

Marshland Curriculum Overview

Physical Education

Curriculum Intent

Our PE curriculum at Marshland High School is broad and balanced, providing sporting opportunities to enable the progression of a wide range of skills and the opportunity to become an expert in one or more sporting activities. The curriculum ethos provides challenge, exercise and the opportunity to develop leadership experiences. The broad KS3 curriculum refines as students develop to KS4, enabling pupils to choose a clear structured and individualised pathway. This heightens engagement and participation levels for the individual, providing an essential mental and physical health benefit to all.

Students are exposed to a variety of themes throughout the curriculum including the health, social and mental benefits of taking part in sporting activities. Transferable skills will be evident and discussed using a common language across sporting disciplines, for example, invasion tactics, pace, possession, physical literacy. Sports Ambassadors in each year group develop leadership skills and role models.

Our curriculum offer is intelligently sequenced and interlaced with internal and external festivals of sport including house matches, Sports Days, national competitions or events.

We provide outstanding opportunities for extracurricular enrichment and reward pupils who put themselves forward for community sporting clubs. Students cherish the opportunity to represent their school in competitive sporting fixtures against other schools: to be proud of their community and their commitment to it.

Physical literacy, described as the “motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life” (YST – IPLA 2017) is at the forefront of lesson design and delivery, engaging all to flourish and enjoy lessons. This helps to “focus on fun and enjoyment and aims to reach the least active” (YST 2019). Children have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuits. Through the core PE curriculum, Marshland pupils are nurtured to realise two key outcomes, which feature on the physical and emotional wellbeing curriculum blueprint: physical and personal development. All Marshland High School PE lessons are mixed gender.

How does our curriculum build upon previous learning?

<p>Core PE KS3 KS4</p>	<p>Our KS3 curriculum builds upon core knowledge of KS2, based on the prescribed national curriculum for Physical Education guidance states that all students should:</p> <ol style="list-style-type: none"> 1. develop competence to excel in a broad range of physical activities 2. are physically active for sustained periods of time 3. engage in competitive sports and activities 4. lead healthy, active lives <p>By the end of KS2 students should continue to apply and develop a broader range of skills, deploy and link them in different ways to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other, and understand how to improve in different physical activities and sports, learning to evaluate and recognise their own success. Students should be taught to:</p> <ol style="list-style-type: none"> 1. use running, jumping, throwing and catching in isolation and in combination 2. 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 3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 4. perform dances using a range of movement patterns 5. take part in outdoor and adventurous activity challenges, individually and within a team 6. compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Our KS3 curriculum builds upon core knowledge of KS2. Units 1, 2 and 3 use the building blocks approach and are based around skill application, with unit 3 expanding on achievements in unit 2, and so on.</p> <p>KS4, units 4 and 5, build upon key points from prior learning with an increased tactical emphasis and how to outwit an opponent. Any new content not previously covered will have skill acquisition, tactical and health related components.</p>
<p>GCSE PE KS4</p>	<p>Students explore how the human body functions during physical activity and the physiological adaptations that can occur due to diet and training. They also develop data analysis skills, an understanding of the principles of training, why we train in different ways and how training plans can optimise results.</p> <p>Students develop knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participation, as well as the influences of commercialisation, sponsorship and the media.</p>

What do students <u>do</u> with this knowledge or these skills?	How do we help students secure this knowledge in long-term memory?
<p>KS3</p> <p>Physical Outcomes</p> <ul style="list-style-type: none"> ● Develop competence and confidence in applying techniques in a breadth of sports ● Understand what makes an effective performance and learning through physically and mentally challenging activities <p>Personal Outcomes</p> <ul style="list-style-type: none"> ● Develop resilience and interpersonal behaviours to make informed choices ● Develop a growth mindset through seizing opportunities and having a desire to succeed ● Support others in their learning, contributing to and providing ideas 	<ul style="list-style-type: none"> ● Memory retrieval practice, in lessons and as homework (use of knowledge organiser for KS3) ● Use of scaffolding and broken-down tasks (isolated building blocks) developing into more fluent and natural movements eventually with a tactical emphasis ● Focus on transferable skills underpinning interleaving skills from other physical areas, such as spatial awareness and control, skill selection and vision ● Targeted questioning underpinning retrieval practice and key themes throughout the lessons, including key strands from the knowledge organiser scheme of learning ● Spaced learning intelligently placed within lesson structure to cement learning and to check learning
<p>KS4</p> <p>Physical Outcomes</p> <ul style="list-style-type: none"> ● Learn to embed physical activity habits and make lifestyle choices to prepare for further learning experiences <p>Personal Outcomes</p> <ul style="list-style-type: none"> ● Students will be self-motivated, articulate, passionate and will learn to build positive mental health ● Build up resilience to manage pressure, training and work environments where work readiness, wellbeing and pressure are daily factors 	

How does our curriculum align to the national curriculum?

KS3 Core runs alongside the national curriculum and covers all themes for Y7 to Y9, building on knowledge from KS2. Through use of the knowledge organiser, many GCSE PE theory elements are inserted into lessons, culminating in two written 40-minute assessments

KS4 Core runs alongside the national curriculum and covers all themes for Y10 and Y11, building on KS3 knowledge. Keen links are made with Norfolk sporting clubs in the first instance, with pupils encouraged to join to access higher and more developed skills and facilities, thus enabling better performance levels. This in turn helps prepare pupils for their future life, health, happiness and employability – a key aspect of the new personal development strand.

KS4 GCSE curriculum lesson sequence follows the exam specification, allowing knowledge to build from basic biological anatomy requirements (Component 1) then branches out into training and effects on the body. A Personal Exercise Programme (PEP) course work element features at the end of Y10. The Psychological element (Component 2) brings Y11 study to a close allowing time for structured revision prior to the summer exams.

How do we check student understanding and monitor progress?

Understanding is checked by regular personal feedback conversations, retrieval practices and targeted no hands up Q+A sessions. These strategies help to identify gaps in knowledge and acquired skills, providing teachers with a quality understanding of pupil progress and a chance to address any misconceptions or to polish skills.

An end of unit practical skills test is administered and recorded via a spreadsheet on a dedicated PE notice board. This is regularly updated and accessible to pupils. Two KS3 'exams' are based on theory content and related to knowledge organisers and the knowledge rich scheme of learning.

Understanding in the GCSE PE component is regularly checked via retrieval practice, short stake quizzes, formal health checks, end of unit tests and full exams. Assessment outcomes help to formulate interventions for a group or individual basis.

Curriculum sequencing

Year	Autumn	Spring	Summer
KS3	<p>Y7 students focus on the basic blocks of physical literacy (working hard and hand-eye-coordination), the basic rules of a particular sport, drills that are appropriate to develop key competencies in a certain discipline. We foster an enjoyment and love of sport through engagement with fun, meaningful participation in team sports. For many students, this will be their first experience of many of these sporting disciplines and this provides the foundation for future progression.</p> <p>As students progress to Y8 they continue to develop key skills, understanding and revisit sports from the previous year. Core drills and knowledge are revisited and revised through deliberate practice opportunities, which scaffold the introduction of more complex and difficult tasks/skills. Terms such as pace, acceleration, direction change and team-building elevate student understanding and engagement.</p> <p>During Y9 students refine their ability through further practice and modelling of more advanced techniques and concepts. Key physiological content is introduced and reinforced through practical teaching. Key concepts of attacking and defending space, advanced passing techniques are introduced alongside resistance training techniques to support muscle development, and advanced tactical considerations when playing team-based invasion games. All lessons are 'streamed', mixed gender and work on a carousel basis where each child, irrespective of sporting prowess, follows the same curriculum.</p>		
	<p><u>Sports - Autumn</u></p> <p>Hockey Netball Basketball Football</p>	<p><u>Sports - Spring</u></p> <p>Table Tennis Trampolineing OAA HRF Gymnastics</p>	<p><u>Sports - Summer</u></p> <p>Athletics Rounders Kwik Cricket Tennis</p>

Curriculum sequencing					
Year	Autumn		Spring		Summer
KS4 Core	Students consolidate KS3 experiences to develop and refine understanding of the core sporting disciplines. Games are regularly used as opportunities for students to model and demonstrate ability. Students have the opportunity to retake an option to gain mastery over a particular sport through additional exposure to that area, more advanced individual/group-based tuition should they wish to, or follow a broader bespoke curriculum. This offer of an individual and selected curriculum promotes excellent engagement within school, and students relish the opportunity to gain mastery over a specific area of sport. Many students are members of teams (both school and external), and our curriculum supports a lifelong love and passion for sport.				
	<u>Sports - Autumn</u> Hockey Netball Basketball Football all with a chance to 'retake' an option		<u>Sports - Spring</u> Table Tennis Trampolining OAA Badminton Celebrity Fitness Aerobics Circuit Training Boxercise		<u>Sports - Summer</u> Athletics Rounders Kwik Cricket Tennis
KS4 GCSE PE	Sports offered are on an individual class need basis, with opportunity to develop a child's third sport (2nd if needed) on timetable. GCSE PE students need to be enthusiasts or 'mini experts' in at least one sport, and three sports are required to qualify for the final practical exam. Qualifying sports are featured on the School's PE webpage. A variety of indoor and outdoor sports are offered all year.				
Rationale for this sequencing	<p>CORE PE provision in both key stages follows a seasonal approach. Starting with traditional invasion team sports, then 'indoor sports' during Autumn and Winter, then summer sports in the final school term.</p> <p>KS4 is a little more diverse, responding to student voice requests for more 'real' experiences that may be found in the community sports scene, including the addition of Boxercise, aerobic dance and other HRF content. Sports such as ultimate frisbee, handball, aqua aerobics and squash have made appearances onto the curriculum in recent years. KS4 students have a chance to repeat a topic should they wish to become a 'mini expert' in that area, meaning some sports appear more than once during the year.</p> <p>KS3 is didactic working on a carousel approach and KS4 works on a 'loose option' allowing children to pick sports and map their way through the curriculum, creating a thirst to take part. In Y9 and Y10 a full year-group rounders competition creates focused competition and chance for pupils to get into a firm routine.</p> <p>GCSE PE allows knowledge to build from basic biological anatomy requirements (component 1), to branch out into training and effects on the body. A PEP (Personal Exercise Programme) course work element is inserted at the end of Y10 and finished at the start of Y11. The Psychological element (component 2) brings Y11 study to a close with structure time for revision for summer exams.</p>				

How does our curriculum prepare students for the transition to post-16 pathways?

The Core curriculum provides a structure for pupils to add to basic skills and develop a tactical approach, firstly using a broad and balanced curriculum to sample different sports, then strategically narrow slightly to enjoy and choose specific sports whilst developing their own appetite. At all years, pupils are encouraged to join school extracurricular and local community clubs to help them to seek out a physical activity that they may wish to pursue for life.

GCSE PE pupils may progress on to A level and BTEC level 3 sports-related courses in sixth form and college. KS5 units of work directly build upon knowledge from KS4, for example, biomechanical movements and an in-depth look at the anatomical state, relating to physical activities.