

PE Curriculum III

Ambition

- Subject sentence – What is the quest of your discipline? - The PE department instilled a love for lifelong participation of physical activity in all students which is imperative for the physical, mental and social well-being of all individuals.
- How does your subject address social disadvantage by equipping students with powerful knowledge?

In PE at DTA there is no assumption of prior knowledge or access to physical activity and sport. All students are taught the same rigorous curriculum. Although students are taught in groups, we have the same high expectations of all students and we do not narrow the curriculum by group. There is an equity of offer as, in core PE, all students are taught from the same scheme so that everyone has access to the same powerful knowledge with some activities supplemented or modelled as required for individual or small groups of students. Identification of underrepresented groups in Intervention and Prevention plans is crucial. Teachers will identify the gap instruction focus and then personalise highly tailored teaching methods such as targeted questioning, scaffolding or breakout groups for those students. In examination PE, subject experts have identified the most imperative powerful knowledge in their curriculum design and its delivery.

- What skills and cultural capital do students acquire in your subject?

Students will acquire cognitive, psychomotor and social skills in practical PE through a wide range of sports and physical activity from across the world and different cultures. Students will develop their cultural capital by developing their understanding of sport specific terminology, rules of sports and fitness training methods along with an overarching understanding of how sport and physical activity are linked to developing one's health and well-being. At KS4, students who undertake options PE will be subjected to case studies and class discussions that encourage students to formulate and share opinions on some of the most controversial topics such as gender inequality. Above all, students will (through sampling a wide variety of physical activities and sports throughout KS3 and KS4) arrive at a point where they understand and appreciate what it is like to enjoy participating in physical activity and sport.

- How do you make Careers education explicit in your curriculum?

Using the careers spotlights we explore through discussion and practical experience, the vast range of careers in the sporting domain beyond the generic understanding of being a coach, teacher or elite performer. This is, when appropriate, linked to key concepts learnt in the core curriculum as well as in options PE.

- How does your curriculum support Civic Responsibility for the local community?

As a department we continually seek to form partnerships within the community to promote participation in sport and physical activity and, form pathways for our students into sports clubs outside the Academy. Our strong relationship with Bradford University and Bradford Dragons Basketball club means that members of our community are able to access sports facilities free of charge.

- How does your curriculum approach issues surrounding race?

The curriculum aims to challenge any potential misguided pre-conceptions students have surrounding race and stereotypes in sport, physical activity and anatomy. In core PE, students will participate in an extensive range of sporting activities free from channelling and are encouraged to undertake additional leadership roles. In GCSE PE, students study socio-cultural factors in sport through a mixture of core and hinterland knowledge with careful consideration of athletes selected for examples and analysis. The PE department actively embraces academy wide initiatives including spotlighting inspirational black athletes, activists and physicians in celebration of black history month.

- What additional experiences (including expeditions) do your students access in your subject?

The PE Department offers many extra-curricular clubs on mornings and after school 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 competitions including the Dixons Cup. Students also develop their knowledge and understanding of concepts that exist beyond the curriculum in co-curricular games and health and well-being.

- Where does your curriculum link with the PDS curriculum?

The PE and Co-Curricular curriculum actively brings to life our PDS focus on leading a healthy, active lifestyle. Students will engage in health and well-being activities in KS3 and KS4 and be exposed to a broad range of activities to encourage lifelong participation in physical activity. In studying PE at KS4 students will explore the positive impacts on exercise on our physical, mental and social health alongside the negative impacts of smoking and a poor diet.

- How do you support personal development through House and Stretch?

In C3 all students compete and support in the Sports Showcase, contesting to earn the highly-coveted house points. Throughout all cycles there are multiple opportunities for students to compete in additional house competitions in sports such as dodgeball, bench ball and basketball. Students are provided with opportunities for leadership through the house sport rep role which involves them being involved in the planning and delivery of sporting events such as Dixons Cup fixtures.



Rationale

- How is your curriculum designed?

In order to achieve a true understanding of Physical Education, the curriculum has been designed on the following rationale:

Are you fit to play? As part of understanding the impact of Physical Activity on an individual's physical and mental health, the PE curriculum is built around students knowing, understanding and acquiring the physical demands of the activities they are taking part in. Students will learn, develop and apply components of fitness and psychological strategies across a wide variety of sports and activities.

Do you know the rules of play? Throughout KS3 and KS4 students will learn the rules and regulations needed to be able to take part in a variety of different sports and physical activities. At KS3 the rules embedded are core knowledge that act as the fundamental 'laws of the game' that allow students to access the sport or activity in competitive situations. By the end of KS4 students will be able to organise, lead and take part in a range of sports and physical activities with varying degrees of competitiveness.

Do you know how to play? The PE Curriculum is designed to ensure that students are able to confidently participate and apply their skills in a wide variety of competitive situations. This will enable them to 'play the game' or 'perform with accuracy'. KS3 students will gain an understanding of a variety of different games as well as the tactics and skills involved in them. This will be delivered through the pedagogical model 'Teaching Games for Understanding (TGfU)'. This model is used as through it students will appreciate the tactical demands, decision making required and skills required to succeed in different games. Students will be able to transfer and apply their knowledge and understanding across activities as they will recognise the similarities between games of a similar format (e.g. football and handball as these are both invasion games) which allows for greater transfer of learning between sports.. Students will also learn about sports that are categorised as 'individual pursuits' that will be delivered through direct instruction. For example, athletics (outdoor and indoor), gymnastics and fitness training.

Theoretical PE: The PE department offers two pathways at KS4 for those students who want to explore PE and Sport Further. Both GCSE PE, BTEC Sport and OCR Cambridge Nationals Sport Science have been meticulously planned and intelligently sequenced to ensure that students are always building on and deepening their learning.

- What content do you cover and how is this delivered over time?

In core PE sports students are taught the principles of play in invasion games, net and wall games and striking and fielding games. Students are also taught how to use fitness training safely and effectively and will study individual pursuit sports such as gymnastics, dance and athletics. Content is delivered in 6 week units with the principles of the game interleaved throughout different sports. Students will also focus on skill development in games. However, this will only be once they have gained sufficient knowledge and understanding of how a particular skill fits into the game they are learning. In examination PE students will delve into the scientific, psychological and sociological aspects of Sport and be able to present and apply their findings over a 3 year course in the classroom and on the playing field.

- Which content don't you cover (that others might)? Why?

In teaching games through a games based approach model (such as TGfU) students are placed in developmentally appropriate modified games. The organising centre of invasion, net and wall and striking and fielding lessons is the principles of play (e.g. keeping possession in handball). It is important that the modified game is simple enough to allow students to achieve success (e.g. 3 vs 1 possession game would be suitable in teaching 'keeping possession' to novices in an invasion game such as handball). Others may place specific skills as the organising centre of games based lessons and focus on a skill itself first (e.g. passing in handball). However, as a department we agree with the majority of academic literature on the subject of teaching games that suggests that placing skill as the organising centre of games based lessons can be demotivating to students as it only compounds already existing gaps in game playing competence. Placing students in simplified tactical problems allows them to solve such problems creatively through playing and allows students to find enjoyment in playing sport while keeping in-lesson activity levels high.

TGfU allows us to maximise lesson time, promote the benefits of physical activity and tailor our delivery to reflect the most recent literature. The design of our core and examination curriculum considers the context of our academy and the facilities and resource we have available.

- How many lessons do students have per week, for each year group?

Y7/8/9: 2 lessons per week (Y7 also have 90 minutes of games)

Y10: 2 lessons per week

Y11: 1 lesson per week

Y9 examined: 2 lessons per week (1 double lesson)

Y10 examined: 3 lessons per week (1 double lesson and 1 single)

Y11 examined: 4 lessons per week (2 double lessons)

- Which exam board do you use? Why?

The split examination pathway enables all students who enjoy PE the opportunity to continue their studies further. Students who are practically strong will study GCSE PE. The content from AQA has sufficient depth and coverage of knowledge from different sporting domains. The content is accessible to students and has been selected based on the experiences of the department, enabling students



to make progress. OCR Cambridge Nationals in Sport Science is not practically assessed and allows students with a keen interest in sport and science to deepen their knowledge through direct instruction, research and inquiry. The topics studied are similar to those on AQA GCSE PE. Current Y9 and Y10 students along with future vocational PE option students will study BTEC Sport. This change was made due to the fact that leadership is included which we, as a department, believe offers a unique opportunity that they would not experience in other subjects.

Concepts

- How is your subject curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory?
- How do you intelligently sequence your curriculum so that new knowledge and skills build on what has been taught before?
- What end points is the curriculum building towards?
- How do you use spaced practice / retrieval practice?

The curriculum is planned and intelligently sequenced so that new knowledge and skills build on what has been taught before so that students move along the continuum from novice to expert learners. Our games based curriculum is delivered through TGfU with students being placed in progressively complex tactical problems. Individual pursuit and examination PE is taught through direct instruction followed by the use of worked examples with a gradual reduction in scaffold. Teachers work within the concrete before moving towards more abstract concepts. All content is spaced and interleaved as opposed to block practice to help students consolidate their learning in practical and examination PE by interrupting forgetting. Additionally, retrieval practice and practice testing are regularly used in lessons and homework to help students commit knowledge to their long term memory. Learning of key theoretical concepts is applied to practical lessons in the core and in examination PE which allows students to build more complex schema by applying their understanding to a greater number of specific sporting contexts.

The curriculum is designed so that students have the opportunity to retrieve prior learning every single lesson and through weekly homework practice. Multiple consolidation strategies are evident throughout our schemes of work and reflect the most up to date literature in their design and delivery. We have low stakes Do Now quizzes in all lessons, regular practice testing in examination classes and model and feedback frequently to students how to their 100% sheets and work booklets to create flash cards, elaborately interrogate and brain dump. Our curriculum is intelligently sequenced so that content is spaced so that we interrupt the forgetting process in order to help students commit knowledge to their long term memory and build upon prior learning. Teacher's micro script questioning prior to all lessons and pre-empt misconceptions using hinge questions to gather live data. Our long term plans and schemes of work are regularly reviewed to ensure that implementation is successful.

- How does your subject use homework to support learning?

In examination PE, students are set weekly homework to support their learning. Our annual subscription to Everlearner is an online platform for our students to consolidate their learning through individualised practice questions and revision materials that can be tracked by staff. Additional consolidation strategies such as brain dumps and flash cards are modelled and practiced in class before being set for students to complete at home. Feedback is then provided through messy marking strategies to address misconceptions.

- How is reading and mathematical fluency prioritised in your subject?

Mathematical fluency is prioritised by students transferring their maths skills into certain topics for GCSE PE, Sport Science and the understanding of psychomotor skills in practical PE. TLAC strategies such as 'AIR' and 'Reading reconsidered' are embedded into our KS4 SOW as a means to develop students reading fluency.

Implementation

- Subject leadership – What are the roles and responsibilities for staff in your department?

All members of the team teach core PE from early years through to KS4 PE including examination classes.

JRo: HOD and ECT mentor

CBI: Assistant Vice Principle (Quality of Education)

KWe: Senior HOY and DSL

MGr: HOY Year 11

MBr: 2nd year ECT and Assistant HOY

JCo: Teacher of PE and Head of Aconcagua house

- Subject knowledge – What are the staff specialisms? What has been the impact of staff training?

All staff are specialists in teaching invasion games in particular. Subject knowledge is also strong in net and wall games following practical CPD sessions and GCSE moderation requirements. JRo is undertaking a MA in Advanced Pedagogy in PE and providing information to the department through the design and delivery of the core PE curriculum. JRo has developed his experience significantly in terms of delivering the GCSE PE curriculum and has a wealth of experience in delivering vocational qualifications such as BTEC and OCR Cambridge Nationals. CBI and KWe have a wealth of experience in delivering GCSE PE as well as vocational subjects. Additionally, CBI has completed a MA in Expert Teaching which provides JRo with pedagogical knowledge development on shared learning walks and in coaching.



- Equitable delivery – How do you support disadvantaged students and students with SEND?

Tailored teaching of students with special educational needs or disabilities; these students are given extra support where required through double staffing. Students can be taught or re-taught in a small group setting so that their needs can be catered for. Students who are new to English will receive extra support with vocabulary and literacy in Physical Education. All groups at KS3 are double staffed and double staffing at KS4 is flexible to support where needed.

- Planning the progression model – How does a certain topic (e.g. algebra / language analysis) progress across the key stage(s)?

Example topic: Badminton - 'Hitting object consistently'. This is a key principle of play students will learn in badminton.

This principle progress from 'hitting object consistently' to 'staying in the point' which applies to a more competitive situation (see below for how this progresses).

KS3 A. Hitting object consistently - Focus on hitting a developmentally appropriate object to develop hand eye co-ordination (playing co-operatively with a partner). This can be with any object students experience success with e.g. a balloon.

KS3 B. Hitting object consistently - this then progresses to hitting a shuttlecock consistently whilst having a rally co-operatively with partner.

KS3 C. Staying in the point - by the end of KS3 students should aim to able to have a competitive rally with a partner and experiment with changing the trajectory of their shot to slow the game down to allow them chance to recover.

KS4 A Staying in the point - Students should experiment with how they can adapt their weight of shot to play to the weaknesses of their opponent.

KS4 B Staying in the point - Students should experiment with how they can disguise shots to ensure their shot selection is less predictable.

- Breadth and depth – How do your LTPs / SoW demonstrate extent of knowledge and skills coverage and depth?

LTPs/SoW cover all principles of play that are involved in playing different categories of game (invasion, net and wall, striking and fielding) and individual pursuit lessons cover the wide variety of skills and knowledge that are needed to participate confidently in athletics and gymnastics and this is also the case in fitness training lessons. These skills and principles of play are explored in greater depth as time goes on to allow students to enhance their confidence in a wide variety of different sports and activities. This allows students to gain an appreciation of sport and physical activity enhances the chances of them being more physically active post school.

- Assessment – How do teachers assess across the unit / term / cycle / year / key stage?

Formative assessment is integral to the curriculum in PE and is meticulously planned into our schemes of work to progress check, identify misconceptions and inform future planning. Teachers use live data gathered in lessons through low stakes quizzes, hinge questions and targeted questioning and spotlighting. Assessment in the core only takes place at KS3. Students are given a subjective grade in relation our 3 key strands (fit to play, rules of play, how to play). There are 3 assessment points through the academic year that take into account students' progress in individual sports and the principles of play. In examination PE, there is a synergy between assessment and feedback. In unit practice testing, Everlearner homework and end of cycle assessments are used to inform intervention and prevention planning. Feedback is provided through messy mark books, addressing misconceptions work booklets, detailed 1-1 feedback and followed with dedicated DIRT time. KS3 assessment is practical only and examination classes will be a combination of practical and theoretical assessments in line with the specification criteria.

- Covid - Based on identified gaps in skills and knowledge, how have you adapted the curriculum due to the pandemic?

In practical PE students will revisit principles of play, skills and key concepts to ensure that students can confidently participate in the variety of sports offered in the core curriculum. For example, more time will be spent focusing on threshold concepts such as hitting the object consistently (in net and wall games), possession and support (in invasion games) and establishing students' understanding of the importance of regular physical activity. In Y11 options PE students will revisit content delivered during restricted opening before moving on to deliver any remaining content. This will be coupled with weekly homework, intervention and prep sessions to review previously covered content. Furthermore, Y10 options PE students have 3 lessons per week in comparison to previous Y10 cohorts who have had 2 lessons per week.

Covid - How have you integrated remote learning plans with your school curriculum?

All students who are absent will receive work to complete along with recorded explanations provided from either the teacher or through video task on The Everlearner website. Students will also be expected to complete retrieval practice using The Everlearner from home.

Powerful knowledge: It is the substantive content, agreed by the subject specialist as being the best knowledge in the discipline that opens up opportunities for the student. It will not be picked up by students from their everyday life.

Cultural Capital: It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

