The fitness unit of study is directly linked to unit 3 in BTEC sport (Training for Personal Fitness). This covers components of fitness and why they are important for successful performance in different sports and the training methods used to improve performance in the different areas of fitness.

Staff will use their own specialism, in addition to the make-up of the group to decide what sports will be covered within an area of study; for example, within outwitting opponents (invasion) pupils can be taught a number of activities ranging from hockey

to netball – they can be transferrable and they may teach the skills/concepts through a range of different activities.

The enrichment opportunities available to year 8 pupils are extensive; they will have opportunities to participate in inter-house and inter school competitions as well as events such as the FMAT games. Pupils will also be provided with opportunities to take part in activities that are non-competitive such as swimming and fitness club. These are aimed at testing their skills in more challenging environments as well as encouraging participation for lifelong interest.

Year 8 Units of Study		Length of unit
<p><b>Outwitting Opponents</b></p>	<p>Invasion Games: To be chosen from: football, basketball, hockey, tag-rugby, netball, la Crosse</p> <ul style="list-style-type: none"> <li>• Be able to warm up and cool down appropriately for any given activity</li> <li>• <b>Develop</b> techniques and improve performance when under pressure in a competitive situation (use skills such as passing, dribbling, tackling, shooting with some success in a game situation).</li> <li>• Use a range of tactics and strategies to overcome opponents in direct competition.</li> </ul> <p>Net / wall: To be chosen from: badminton / tennis / table tennis</p> <ul style="list-style-type: none"> <li>• Be able to warm up and cool down appropriately for any given activity</li> <li>• <b>Develop</b> technique and improve performance when under pressure in a competitive situation.</li> <li>• Use a range of tactics and strategies to overcome opponents in direct competition. For example, use the right shot at the right time (when should a drop shot be used? When should an overhead clear be used?)</li> </ul> <p>Striking and Fielding: To be chosen from: softball, cricket, rounders</p>	<p><i>Approximately 14 lessons (split into 2 blocks of activity)</i></p>

	<ul style="list-style-type: none"> <li>• Be able to warm up and cool down appropriately for any given activity</li> <li>• <b>Develop</b> technique and improve performance when under pressure in a competitive situation.</li> <li>• Use a range of tactics and strategies to overcome opponents in direct competition. For example, directional hitting.</li> </ul>	
Dance	<p>Dance:</p> <ul style="list-style-type: none"> <li>• Be able to perform new dance material based around a stimulus</li> <li>• Understand and be able to identify what actions relate to particular sports</li> <li>• Understand the importance of a warm up before a practical lesson</li> <li>• Be able to work as a group to choreograph own group choreography using chosen images as a stimulus</li> <li>• Understand how to develop choreography- choreographic devices</li> <li>• Be able use professional work as a model and a stimulus</li> <li>• Be able to appreciate others performance and choreography, providing simple analysis</li> <li>• Understand the performance skills and implement them into own performance.</li> <li>• Understand what gestural movement is.</li> </ul>	Approximately 6 lessons
E.S.E	<p>Fitness:</p> <ul style="list-style-type: none"> <li>• In year 8 the fitness unit is tailored towards unit 5 of BTEC sport (Training for Personal Fitness). The pupils will be taught:</li> <li>• Training methods (continuous training, circuit training, weight training)</li> <li>• Fitness testing (multi stage fitness test, sit and reach test, strength test, sit up/press up test)</li> </ul> <p>Components of fitness (cardiovascular endurance, muscular endurance, strength, flexibility)</p>	Approximately 6 lessons



	<ul style="list-style-type: none"> <li>• Pupils will be taught efficient technique in a wide range of events to include:</li> <li>• Sprinting</li> <li>• Middle/long distance</li> <li>• Hurdles</li> <li>• Relay</li> <li>• High jump</li> <li>• Long jump</li> <li>• Triple jump</li> <li>• Discus</li> <li>• Javelin</li> <li>• Shot</li> </ul>	<p><i>Approximately 14 lessons</i></p>
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### Year 9 (Subject) at Smith's Wood Academy

The Smith's Wood Year 9 *physical education* curriculum prepares all pupils to build on and embed the physical development skills learned in years 7 and 8, becoming more competent, confident and expert in their techniques, and apply them across selected sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own work.

In year 9 we start to narrow the curriculum; for one of the lessons pupils follow an options programme. This allows pupils to pick from a range of activities in order to choose an activity that they enjoy, ensuring that social, emotional, physical and mental well-being factors are embedded in pupils learning. The aim of this is to tackle both a lack of engagement and focus on developing, refining and becoming a real expert in a limited amount of sports. The other lesson the pupils are taught 'single sex' and follow a programme of '**sport education**'; the purpose of this is to ensure that pupils take part in **competitive sport** and develop their knowledge of the **rules and regulations** of given sports. This is very much focused towards **unit 2 (Practical Sport) of the BTEC Sport syllabus**. Sport education will also heavily lean towards **leadership**; the pupils will be required to lead warm ups and work collaboratively with each other in order to promote teamwork, communication, encouragement and excellence. They take an active role in their own sport experience by serving in varied and realistic roles that we see in authentic sport settings such as captains, coaches and officials. Teams develop camaraderie through team names and cheers as they work together to learn and develop skill and tactical play.

Our students follow this curriculum because It is intended to provide pupils with more authentic and enjoyable sport experiences than what we typically see in physical education classes. The idea of combining sport education with an options programme is that it gives pupils an element of choice whilst also allowing them to develop their knowledge and understanding of tactics; it also provides opportunities for all pupils to be successful – not just as a performer. This improves active participation and

engagement. This curriculum design for Y9 came about as a result of a pupils workshop; we were trying to tackle disengagement of girls that started as pupils reached Y9. We found that some girls were no longer comfortable participating alongside the boys, whilst others thrived in this more challenging environment. By having a single sex sport education programme, this allowed us to cater for those that were not comfortable with the boys whilst introducing an active, competitive environment in which to learn. At the same, the options programme allows all pupils to choose an activity that interests them, as well as providing the challenge of competing against the boys. This fosters the idea of maximising active participation and providing challenge for all.

The enrichment opportunities available to year 9 pupils are extensive; they will have opportunities to participate in inter-house and inter school competitions as well as events such as the FMAT games. Pupils will also be provided with opportunities to take part in activities that are non-competitive such as swimming and fitness club. These are aimed at testing their skills in more challenging environments as well as encouraging participation for lifelong interest.

Year 9 Units of Study		Length of unit
<p><b>Sport Education</b></p>	<p><b><u>Outwitting opponents:</u></b></p> <p>Invasion Games: To be chosen from: football, basketball, hockey, tag-rugby, netball, la Crosse</p> <ul style="list-style-type: none"> <li>• Be able to <b>lead</b> a warm up and cool down appropriately for any given activity</li> <li>• Develop technique and improve performance when under pressure in a competitive situation.</li> <li>• Be able to <b>review</b> performance and suggest ways in which to <b>improve</b>.</li> <li>• Be able to <b>discuss</b> a range of tactics and strategies that could be used to overcome opponents in direct competition.</li> <li>• Be able to <b>officiate</b> a range of sports successfully</li> </ul> <p>Net / wall: To be chosen from: badminton / tennis / table tennis</p> <ul style="list-style-type: none"> <li>• Be able to <b>lead</b> a warm up and cool down appropriately for any given activity</li> </ul>	<p><i>Up to 39 lessons (separated by 6 separate blocks of differing activities).</i></p>

	<ul style="list-style-type: none"> <li>• Develop technique and improve performance when under pressure in a competitive situation.</li> <li>• Be able to <b>review</b> performance and suggest ways in which to <b>improve</b>.</li> <li>• Be able to <b>discuss</b> a range of tactics and strategies that could be used to overcome opponents in direct competition. For example, using the appropriate shot at the right time – playing a drop shot when the opponent is at the back of the court.</li> <li>• Be able to <b>officiate</b> successfully demonstrating a good knowledge of the rules.</li> </ul> <p>Striking and Fielding: To be chosen from: softball, cricket, rounders</p> <ul style="list-style-type: none"> <li>• Be able to <b>lead</b> a warm up and cool down appropriately for any given activity</li> <li>• Develop technique and improve performance when under pressure in a competitive situation.</li> <li>• Be able to <b>review</b> performance and suggest ways in which to <b>improve</b>.</li> <li>• Use a range of tactics and strategies to overcome opponents in direct competition. For example, directional hitting, backing up fielders, placement of fielders.</li> </ul>	
<p>Options programme</p>	<ul style="list-style-type: none"> <li>• Outwitting opponents (invasion / net/wall / striking and fielding)</li> <li>• Dance</li> <li>• Fitness</li> <li>• Accurate replication</li> </ul>	<p>Approximately 6 week blocks of activity – pupils to choose at the start of each half term.</p>

### Year 10 physical education at Smith's Wood Academy

The Smith's Wood Year 10 physical education curriculum prepares all pupils for a lifelong interest in sport and promotes an active, healthy lifestyle. Pupils will tackle complex and demanding physical activities and will get involved in a range of activities that develops personal fitness, and promotes an active, healthy lifestyle.

Our students follow an options programme because the focus is on active participation and engagement (in order to encourage lifelong involvement in sport). By providing pupils with choice, they are more likely to enjoy their lessons and reap more benefits. At the start of each half term pupils will choose an activity that they then follow for approximately 6 weeks (depending on the half term)

Pupils will 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

By the time the pupils reach KS4 they will have undertaken a range of skills and techniques from a range of disciplines as well as being given the opportunity to apply these skills in competitive situations. The transition in to KS4 allows the pupils to have some control over their learning – they can continue to receive a broad and balanced curriculum or narrow it in order to refine skills and tactics in a more limited number of activities. The key focus here is lifelong involvement in sport – leading to pupil well-being. Enjoyment and active participation are the key objectives. Pupils are also encouraged to use the leadership skills and knowledge of rules gained during Y9; pupils are given responsibility of refereeing / umpiring, organising tournaments and leading warm ups – this is vital in continuing to build confidence.

The enrichment opportunities available to year 10 pupils are extensive; they will have opportunities to participate in inter-house and inter school competitions as well as events such as the FMAT games. Pupils will also be provided with opportunities to take part in activities that are non-competitive such as swimming and fitness club. These are aimed at testing their skills in more challenging environments as well as encouraging participation for lifelong interest.

**Year 10 Units of Study**

**Length of unit**

<p>Option Block 1</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness).</li> <li>Understand why it is important to lead an active and healthy lifestyle.</li> <li>Take part in competitive sport.</li> <li>Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	<p><i>Approx 7 lessons</i></p>
<p>Option Block 2</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion); fitness), dance.</li> <li>Understand why it is important to lead an active and healthy lifestyle.</li> <li>Take part in competitive sport.</li> <li>Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	<p><i>Approx 7 lessons</i></p>
<p>Option Block 3</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness).</li> <li>Understand why it is important to lead an active and healthy lifestyle.</li> <li>Take part in competitive sport.</li> <li>Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	<p><i>Approx 6 lessons</i></p>
<p>Option Block 4</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness).</li> <li>Understand why it is important to lead an active and healthy lifestyle.</li> </ul>	<p><i>Approx 6 lessons</i></p>

	<ul style="list-style-type: none"> <li>• Take part in competitive sport.</li> <li>• Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	
Option Block 5	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; striking &amp; fielding); fitness).</li> <li>• Understand why it is important to lead an active and healthy lifestyle.</li> <li>• Take part in competitive sport.</li> <li>• Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	Approx 6 lessons
Option Block 6	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; striking &amp; fielding); fitness).</li> <li>• Understand why it is important to lead an active and healthy lifestyle.</li> <li>• Take part in competitive sport.</li> <li>• Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	Approx 6 lessons

### Year 11 *physical education* at Smith's Wood Academy

The Smith's Wood Year 11 *physical education* curriculum prepares all pupils for a lifelong interest in sport and promotes an active, healthy lifestyle. Pupils will tackle complex and demanding physical activities and will get involved in a range of activities that develops personal fitness, and promotes an active, healthy lifestyle.

Our students follow an options programme because the focus is on active participation and engagement (in order to encourage lifelong involvement in sport). By providing pupils with choice, they are more likely to enjoy their lessons and reap more benefits. At the start of each half term pupils will choose an activity that they then follow for approximately 6 weeks (depending on the half term)

Pupils will 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

By the time the pupils reach KS4 they will have undertaken a range of skills and techniques from a range of disciplines as well as being given the opportunity to apply these skills in competitive situations. The transition in to KS4 allows the pupils to have some control over their learning – they can continue to receive a broad and balanced curriculum or narrow it in order to refine skills and tactics in a more limited number of activities.

The key focus here is **lifelong involvement in sport – leading to pupil well-being. Enjoyment and active participation are the key objectives.** This is due to the context of the Academy, we know that pupils arrive in Y6 with an excess weight that is higher than the average for Solihull. Pupils are also encouraged to use the leadership skills and knowledge of rules gained during Y9; pupils are given responsibility of refereeing / umpiring, organising tournaments and leading warm ups – this is vital in continuing to build confidence.

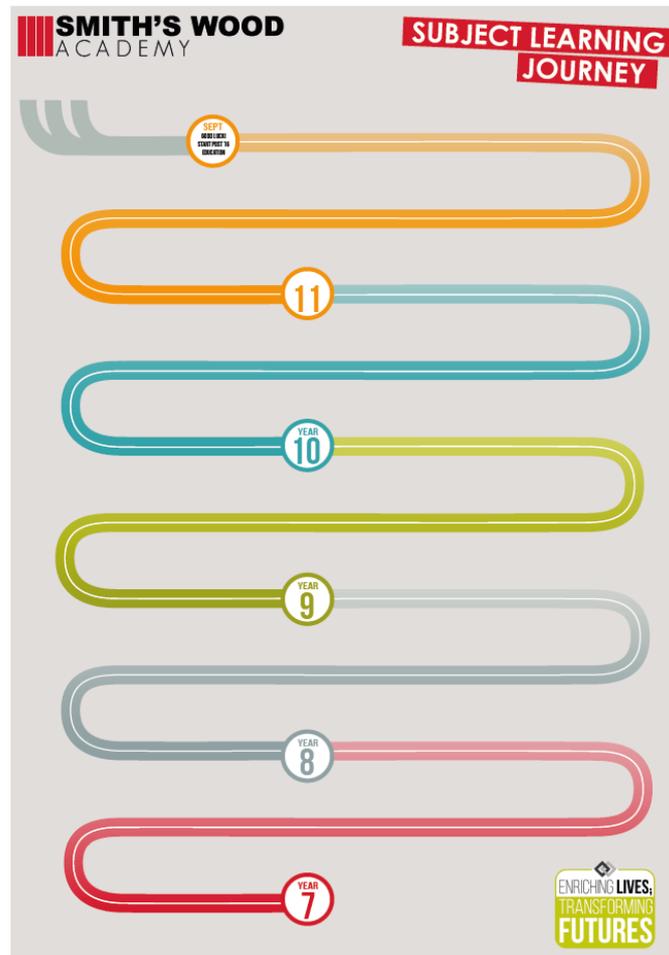
The enrichment opportunities available to year 11 pupils are extensive; they will have opportunities to participate in inter-house and inter school competitions as well as events such as the FMAT games. Pupils will also be provided with opportunities to take part in activities that are non-competitive such as swimming and fitness club. These are aimed at testing their skills in more challenging environments as well as encouraging participation for lifelong interest.

Year 11 Units of Study		Length of unit
Option Block 1	Pupils will be able to: <ul style="list-style-type: none"> <li>• Engage in physical activity / sport (and will have an option of an activity from each of</li> </ul>	Approx 7 lessons

	<p>the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness).</p> <ul style="list-style-type: none"> <li>• Understand why it is important to lead an active and healthy lifestyle.</li> <li>• Take part in competitive sport.</li> <li>• Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	
Option Block 2	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion); fitness), dance.</li> <li>• Understand why it is important to lead an active and healthy lifestyle.</li> <li>• Take part in competitive sport.</li> <li>• Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	Approx 7 lessons
Option Block 3	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness).</li> <li>• Understand why it is important to lead an active and healthy lifestyle.</li> <li>• Take part in competitive sport.</li> <li>• Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	Approx 6 lessons
Option Block 4	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; net/wall); fitness).</li> <li>• Understand why it is important to lead an active and healthy lifestyle.</li> <li>• Take part in competitive sport.</li> <li>• Understand teamwork and leadership.</li> </ul>	Approx 6 lessons

	Choose an activity that they could engage in for 'life'	
Option Block 5	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; striking &amp; fielding); fitness).</li> <li>Understand why it is important to lead an active and healthy lifestyle.</li> <li>Take part in competitive sport.</li> <li>Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	Approx 6 lessons
Option Block 6	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Engage in physical activity / sport (and will have an option of an activity from each of the following areas: outdoor and adventurous activities; outwitting opponents (invasion; striking &amp; fielding); fitness).</li> <li>Understand why it is important to lead an active and healthy lifestyle.</li> <li>Take part in competitive sport.</li> <li>Understand teamwork and leadership.</li> </ul> <p>Choose an activity that they could engage in for 'life'</p>	Approx 6 lessons

The *Subject Department Learning Journey* at a glance



*To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.*