

PE

Curriculum Principles

By the end of their secondary education at Dixons Brooklands Academy students will have gained many attributes from Physical Education;

○ Have the ability to excel in a broad range of physical activities
○ Be physically active for sustain periods of time
○ Engage in competitive sports activities
○ Lead healthy active lifestyles.

At Dixons Brooklands Academy the PE department aims to use the 3 pillars of progression to meet the breadth and ambition of the National Curriculum.

1. Skill acquisition (hands) – knowledge and range of movements that become increasingly sport and physical active specific.
2. Tactical awareness (heads) – knowledge of the conventions of participation in different sports and physical activities.
3. Emotions/interactions (hearts) – knowledge of leadership and ability to interact with others.

At DBK we aim for students to;

- have developed a secure foundation of fundamental movement skills which allow students to develop and apply their motor competence to a wide range of sports.
- have developed knowledge in a wide range of sports including rules, strategies and tactical decision-making skills that can be applied successfully into either competitive situations or situations that apply pressure to students decision making.
- know the physical, mental and social benefits of healthy lifelong participation in physical activity and have considered the negative impacts of following a sedentary lifestyle.
- have, if they continue their study to examination PE at key stage 4, developed their knowledge in a wide range of sporting contexts outside of performing including understanding how the body works and its response to exercise, along with barriers and solutions to sports participation.

Our uniting 'sentence' is: Physical Education at Dixons Brooklands Academy inspired a love for sport, and health, and gave students the tools to fulfil a health and active lifestyle in future life.

Assessment

Our students are assessed over 10 sports across the academic year, 2 sports each term. Our students are given a percentage for each sport based on the three different pillars of assessment, Skill Acquisition, Tactical awareness and Emotions/Interactions. The overall percentages will be averaged each term, so an accurate percentage can be given to parents, guardians and students in regards to

the overall grade for the different sports done. This takes into consideration the depth and breathe of our curriculum at DBK.

The assessment used develops through 5 different stages, those achieving the higher percentages are those securing competency with the three different areas, 'Consistently displaying more advanced abilities' in comparison to those at stage one showing 'Limited Development of the Basics FMS'. Students being graded in the early stages will be able to perform a basic skills in isolation with limited success in a game situation or conditioned practice. Student being graded in the excellence stage will be able to perform complex skills with success nearly all the time while under pressure in a game situation or conditioned practice.

In order to achieve a true understanding of PE, topics have been intelligently sequence based on the following rationale:

- The knowledge and skills selected are to prepare students for examination PE at KS4, providing them with the correct knowledge to succeed, as well as providing them with the correct skills and techniques to perform in competitive environments, within school and outside of school. In order to meet the aims of the NC we aim to develop students' knowledge, understanding and applications of motor competence, rules, strategies, tactics and their understanding of healthy participation in PA. Throughout KS3 students will develop their motor competence to build on and apply fundamental motor skills into sport specific practices. Lesson are carefully planned and sequenced to provide students with confidence (low stake tasks / discussions about prior experience) in order to develop their motor competence in the long term.
- By completing a variety of sports within the categories of, net and wall games, invasion games and striking and fielding games. Students will develop skills and techniques with focuses on using that knowledge to perform in competitive situation. These units will give all pupils the knowledge required to live an active lifestyle in the future.
- Tactical awareness; Rules, strategies and tactical principles will be introduced and will be applied in a competitive environment. The main focus will be to improve students decision making based on the rules or tactics for each specific sport. This will be done through competitive and conditioned practices. Motor competence and rules, strategies and tactics are mutually taught. With the main focus being motor competence in Year 7. Students will be introduced to rules, strategies and tactics from Y7 but not assessed on their application of them until Y9. This gives student adequate time to develop their motor competence without the pressure of applying tactics to their performance. This does not mean students will not be taught rules, strategies and tactics as they are a fundamental part of sport.
- KS3 students will develop the skill, knowledge and confidence to understand healthy participation in PA in and outside of the classroom environment. Students will be taught the benefits exercise can have on the body. How exercise can affect heart rate and how fitness can not only positively impact sporting performance but also general health and well-being. The aim is to develop their knowledge and understanding of healthy participation so they can apply it to their journey towards a healthy, active lifestyle.

KS4 PE is developed through a number of examination classes:

- At KS4 core PE the activities are aimed to develop high quality athletes that can demonstrate and apply basic, core and advanced physical skills; a range of tactical proficiencies; a deep understanding of rules and regulation principles and an ability to apply all of these correctly in a range sport-specific competition.

In KS4 students are given more autonomy over their learning allowing them to focus on selected sports / activities they aim to master (e.g. Football, Badminton) to enable them to apply this in their own healthy active lifestyle. There is a greater emphasis on rules, strategies and tactics at KS4 as student should have developed their FMS and motor competence during KS3 and now be applying these competences to game / competitive situations. At KS4 student also have the opportunity to study

GCSE PE, BTEC TECH Sport and BTEC TECH Dance allowing students autonomy over their preferred examination subject.

- The curriculum has been sequenced to allow students to gradually build a depth of physical skill through the application of this procedural and substantive knowledge in a wide range of sporting contexts.

Our PE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Due to the nature of our surrounding area, and communities, our curriculum is designed around the most disadvantaged learner in our community. We are careful not to assume any prior general knowledge or access to physical activity and sport as students arrive from local primary schools. All students are taught a rigorous curriculum which extends beyond the expectations set by the national curriculum for PE. Although students are taught in groups, we have the same high expectations of all students and we do not narrow the curriculum based on prior attainment. All students are taught from the same scheme of work, with the same skills and techniques taught, but in different ways, to different learners, so that everyone has access to the same powerful knowledge, but some activities may be supplemented or modelled as required for individual or small groups of students.
- Teachers spend extended periods of time, prioritising disadvantaged students and those from identified underrepresented groups, ensuring that they are implementing effective and preventative strategies for these learners, ensuring highly tailored teaching methods are personalised. Using methods such as peer coaching, targeted questioning, scaffolding, or breakout groups for those students.

PE has many contributing factors to our students at DBK:

At KS4 our belief is that home learning should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice PSA tasks.

- Throughout Physical education at DBK lessons incorporate a variety of different activities which are imperative for students to develop their physical, social and mental health. The high levels of activity that our students will take part in will help to have a life-long impact on students' lives and development.
- Students confidence and ability to lead are challenges which are presented to our students throughout the curriculum and extra- curricular activities. All lessons will require students to communicate with others and at times work in teams and groups with leadership roles. Our lessons are created in a way to support the development of students, to create confident and young leaders.
- Mental health issues across young and older people is on the rise, and it is important to ensure that students understand the benefits of exercise on the mind. Resilience, determination and self-esteem are just some of the many psychological factors that can be imperative to a person's mental health. It is well researched that exercise can have positive effects on a person's mental well-being and the PE curriculum has high expectations and challenging activities will push students out of their comfort zones and careful scaffolding of successes and next steps will help students to improve their self-esteem.
- Within our community cultural barriers can be seen throughout, and throughout PE we work to break down these cultural barriers that exist within society and sport. Working together in mixed ability groups and learning to understand differences, in backgrounds, gender, religion and disability. During BTEC classes students look at the barriers to participation for these different user groups, and the methods to overcome these. The variety of activities on our curriculum ensure success for all no matter a student's gender, culture or disability with new age Curling and Boccia lessons given to students in all year groups each year.

PE develops cultural capital across many areas, as well as preparing students for success throughout examination PE:

- Our links with our sponsor the Manchester United Foundation provides additional experiences for the pupils including trips to leadership and sporting events. These all help to provide students with career goals and give them the aspiration to work hard to achieve these. These trips and topics covered whilst studying the course help to improve student's employability skills.
- The PE Department offers many extra-curricular clubs after school and are available to all students to develop their skill set, understanding of the game/activity and socialise with peers. As part of this, students are given multiple opportunities to represent the academy at local competitions.

Long Term Plan Y10 (BTEC TECH SPORT)

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1		W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
		Training days + 1 pupil day										Data days 23/11 + 24/11		
	Double Component 1		Introduction to Component 1/ Classifications of sport.	Outdoor activities/Physical Fitness activities	Provision of Physical activity/ Sectors	Participants with disabilities/Long term health issues.	Barriers/Methods to overcoming barriers.	PSA Scenario 1A. YOU DO.	Different types of sports clothing and footwear Benefits and Limitations	Sports specific and safety equipment benefits and limitations	Facilities/ Officiating	The benefits and limitations of equipment	PSA Scenario 1B. YOU DO.	Types of activities in a pulse raiser/Choosing the correct pulse raiser
	Single Component 1		Benefits of taking part in exercise	Practical	Physical activity needs of participants	Barriers to Participation	Practice assessment/ I do	1B Different types of sports clothing and footwear	Sports specific and safety equipment	Modified equipment and facilities	Technology	PSA Scenario 1B. I DO.	Planning a warm-up	Response of the cardiorespiratory system to a pulse raiser
Cycle 2		W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
								Training day 09/02			Data days 07/03 + 08/03			
	Double Component 1	Response of the musculoskeletal system to a	Response of the cardiorespiratory and musculoskeletal	Response of the cardiorespiratory and musculoskeletal	Adapting warm ups for different categories of participants	Delivering a warm-up to prepare participants for	Organising a warm up/ Supporting participants	PSA Preparation	PSA Preparation	PSA Preparation	PSA Completion	PSA Completion	PSA Completion	Component 2 Introduction
	Single Component 1	Types of activities in a mobiliser	Types of activities in preparation stretches	Adapting a warm-up for different categories of participants and	Adapting the warm up to make it specific to a physical activity	Practical	Planning your warm up	PSA Preparation	PSA Preparation	PSA Completion	PSA Completion	PSA Completion	PSA Completion	Components of fitness
Cycle 3		W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
					May bank holiday 06/05							Data day 19/07		
	Double Component 2	Components of fitness	Skill related fitness	Aerobic Endurance training methods	Speed training methods	Flexibility Training methods	Free weights training methods	PSA 2A practice	Types of skill/Types of practices	Skills and techniques for sports	Responsibility of officials	Rules and Regulations	PSA Practice Task: YOU DO	

	Single Component 2	Physical Components	Mini Assessment components of	Practical	Practical	Practical	Recap lesson	Component 2b introduction	Practical	Strategies	Role of the Official	PSA Practice Task- I DO	Practical	
--	-----------------------	--------------------------------	--	-----------	-----------	-----------	---------------------	---------------------------------	------------------	-------------------	---------------------------------	------------------------------------	------------------	--

Long Term Plan Y11 (BTEC TECH SPORT)

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1		W/C 28/8	W/C 04/09	W/C 11/09	W/C 18/09	W/C 25/09	W/C 02/10	W/C 09/10	W/C 16/10	W/C 06/11	W/C 13/11	W/C 20/11	W/C 27/11	W/C 04/12
		Training days + 1 pupil day										Data days 23/11 + 24/11		
	Double Component 1	Demonstrating ways to improve participants sporting techniques	Drills and Practices	PSA Practice 2C	Recap	Recap	PSA Preparation	PSA preparation	PSA preparation	PSA Completion	PSA Completion	PSA Completion	PSA Completion	Catch up time/Practical
	Single Component 1	Drills and Practices	Supporting participants	Recap	PSA Preparation	PSA Preparation	PSA Preparation	PSA preparation	PSA Completion	PSA Completion	PSA Completion	PSA Completion	Practical	Component 3 overview
Cycle 2		W/C 11/12	W/C 18/12	W/C 08/01	W/C 15/01	W/C 22/01	W/C 29/01	W/C 05/02	W/C 19/02	W/C 26/02	W/C 04/03	W/C 11/03	W/C 18/03	W/C 08/04
								Training day 09/02			Data days 07/03 + 08/03			
	Double Component 1	Introduction to component 3	Basic Principles of training (FITT)	Calculating maximum heart rate	Technology to measure exercise intensity	Reliability, practicality & validity	Interpreting data	Fitness testing- Speed	Fitness testing- Aerobic Endurance	Fitness testing muscular Strength	Fitness testing- Power	Fitness testing - Coordination	Practice exam	Effects of long-term training
	Single Component 1	Components of fitness	Additional principles of training	Exploring the relationship between HR and the RPE scale	Investigating fitness testing to determine fitness levels	Designing an informed consent	Fitness test methods	Fitness testing- Muscular Endurance	Fitness testing- Body composition	Fitness testing- Agility	Fitness testing- Balance	Fitness testing- Reaction Time	Providers of fitness testing	
Cycle 3		W/C 15/04	W/C 22/04	W/C 29/04	W/C 06/05	W/C 13/05	W/C 20/05	W/C 03/06	W/C 10/06	W/C 17/06	W/C 24/06	W/C 01/07	W/C 08/07	W/C 15/07
					May bank holiday 06/05							Data day 19/07		
	Double Component 2	Investigating fitness programming	Motivational techniques/ Influence of	Exam Preparation	Exam Preparation	Exam Preparation	Exam Preparation							
	Single Component 2	Personal information to aid training	Benefits of motivation	Exam Preparation	Exam Preparation	Exam Preparation	Exam Preparation							