



KS3 Curriculum Overview

Physical Education

Curriculum Intent

By the end of year 9, students will be confident and able to express themselves through physical activity, and through different roles such as a coach, performer, official and leader. They will also have the confidence to learn from others via deliberate, organised opportunities for reciprocal teaching/learning. Independent decision-making is an integral part of student work by the end of year 9. The nature of the curriculum and how it is delivered, means that students can be engaged and curious. Students are encouraged to be verbally literate. They are also well-informed regarding personal safety, and able to take responsibility for their own actions – this is encouraged throughout the curriculum (e.g. athletics and trampolining). Students are encouraged to show resilience in a range of situations and are equipped to lead an active, healthy lifestyle. Moral and social development is a feature of the KS3 Physical Education curriculum. Our students are encouraged to sensitively and respectfully interact with people from a range of backgrounds (teamwork). The relevance of rules and fair play through positive sporting behaviour is a major part of the games curriculum.

How does the KS3 curriculum build on that from KS2?

Challenge in the Key Stage 3 curriculum is built upon our core knowledge of the KS 2 curriculum. This knowledge is based on the prescribed national curriculum for Physical Education, and also the detailed Cambridgeshire guidelines for teaching Physical Education in primary schools. This said, there is an enormous range of ability as students arrive in year 7 – this can be due to the varying quality of physical education in our feeder primary schools, but also a range of socio-cultural influences e.g. students from a less affluent background tend not to have attended sports clubs/classes, whereas students from a more affluent background are likely to have attended sports clubs/classes in the local community from an early age. Some specific sports are valued and/or promoted in some cultures, but not in others. Female and male participation is valued and/or promoted in some cultures, but not in others. There is no reliable information from primary schools which enable us to confidently place students into sets before arriving at Downham Market Academy. We therefore organise a setting process at the start of year 7, which is then reviewed termly throughout Key Stage 3. From the outset, the curriculum seeks to stretch students towards performing effectively in recognised physical activities, as a performer, coach, official and leader. Challenge is embedded and evidenced through schemes of learning, which are explicit in providing an expectation and an opportunity for students to access increasingly challenging skills, knowledge and understanding. They are given genuinely difficult and new skills, knowledge and understanding to master.

Challenge is also evidenced via learning walks, and appraisal lesson observations. A challenging lesson shows that learning intentions are set at an aspirational level, with students subsequently supported in different ways to access the content of the lesson. The broad range of extra-curricular clubs also provide the opportunity for students to be challenged at the highest level possible in a state school environment.

What do students *do* with this knowledge or these skills?

Pupils will show developed skill sets across the range of study, as performer, official and leader. As well as capacity to analyse and evaluate performance. They will know key concepts from sport and PE thus enabling them to move forwards in their physical education.

How does the KS3 curriculum align to the National Curriculum?

The Physical Education offer at DMA aligns closely with the aims of the National Curriculum at KS3 and KS4. PE at DMA goes beyond the National Curriculum in many areas, in particular the emphasis placed on coaching and leadership.

What new knowledge or skills are students taught?

| Term | Year 7 | Year 8 | Year 9 |
|------------------------|--|---|--|
| Autumn / Spring | <p>Groups of students participate in the following activities, on rotation, throughout the autumn and spring terms. There is a focus on understanding and demonstrating skills as well as a development in sportsmanship.</p> <p>Trampolining Football Netball Rugby Badminton Basketball Health Related Fitness Table Tennis Swimming (2022?)</p> | <p>Groups of students participate in the following activities, on rotation, throughout the autumn and spring terms. Focussing on fitness for sport and the importance of resilience. There is also development of understanding rules.</p> <p>Trampolining Football Netball Rugby Badminton Basketball Health Related Fitness Table Tennis Swimming (2022?)</p> | <p>Groups of students participate in the following activities, on rotation, throughout the autumn and spring terms. Students will coach and lead, where they can adapt tactics and be able to analyse performance.</p> <p>Trampolining Football Netball Rugby Badminton Basketball Health Related Fitness Table Tennis Swimming (2022?) Examination PE Taster Sessions</p> |

| | | | |
|--------------------------------------|--|--|--|
| | New knowledge, skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles. | New knowledge, skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles. | New knowledge, skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles. Pupils have the opportunity to sample GCSE and Cambridge Nationals Theory content. |
| Summer | <p>Groups of students participate in the following activities, on rotation, throughout the summer term:</p> <p>Athletics Cricket Rounders Softball Tennis Ultimate Frisbee</p> <p>New knowledge, skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles.</p> <p>2020-21 Pupils will have opportunity to develop knowledge and understanding of key concepts from the examination syllabus', through termly revision activities.</p> | <p>Groups of students participate in the following activities, on rotation, throughout the summer term:</p> <p>Athletics Cricket Rounders Softball Tennis Ultimate Frisbee</p> <p>New knowledge, skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles.</p> <p>2020-21 Pupils will have opportunity to develop knowledge and understanding of key concepts from the examination syllabus', through termly revision activities.</p> | <p>Groups of students participate in the following activities, on rotation, throughout the summer term:</p> <p>Athletics Cricket Rounders Softball Tennis Ultimate Frisbee</p> <p>New knowledge, skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles.</p> <p>2020-21 Pupils will have opportunity to develop knowledge and understanding of key concepts from the examination syllabus', through termly revision activities.</p> |
| Rationale for this sequencing | Breadth and depth of study first and foremost. Inter- and Intra-school based competitions and fixtures alongside seasons, weather and facilities all need to be considered when planning the curriculum. | | |