

KS3 Curriculum: Wellbeing Active

Department Vision

A high-quality physical education curriculum inspires all students to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Students should have opportunities to become part of a team and experience leadership, whilst instilling core values of respect, courage, resilience and determination.

Intent

The National Curriculum for physical education aims to ensure that all students:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Implementation:

Students should build on and embed the physical development and skills learned in Key Stages 1 and 2 to become more competent, confident and expert in their techniques, and be able to apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of the Academy and in later life, and understand the long-term health benefits of physical activity. The curriculum is designed in a progressive way to ensure time is spent teaching the fundamentals of different types of physical activity (e.g. invasion games, net games) and then the fundamentals in different sports and physical activities. Some

activities are revisited to further embed skills and knowledge, and concepts will be developed further. Additionally, our curriculum reflects the demands of the National Curriculum, its breadth, depth and range.

Building Citizens of the World

The curriculum is designed to not just develop physical skills, but to be character building and build skills young people will need throughout their lives. The units of work offer countless opportunities for students to develop and demonstrate communication, teamwork, fair play and problem solving skills. Students are encouraged to show respect to the rules of the game, the officials and to each other. Students will win and lose and learn how to demonstrate these contrasting associated emotions maturely, and through this develop resilience.

Whilst predominantly a practical curriculum, opportunities are taken to incorporate and develop literacy and numeracy skills throughout. The origins and cultural significance of some sports are explored. Students have opportunities to learn about careers in physical activity and are able to take on some of these roles themselves, such as an official, coach or personal trainer.

Inclusion

Whatever students' physical or emotional needs, every effort is made to be inclusive for all students in all units of work. Different equipment may be used, rules adapted or support from Learning Support Assistants may be available, dependent on the child's need. Learning outcomes are designed to guide learning in an activity. However, they can be adapted to suit the needs of a class and the individuals in it, for example more time being spent on a specific outcome if this is necessary to ensure progress and success. Loan kit is available for students without it, to ensure they can still participate equally with their peers.

Sequence of Learning

The curriculum plan builds upon the knowledge and skills gained at Key Stage 2. The early units in Year 7, for example Invasion Games, net games and teambuilding, aim to lay the foundations and develop a range of transferable skills and tactical understanding which can be applied to specific sport as the key stage progresses.

Units of work last for a half term, allowing for 12 activities per year. This is to allow students to develop competence in a broad range of physical activities, with the majority of activities repeated in year 8 and 9 to further ensure this. Students have more opportunities to find activities they wish to pursue further, and are encouraged to continue through extra curricular activities or external clubs.

The curriculum is also designed with thoughts beyond Key Stage 3. More technical activities such as Trampolining and Volleyball are not learnt immediately, but as students get closer to Key Stage 4, (these activities can be further developed for Key Stage 4 courses), as well as aiming to develop a lifelong participation in physical activity through promoting a healthy and active lifestyle.

Relevant knowledge from KS1 and KS2

Key Stage 1

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key Stage 2

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Securing Knowledge at KS3

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby, handball and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques in a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills 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 through community links or sports clubs

Year 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Boys	Assessment/ teambuilding Net games	Gymnastics Invasion games	Futsal Basketball	Rugby Dance	Striking & fielding Athletics	OAA Tennis
Girls	Assessment/ teambuilding Gymnastics	Net games Invasion games	Dance Netball	Futsal Basketball	Striking & fielding Tennis	OAA Athletics

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Boys	Badminton Futsal	Training methods Gymnastics	Trampolining Handball	Rugby Basketball	Striking & fielding Athletics	OAA Tennis
Girls	Netball Gymnastics	Badminton Futsal	Basketball Fitness	Trampolining Handball	Striking & fielding Tennis	OAA Athletics

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Boys	Badminton Futsal	Training methods Gymnastics	Trampolining Handball	Rugby Basketball	Striking & fielding Athletics	Striking & fielding Tennis
Girls	Netball Gymnastics	Badminton Futsal	Basketball Training methods	Trampolining Handball	Striking & fielding Tennis	Striking & fielding Athletics