



KS3 Core PE Curriculum Overview

Pupils develop their physical literacy knowledge and skills across 4 domains; physical, cognitive, social and psychological. These are interleaved throughout the Key Stage. Pupils start their PE journey in the Foundation stage and progress through to the Acquisition and Consolidation (more able) stages. The activities participated in will be influenced by the facilities and the number of groups on PE at the same time. The activities range across football, netball, badminton, volleyball, handball, table tennis, basketball, dodgeball, benchball, fitness gym, trampolining, athletics, rounders, softball and cricket.

Aims;

- Develop confidence in a range of physical activities.
- To be physically active for sustained periods of time.
- To engage in competitive sports and activities.
- To lead healthy, active lives.

Pupils will be taught to;

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Take part in activities that present intellectual and physical challenge which encourage pupils to work in a team and to solve problems either individually or as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside school.

Term	Year 7	Year 8	Year 9
Autumn	<p>Knowledge</p> <p>Leadership: Students leading warm ups in their teams and basic scoring systems.</p> <ul style="list-style-type: none"> - Autumn – Understand the make-up of 3 stage warm up. Be able to carry this out correctly leading in three’s taking a stage each) <p>Fitness: Identify fitness components linked to the activity, basic heart rate and how to take the pulse and know what happens to the heart rate during and after exercise.</p> <ul style="list-style-type: none"> - Autumn- Students to be able to know some of the fitness components of the sports that they are taking part in. <p>Organisation of Equipment: Set up and be able to mark pitches and courts</p> <ul style="list-style-type: none"> - Autumn – Students to be able to work in small groups to set up areas for skills and main activities – with teacher support. <p>ICT – Throughout – basic level of competency.</p>	<p>Knowledge</p> <p>Leadership: Whole class warm up and be able to develop roles such as officiating and keeping score cards.</p> <ul style="list-style-type: none"> - Autumn – All students should be able to lead a 3 stage warm up individually to a small group. <p>Fitness: Been able to explain fitness components in various sporting situations and understand how to test these components. Methods of training are introduced and applied where appropriate.</p> <ul style="list-style-type: none"> - Autumn – Be able to verbally explain and demonstrate how the components are fitness are used in selected sports. <p>Organisation of Equipment: Set up and be able to mark pitches and courts</p> <ul style="list-style-type: none"> - Autumn – selected student(s) to be able to set areas needed for skills and main activities – independently. <p>ICT – Been able to analyse skills and how to make improvements on performance</p>	<p>Knowledge</p> <p>Leadership – Section of a main activity of lesson. Roles: official, coach, score keeper.</p> <ul style="list-style-type: none"> - Autumn- Students should be able to lead a whole class 3 stage warm up and be able to demonstrate various roles within sporting situations. <p>Fitness: Start to evaluate the effectiveness of their own and others fitness levels and components on performance in a selected sport.</p> <ul style="list-style-type: none"> - Autumn –Be able to verbally explain how different levels of fitness influence positions and performance highs and lows in a selected activity. - <p>Organisation of Equipment: Set up and be able to mark pitches and courts</p> <ul style="list-style-type: none"> - Autumn – Students to be able to independently set areas needed and make adjustments needed when necessary. <p>ICT – Been able to analyse skills and how to make improvements on both individual and team performances.</p>



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	<p>- Autumn – Students will experience how to use in small groups ICT equipment for recording.</p>	<p>- Autumn – Students will be able to independently use ICT equipment to make adjustments to skills and show progression.</p>	<p>- Autumn – Students will be able to independently use ICT equipment to make adjustments to own and others skills to show progression.</p>
	<p>Skills</p> <p>Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>4 skills are taught to students</p> <p>Refer to specific skills in the 4 stages of the curriculum journey for each activity.</p> <p>Leadership, Officiating, Communication, Organisation</p> <p>Performance skills related to the activity (see SOW)</p> <p>Foundation Skills – Basic level of technique, poor timing and inconsistent. Lots of errors.</p> <p>Acquisition Skills – performed with accurate timing and consistency with some errors. Skills are adapted appropriately and performance skills influence the outcome of the activity.</p> <p>Consolidation Skills – refined skills, consistently replicated with few errors. Influential in all aspects of the activity. Can self-evaluate skills and adapt and improvise accordingly.</p>	<p>Skills</p> <p>Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>4 skills are taught to students</p> <p>Refer to specific skills in the 4 stages of the curriculum journey for each activity.</p> <p>Leadership, Officiating, Communication, Organisation</p> <p>Performance skills related to the activity (see SOW)</p> <p>Foundation Skills – Basic level of technique, poor timing and inconsistent. Lots of errors.</p> <p>Acquisition Skills – performed with accurate timing and consistency with some errors. Skills are adapted appropriately and performance skills influence the outcome of the activity.</p> <p>Consolidation Skills – refined skills, consistently replicated with few errors. Influential in all aspects of the activity. Can self-evaluate skills and adapt and improvise accordingly.</p>	<p>Skills</p> <p>Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>4 skills are taught to students</p> <p>Refer to specific skills in the 4 stages of the curriculum journey for each activity.</p> <p>Leadership, Officiating, Communication, Organisation</p> <p>Performance skills related to the activity (see SOW)</p> <p>Foundation Skills – Basic level of technique, poor timing and inconsistent. Lots of errors.</p> <p>Acquisition Skills – performed with accurate timing and consistency with some errors. Skills are adapted appropriately and performance skills influence the outcome of the activity.</p> <p>Consolidation Skills – refined skills, consistently replicated with few errors. Influential in all aspects of the activity. Can self-evaluate skills and adapt and improvise accordingly.</p>
	<p>Assessments</p> <p>Knowledge and performance is assessed through 4 skills for each activity against Foundation, Acquisition criteria.</p> <p>Application of these skills in a performance are assessed against GCSE PE criteria in the following bands; Skills are assessed /10; Foundation 1-4 Acquisition – 5-7 Consolidation – 8-10</p> <p>Application of these skills in a performance are assessed against GCSE PE criteria in the following bands; Foundation - 1-10 Acquisition - 11-20 Consolidation - 21-25.</p> <p>2-4 activities per term</p>	<p>Assessments</p> <p>Knowledge and performance is assessed through 4 skills for each activity against Foundation, Acquisition and criteria.</p> <p>Application of these skills in a performance are assessed against GCSE PE criteria in the following bands; Skills are assessed /10; Foundation 1-4 Acquisition – 5-7 Consolidation – 8-10</p> <p>Application of these skills in a performance are assessed against GCSE PE criteria in the following bands; Foundation - 1-10 Acquisition - 11-20 Consolidation - 21-25.</p> <p>2-4 activities per term</p>	<p>Assessments</p> <p>Knowledge and performance is assessed through 4 skills for each activity against Foundation, Acquisition and Consolidation criteria where appropriate.</p> <p>Skills are assessed /10; Foundation 1-4 Acquisition – 5-7 Consolidation – 8-10</p> <p>Application of these skills in a performance are assessed against GCSE PE criteria in the following bands; Foundation - 1-10 Acquisition - 11-20 Consolidation - 21-25.</p> <p>2-4 activities per term</p>



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Spring	<p>Overview</p> <p>Leadership: Students leading warm ups in their teams and basic scoring systems.</p> <ul style="list-style-type: none"> - Spring- Be able to lead a whole 3 stage warm up in group of 3 conducting each stage correctly. <p>Fitness: Identify physical and skill related components , basic heart rate</p> <ul style="list-style-type: none"> - Spring - Be able to know the difference between skill related fitness components and physical related components and how they might be improved in a chosen sport. <p>Equipment: Set up and be able to mark pitches and courts</p> <ul style="list-style-type: none"> - Spring – Students to be able to work together to develop an activity in small groups. They should also become familiar with coaching and officiating in sports. <p>ICT – Throughout – basic level of competency.</p> <ul style="list-style-type: none"> - Spring – Students will have the confidence to start analysing basic movements and provide some recommendations. 	<p>Overview</p> <p>Leadership: Whole class warm up and be able to develop roles such as officiating and keeping score cards.</p> <ul style="list-style-type: none"> - Spring – Be able to lead a whole class 3 stage warm up, and conduct any other warm ups previously demonstrated. The roles of coach, and officials should be starting to become embedded through lessons. <p>Fitness: Been able to explain SRF and PRF components in various sporting situations and understand how to test these components. Methods of training are introduced and applied.</p> <ul style="list-style-type: none"> - Spring – Be able to verbally and physical explain and demonstrate how the components are fitness are used in variety of sports along with testing methods. <p>Equipment: Set up and be able to mark pitches and courts</p> <ul style="list-style-type: none"> - Spring – selected student(s) to be able to set areas needed for skills, moderations and main activities – independently in accordance with their moderation grade to be able to develop activities. <p>ICT – Been able to analyse skills and how to make improvements on performance</p> <ul style="list-style-type: none"> - Spring – Students will be able to independently use ICT equipment to make adjustments to skills and show progression 	<p>Overview</p> <p>Leadership – Section of a main activity of lesson. Roles: official, coach, score keeper.</p> <ul style="list-style-type: none"> - Spring- Students to as minimum lead a whole class 3 stage warm up and be able to demonstrate various roles within sporting situations competently. This should include coaching students in groups and organising tournaments. <p>Fitness: Training zones and principles of training.</p> <ul style="list-style-type: none"> - Spring –Be able to demonstrate and explain how to training zones through activity area. Eg, Football aerobic when playing for 9 minutes midfield and anaerobic when sprinting. <p>Equipment: Set up and be able to mark pitches and courts</p> <ul style="list-style-type: none"> - Spring – Students to be able to make adjustments to practices without teacher support. <p>ICT – Been able to analyse skills and how to make improvements on both individual and team performances.</p>
	Skills	Skills	Skills



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	<p>Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>Assessments Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>2 activities per term: Invasion (football basketball, netball) Accurate replication (gymnastics and trampolining), striking and fielding (cricket) and Fitness.</p> <p>Students are assessed using a GCSE Markband from Edexcel, proven outcomes. 10 Skills and 25 Application</p>	<p>Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>Assessments Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>2 activities per term: Invasion (football basketball, netball) Accurate replication (gymnastics and trampolining), striking and fielding (cricket) and Fitness.</p> <p>Students are assessed using a GCSE Markband from Edexcel, proven outcomes. 10 Skills and 25 Application</p>	<p>Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>Assessments . Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>2 activities per term: Invasion (football basketball, netball) Accurate replication (gymnastics and trampolining), striking and fielding (cricket) and Fitness.</p> <p>Students are assessed using a GCSE Markband from Edexcel, proven outcomes. 10 Skills and 25 Application</p>
<p>Summer</p>	<p>Overview</p> <p>Leadership: Students leading warm ups in their teams and basic scoring systems.</p> <ul style="list-style-type: none"> - Summer- Students should be able to lead a whole class warm up and demonstrate basic coaching and officiating techniques. <p>Fitness: Identify physical and skill related components , basic heart rate</p> <ul style="list-style-type: none"> - Summer – To have undertaken and carried out some fitness testing in preparation for Y8 and understand how the SRF and PRF component’s may be improved. <p>Equipment: Set up and be able to mark pitches and courts</p> <ul style="list-style-type: none"> - Summer – All Students will be set up a activity individually in lessons. 	<p>Overview</p> <p>Leadership: Whole class warm up and be able to develop roles such as officiating and keeping score cards.</p> <ul style="list-style-type: none"> - Summer: Students should be able to lead in a range of sports using coaching techniques taught and be competent in officiating a range of sports. <p>Fitness: Been able to explain SRF and PRF components in various sporting situations and understand how to test these components. Methods of training are introduced and applied.</p> <ul style="list-style-type: none"> - Summer – To be able to demonstrate and explain how to improve both SRF and PRF fitness components in a variety of sports relating to basic principles of training. <p>Equipment: Set up and be able to mark pitches and courts</p> <ul style="list-style-type: none"> - Summer – All student(s) to be able to set areas needed for skills, moderations and main activities – independently in accordance with their moderation grade to be able to develop activities. <p>ICT – Been able to analyse skills and how to make improvements on performance</p>	<p>Overview</p> <p>Leadership – Section of a main activity of lesson. Roles: official, coach, score keeper.</p> <ul style="list-style-type: none"> - Summer- Students should be competent in organising fixtures and games within lessons and be able to effectively self-manage. When leading and officiating activities students should be able to demonstrate confidence and knowledge of rules and regulations. <p>Fitness: Training zones and principles of training.</p> <ul style="list-style-type: none"> - Summer – Be able to demonstrate and use training zones along with Borg (intensities) and understand the differences and demands of when undertaking different sports. <p>Equipment: Set up and be able to mark pitches and courts</p> <ul style="list-style-type: none"> - Summer– Students to be able to make adjustments to practices without teacher support and explain how the equipment used challenges or supports them. <p>ICT – Been able to analyse skills and how to make improvements on both individual and team performances.</p>



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	<p>ICT – Throughout – basic level of competency.</p> <p>- Summer – Students should be able to record and explain movements relating to aspects of the lesson – describing recommendations for success.</p>	<p>- Summer – Students will be able to independently use ICT equipment to make adjustments to skills and show progression in selected sports using correct terminology.</p>	
	<p>Skills Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p>	<p>Skills Taught the skills within the mark band and once student can demonstrate and apply these they will be progressed.</p>	<p>Skills Taught the skills within the mark band and once student can demonstrate and apply these they will be progressed.</p>
	<p>Assessments Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>2 activities per term: Invasion (football basketball, netball) Accurate replication (gymnastics and trampolining), striking and fielding (cricket) and Fitness.</p> <p>Students are assessed using a GCSE Markband from Edexcel, proven outcomes. 10 Skills and 25 Application</p>	<p>Assessments Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>2 activities per term: Invasion (football basketball, netball) Accurate replication (gymnastics and trampolining), striking and fielding (cricket) and Fitness.</p> <p>Students are assessed using a GCSE Markband from Edexcel, proven outcomes. 10 Skills and 25 Application</p>	<p>Assessments Taught the 4 skills within the mark band and once student can demonstrate and apply these they will be progressed.</p> <p>2 activities per term: Invasion (football basketball, netball) Accurate replication (gymnastics and trampolining), striking and fielding (cricket) and Fitness.</p> <p>Students are assessed using a GCSE Markband from Edexcel, proven outcomes. 10 Skills and 25 Application</p>



KS4 PE Curriculum Overview

Pupils follow 2 different pathways in KS4, building on the acquisition stage of the curriculum to consolidation of knowledge, skills and performance ready to transfer this into sport beyond Oldbury Academy. The activities participated in will be influenced by the facilities and the number of groups on PE at the same time. The activities range across football, netball, badminton, volleyball, handball, table tennis, basketball, dodgeball, benchball, fitness gym, trampolining.

Aims;

- Develop confidence in a range of physical activities.
- To be physically active for sustained periods of time.
- To engage in competitive sports and activities.
- To lead healthy, active lives.

Pupils will be taught to;

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games.
- Develop their technique and improve their performance in other competitive sports.
- Take part in activities that present intellectual and physical challenge which encourage pupils to work in a team and to solve problems either individually or as a group.
- Evaluate their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Continue to take part regularly in competitive sports and activities outside school.

Term	Year 10	Year 11
Autumn	<p>Knowledge</p> <p>Boys and Girls Performance Pathway – All BTEC pupils in each band – Rules, regulations, scoring, officiating, tactics and techniques linked to the activities in Unit 2.</p> <p>Boys Competition – Leagues and statistics – how to run a league</p> <p>Personal Training – PARQ and training programme – how to complete a PARQ and why it is important. Strength v</p>	<p>Knowledge</p> <p>Boys and Girls Performance Pathway – Unit 6 Leadership across variety of sports – how to plan and deliver a warm up, skills, games, cool down. Qualities of a leader. Health and Safety in sport.</p> <p>Boys Competition – World Cup – rules and regulations, scoring systems, competition format.</p>



KS4 PE Curriculum Overview

<p>Endurance training; the importance of repetitions and sets. Cardiovascular training – training zones. IRM – how to calculate 1RM.</p> <p>Girls Recreation – Team sports cohesion and engagement – rules, regulations and scoring systems. How to organise competitions.</p>	<p>Personal Training – Free weights training – safety of using few weights, progressions, techniques, modifications, spotting, monitoring and evaluation of progress.</p> <p>Girls Recreation – Net/Wall, Team and/or Alternative sports. Rules, regulations and scoring systems. How to organise competitions.</p>
<p>Skills</p> <p>Leadership, Officiating, Communication, Organisation</p> <p>Performance skills related to the activity (see SOW)</p> <p>Acquisition Skills – performed with accurate timing and consistency with some errors. Skills are adapted appropriately and performance skills influence the outcome of the activity.</p> <p>Consolidation Skills – refined skills, consistently replicated with few errors. Influential in all aspects of the activity. Can self-evaluate skills and adapt and improvise accordingly.</p>	<p>Skills</p> <p>Leadership, Officiating, Communication, Organisation</p> <p>Performance related to the activity (see SOW)</p> <p>Acquisition Skills – performed with accurate timing and consistency with some errors. Skills are adapted appropriately and performance skills influence the outcome of the activity.</p> <p>Consolidation Skills – refined skills, consistently replicated with few errors. Influential in all aspects of the activity. Can self-evaluate skills and adapt and improvise accordingly.</p> <p>Transfer Skills – able to participate outside of core pe lessons in activities safely, confidently and competently.</p>



KS4 PE Curriculum Overview

	<p>Assessments</p> <p>There are no formal assessments recorded in KS4. Pupils are given regular verbal feedback in lessons regarding performance and guidance on how to improve.</p>	<p>Assessments</p> <p>There are no formal assessments recorded in KS4. Pupils are given regular verbal feedback in lessons regarding performance and guidance on how to improve.</p>
<p>Spring</p>	<p>Overview</p> <p>Boys and Girls Performance Pathway – Unit 2 Officiating and analysis of performance in 2 sports</p> <p>Boys Competition – Competition formats</p> <p>Personal Training – PARQ and training programme – how to complete a PARQ and why it is important. Strength v Endurance training; the importance of repetitions and sets. Cardiovascular training – training zones. IRM – how to calculate 1RM.</p> <p>Girls Recreation – Team sports organisation and engagement</p>	<p>Overview</p> <p>Boys and Girls Performance Pathway – Personal training programmes for specific sports linked to Unit 2 to support Unit 3 training programmes. Bespoke intervention use of core PE where appropriate.</p> <p>Boys Competition – Euros - rules and regulations, scoring systems, competition format.</p> <p>Personal Training – Personal goals – SMARTER. Short term and long term goal setting.</p> <p>Girls Recreation – Mini Olympics – combination of scores, medal tables. Sports in the Olympics. World records.</p>
	<p>Skills</p> <p>Leadership, Officiating, Communication, Organisation</p> <p>Performance skills related to the activity (see SOW)</p> <p>Acquisition Skills – performed with accurate timing and consistency with some errors. Skills are adapted appropriately and performance skills influence the outcome of the activity.</p>	<p>Skills</p> <p>Leadership, Officiating, Communication, Organisation</p> <p>Performance related to the activity (see SOW)</p> <p>Acquisition Skills – performed with accurate timing and consistency with some errors. Skills are adapted appropriately and performance skills influence the outcome of the activity.</p>



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	<p>Consolidation Skills – refined skills, consistently replicated with few errors. Influential in all aspects of the activity. Can self-evaluate skills and adapt and improvise accordingly.</p>	<p>Consolidation Skills – refined skills, consistently replicated with few errors. Influential in all aspects of the activity. Can self-evaluate skills and adapt and improvise accordingly.</p> <p>Transfer Skills – able to participate outside of core pe lessons in activities safely, confidently and competently.</p>
	<p>Assessments There are no formal assessments recorded in KS4. Pupils are given regular verbal feedback in lessons regarding performance and guidance on how to improve.</p>	<p>Assessments There are no formal assessments recorded in KS4. Pupils are given regular verbal feedback in lessons regarding performance and guidance on how to improve.</p>
<p>Summer</p>	<p>Overview</p> <p>Boys and Girls Performance Pathway – Unit 1 Fitness for Sport and Exercise. Fitness tests and training methods linked to exam content for Learning Aim B and C.</p> <p>Boys Competition – Mini Olympics - combination of scores, medal tables. Sports in the Olympics. World records.</p> <p>Personal Training – PARQ and training programme – how to complete a PARQ and why it is important. Strength v Endurance training; the importance of repetitions and sets. Cardiovascular training – training zones. IRM – how to calculate 1RM.</p> <p>Girls Recreation – Striking and fielding activities – rules, regulations and scoring systems. Competition format. Statistics evaluation.</p>	<p>Overview</p> <p>Performance Pathway –</p> <p>Boys Competition –</p> <p>Personal Training –</p> <p>Girls Recreation -</p>



KS4 PE Curriculum Overview

	<p>Skills</p> <p>Leadership, Officiating, Communication, Organisation</p> <p>Performance skills related to the activity (see SOW)</p> <p>Acquisition Skills – performed with accurate timing and consistency with some errors. Skills are adapted appropriately and performance skills influence the outcome of the activity.</p> <p>Consolidation Skills – refined skills, consistently replicated with few errors. Influential in all aspects of the activity. Can self-evaluate skills and adapt and improvise accordingly.</p>	<p>Skills</p>
	<p>Assessments</p> <p>There are no formal assessments recorded in KS4. Pupils are given regular verbal feedback in lessons regarding performance and guidance on how to improve.</p>	<p>Assessments – N/A</p>