

Subject Curriculum Information Pack



Pedmore
High School

Aspire, Persevere, Succeed

KS3 Curriculum Intent



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To develop confident lifelong learners and participators in health and physical exercise. To develop individual physical fitness and health by offering a range of physical activities to develop all components of fitness which will in turn, improve performance, engagement, and health. Ensure students have adequate knowledge and are confident in developing strategies to improve their mental, physical, and social health using physical activity and sport as a vessel to achieve this. Build personal qualities within PE that can be applied to all aspects of life such as resilience, motivation, aspirations, cooperation, teamwork, and leadership. These qualities should give students greater opportunities to be successful with a positive mindset and approach to all aspects of their lives. At the end of their studies at Pedmore High School students should leave the school with involvement in at least one physical activity they enjoy and take part in regularly.

Year 7 Curriculum Assessment Map



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Curriculum Assessment Map: Year 7 Physical Education

	Autumn Term 1	Spring Term 2	Summer Term 3
Topic	Introduction to PE, assessment and developing independence and confidence in physical activity	Develop basic individual skills, techniques, and strategies to beat opponents	Developing the leadership skills as an individual or leading a small team
Key Learning	<ul style="list-style-type: none"> Develop basic skills, knowledge of rules and strategies for activities 1-3. Organisation and familiarisation of PE routines Basic safety and know how to warm up/cool down Body Systems - Can name and locate muscles of the body. Knows the classification of muscles and fibre types. Can discuss and describe antagonistic muscle pairs. May be able to describe some muscle functions. Team work, Cooperation and Communication - Engages in PE lessons. Will show high resilience in activities they are strong in. Will engage in other activities with motivation especially when winning. Aims to improve work and progress in PE lessons. 	<ul style="list-style-type: none"> Develop basic skills, knowledge of rules and strategies for activities 4-6. Be able to independently set up and take down PE equipment safely with supervision Can lead a warmup for themselves or a small group. Know how to locate and stretch the muscles of the body in preparation for physical activity Fitness training/ methods - Be able to identify and describe health, fitness, exercise and performance and make the link between them all. they are used in. Be able to identify and describe the physical/health fitness components and what activities they are used in. Resilience, Motivation & Engagement and Aspirations - Engages in PE lessons. Will show resilience in activities they are strong in. Will engage in other activities with motivation and resilience. Aims to improve work and progress. 	<ul style="list-style-type: none"> Develop basic skills, knowledge of rules and strategies for activities 6-9. Be able to organise a group of students to set up equipment for an activity of their choice Can confidently lead a warmup with the group completely independently Leadership, Confidence, Responsibility & Conflict resolution (coach/official) - O-Can effectively officiate themselves. Are honest when they break a rule and know what rule they have broken. C-Can evaluate another student or two strengths and weaknesses in performance in skills, drills and pressurised situations. Integrity, Tolerance and Respect - Is respectful of others. Works with other students without guidance. Respects the decisions of officials who may be a peer. Understands others may not have the same opinion. Has personal integrity and is honest in games and in lessons.
Skills	<ul style="list-style-type: none"> Develop the basic skills required in activities 1 – 3. Basic passing, shooting, control, attacking and defending Perform individual warmup without any guidance. Be able to peer assess with guidance Develop confidence and self-belief in PE activities. Develop ability to independently get ready for PE. 	<ul style="list-style-type: none"> Develop the basic skills required in activities 4 – 6. Perform basic skills in isolation and can show basic skills in a game with some success. Will potentially show strength in one or two physical activities. Introduction to independent self and peer - assessment Introduction to officiating in activities with basic rules Develop ability to support lessons with teacher 	<ul style="list-style-type: none"> Develop the basic skills required in activities 7 – 9. Can participate competitively with the activity and use basic skills with success. They will engage fully when the game is in their area. Use basic skills well the majority of time. Can, with support, evaluate performance of self and now others and suggest ways to improve. Be able to self and peer assess and give some feedback on how to improve Possibly develop ability to lead part of an activity as a coach with teacher support.
Knowledge Organiser Focus	<ul style="list-style-type: none"> Muscular System Knowledge Organiser Each physical activity studied will have a knowledge organiser 	<ul style="list-style-type: none"> Health & Fitness Knowledge Organiser. HRF Components Knowledge Organiser Each physical activity studied will have a knowledge organiser 	<ul style="list-style-type: none"> Each physical activity studied will have a knowledge organiser
Informal Assessment	<ul style="list-style-type: none"> Students are assessed informally through each lesson and activities adapted appropriately. Q+A, Demonstrations and Game performance 	<ul style="list-style-type: none"> Students are assessed informally through each lesson and activities adapted appropriately. Q+A, Demonstrations and Game performance 	<ul style="list-style-type: none"> Students are assessed informally through each lesson and activities adapted appropriately. Q+A, Demonstrations and Game performance
Formal (summative) Assessment	<ul style="list-style-type: none"> In the first 4 weeks of Year 7 PE a baseline assessment takes place to measure student's physical performance against KS2 and 3 NC aim. Each activity is assessed within the 4 weeks (8hrs) it is studied. Q+A on muscular system Observations on communications and teamwork 	<ul style="list-style-type: none"> Each activity is assessed within the 4 weeks (8hrs) it is studied. An overall ability level is then assigned taking all the performances into account to give an average. Q+A on training/methods system Record of attendance and observations of engagement levels. 	<ul style="list-style-type: none"> Each activity is assessed within the 4 weeks (8hrs) it is studied. An overall ability level is then assigned taking all the performances into account to give an average. Observations of leadership skills and qualities Observations of integrity and respect.

Curriculum Assessment Map: Year 7 Physical Education



Year 8 Curriculum Assessment Map



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Curriculum Assessment Map: Year 8 Physical Education

	Autumn Term 1	Spring Term 2	Summer Term 3
Topic	Introduction to PE, develop knowledge of advanced skills, rules and strategies	Development of officiating skills and methods of training	Developing the leadership skills to lead a small group drill and have knowledge of the cardiovascular system
Key Learning	<ul style="list-style-type: none"> Introduce advanced skills, knowledge of rules and strategies for activities 1-3. Body Systems - Know the structure of the skeletal system. Know the movements at joints. Know the role of ligaments and tendons. Know the classification of joints. Team work, Cooperation and Communication - Can communicate to one or two others to discuss a new approach. Cooperates with most students. Tries to work as part of the team in set plays but can go off on their own to try and lead performance. 	<ul style="list-style-type: none"> Introduce advanced skills, knowledge of rules and strategies for activities 4-6. Fitness training/ methods - Reinforce the ability to identify and describe the physical/health fitness components and what activities they are used in. Be able to identify and describe the skill related fitness components and what activities they are used in. Resilience, Motivation & Engagement and Aspirations - Fully engaged and motivated in all PE lessons. Is resilient in all activities to win personal battles. Will engage with some extracurricular activity which may be recreational rather than competitive. Shows aspirations to improve areas of strength. 	<ul style="list-style-type: none"> Introduce advanced skills, knowledge of rules and strategies for activities 6-9. Leadership, Confidence, Responsibility & Conflict resolution (coach/official) - O-Have knowledge of basic rules and be able to officiate a small group confidently. May officiate a sport(s) of strength. C-KS3 NC - Understand what makes a performance effective and how to apply these principles to their own and others' work. Can set up and lead a drill with guidance. Integrity, Tolerance and Respect - Will admit to mistakes and identify how to rectify them. Works well with other students and includes them in lessons and activities. Respects the decisions of officials who may make a few minor mistakes. Understands and respects other opinions and can discuss difference in opinions with respect. Is trustworthy and independent.
Skills	<ul style="list-style-type: none"> Introduce the advanced skills required in activities 1 – 3. Use communication skills to lead a small group warm up. Reinforce self-leadership skills and setting up equipment 	<ul style="list-style-type: none"> Introduce the advanced skills required in activities 4 – 6. Students will be able to perform basic skills in isolation and can use the skills in a game but with more success and technique. Can show strengths in a range of activities. Be able to officiate with support in an activity of strength using basic rules 	<ul style="list-style-type: none"> Introduce the advanced skills required in activities 7 – 9. Student perform more confidently in competitions. Will use advanced skills and tactics with some error. PE KS3 NC AIM - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Develop leadership skills to lead a small group warm up and drills in sport of strength
Knowledge Organiser Focus	<ul style="list-style-type: none"> Each physical activity studied will have a knowledge organiser. Skeletal System 	<ul style="list-style-type: none"> Each physical activity studied will have a knowledge organiser. HRF and SRE components of fitness 	<ul style="list-style-type: none"> Each physical activity studied will have a knowledge organiser.
Informal Assessment	<ul style="list-style-type: none"> Students are assessed informally through each lesson and activities adapted appropriately. Q+A, Demonstrations and Game performance 	<ul style="list-style-type: none"> Students are assessed informally through each lesson and activities adapted appropriately. Q+A, Demonstrations and Game performance 	<ul style="list-style-type: none"> Students are assessed informally through each lesson and activities adapted appropriately. Q+A, Demonstrations and Game performance
Formal (summative) Assessment	<ul style="list-style-type: none"> Each activity is assessed within the 4 weeks (8hrs) it is studied. Q+A on Skeletal system. Observations on teamwork and communication. 	<ul style="list-style-type: none"> Each activity is assessed within the 4 weeks (8hrs) it is studied. Q+A on fitness training/methods. Record of attendance and participation. 	<ul style="list-style-type: none"> Each activity is assessed within the 4 weeks (8hrs) it is studied. Observations on leadership ability. Observations on integrity and respect.

Year 9 Curriculum Assessment Map



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Curriculum Assessment Map: Year 9 Physical Education

	Autumn Term 1	Spring Term 2	Summer Term 3
Topic	Introduction to PE, reinforce knowledge of advanced skills, rules and strategies and the circulatory system.	Development of officiating skills, methods of training and resilience	Developing the leadership skills to coach, knowledge of leadership qualities and skills.
Key Learning	<ul style="list-style-type: none"> Reinforce advanced skills, knowledge of rules and strategies for activities 1-3. Body Systems - Know the functions of the circulatory system. Know the 3 types of blood vessel and their role. Know about vascular shunting. Know the structure of the heart. Know the function of blood and components. Team work, Cooperation and Communication - Can communicate to others to discuss a new approach. Cooperates with all students and supports them and works as part of the team but can start to go off on their own in games if things are going wrong. Will use other players and teamwork at times with tactics and strategy. 	<ul style="list-style-type: none"> Reinforce advanced skills, knowledge of rules and strategies for activities 4-6. Fitness training/ methods - Be able to identify the Methods of Training and apply them. Be able to identify the principles of training. Resilience, Motivation & Engagement and Aspirations - PE KS3 NC AIM - 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. Take part in competitive sports and activities outside school through community links or sports clubs. 	<ul style="list-style-type: none"> Reinforce advanced skills, knowledge of rules and strategies for activities 6-9. Leadership, Confidence, Responsibility & Conflict resolution (coach/official) - O-Have knowledge of more complex rules and can lead a full game with confidence and authority. Can officiate a number of sports with basic rules. C-Can evaluate performance and suggest activities to improve performance as a coach. Integrity, Tolerance and Respect - Is honest and supports others who are correct even if it goes against their team. Will stand against intolerance or disrespect and respectfully challenge it. Actively works with and engages others well. Supports leaders and respects any decisions in an activity despite the outcome. Can respect and articulate other viewpoints.
Skills	<ul style="list-style-type: none"> Reinforce the advanced skills required in activities 1 – 3. Develop leadership skills to set up and run an activity 	<ul style="list-style-type: none"> Reinforce the advanced skills required in activities 4 – 6. Develop leadership skills to officiate independently with authority 	<ul style="list-style-type: none"> Reinforce the advanced skills required in activities 7 – 9. Develop leadership skills to coach a small group with confidence
Knowledge Organiser Focus	<ul style="list-style-type: none"> Each physical activity studied will have a knowledge organiser. Circulatory System 	<ul style="list-style-type: none"> Each physical activity studied will have a knowledge organiser. Fitness training and Methods 	<ul style="list-style-type: none"> Each physical activity studied will have a knowledge organiser.
Informal Assessment	<ul style="list-style-type: none"> Students are assessed informally through each lesson and activities adapted appropriately. Q+A, Demonstrations and Game performance 	<ul style="list-style-type: none"> Students are assessed informally through each lesson and activities adapted appropriately. Q+A, Demonstrations and Game performance 	<ul style="list-style-type: none"> Students are assessed informally through each lesson and activities adapted appropriately. Q+A, Demonstrations and Game performance
Formal (summative) Assessment	<ul style="list-style-type: none"> Each activity is assessed within the 4 weeks (8hrs) it is studied. Q+A on Circulatory system. Observations on teamwork and communication. 	<ul style="list-style-type: none"> Each activity is assessed within the 4 weeks (8hrs) it is studied. Q+A on Fitness Training and Methods. Register and observations on engagement. 	<ul style="list-style-type: none"> Each activity is assessed within the 4 weeks (8hrs) it is studied. Q+A on Skeletal system. Observations on teamwork and communication.



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